



St. Mary's PSHE & RSHE Curriculum 2025-2026



		Autumn	Spring	Summer
EYFS	Health and well-being	<u>My identity</u> <ul style="list-style-type: none"> Learn about where they live and belong and what they can do and be aware of themselves and their skills. 	<u>Self-Awareness</u> <ul style="list-style-type: none"> Learn about feelings and goals and be able to set a target for themselves 	<u>Developing Skills</u> <ul style="list-style-type: none"> about how they are improving and growing learn about basic hygiene and how to keep themselves clean
	Relationship	Ten Ten Module 1: Created and Loved by God Unit 1: Religious Understanding	Ten Ten Module 2: Created to love others Unit 1: Religious Understanding Unit 2: Religious Understanding	Ten Ten Module 3: Created to live in community Unit 1: Religious Understanding Unit 2: Loving in the wider world.
	Reception	Ten Ten Module 1: Created and Loved by God Unit 1: Religious Understanding Unit 2 : Me, My Body, My Health	Ten Ten Module 1: Created and Loved by God Unit 3: Emotional well-being Unit 4 : Life Cycles	Ten Ten Module 2: Created to love others Unit 3: keeping Safe Module 3: Created to live in community Unit 1: Religious Understanding

	<p>Living in the Wider World</p>	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Learn about how to co-exist and be helpful • Be able to say why we need rules and give some examples 	<p><u>Accidents and Prevention</u></p> <ul style="list-style-type: none"> • what accidents are • understand about safe and unsafe places to play • about rules for games and who makes them and to be able to take part in class vote 	<p><u>Co-operative Learning</u></p> <ul style="list-style-type: none"> • <u> </u> how to contribute to the life of the classroom • <u> </u> to help construct, and agree to follow, group and class rules and to understand how these rules help them • <u> </u> that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • <u> </u> that they belong to various groups and communities such as family and school • • <u> </u> that money comes from different sources and can be used for different purposes, including the concept of spending and saving. • <u> </u> about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.
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Key Stage 1: Year 1		Curriculum links:		
		<p>■ PSHE</p> <p>■ Relationships Education</p> <p>■ Science Curriculum</p> <p>^{SG} = contributes to safeguarding</p>	<p>■ Health Education</p> <p>■ Sex Education</p> <p>^{BV} = contributes to British Values</p>	
Year 1	Health and well-being	<p>Awareness of Feelings</p> <p>■ Mental Wellbeing</p> <ul style="list-style-type: none"> • How to recognise and name different feelings • A range of words to describe feelings • How to tell people how people are feeling • Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings ^{SG} 	<p>Keeping Well and Clean</p> <p>■ Physical Health and Fitness</p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <ul style="list-style-type: none"> • that things people put into their bodies can affect how they feel • why hygiene is important and how simple hygiene routines can stop germs from being passed on • how physical activity and healthy eating helps them to stay healthy • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • who helps help them to stay healthy (e.g. parent, dentist, doctor) • know how to keep themselves clean and how to brush their teeth effectively <p>be able to describe different ways to stay healthy</p>	<p>Keeping Safe</p> <p>■ Being Safe</p> <p>■ Drug, Alcohol and Tobacco</p> <p>■ Internet Safety and Harms</p> <p>■ Mental Wellbeing</p> <ul style="list-style-type: none"> • that household products, including medicines, can be harmful if not used properly ^{SG} • how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy ^{SG} • some basic rules to keep safe online ^{SG} • know how to keep themselves safe at home and online ^{SG}
	Relationship	Ten Ten Module 1: Created and Loved by God Unit 1: Religious Understanding	Ten Ten Module 2: Created to love others Unit 2: Personal relationship Unit 3: Keeping Safe	Ten Ten Module 3: Created to live in Community Unit 1: religious Understanding

		Module 2: created to love others Unit 1: Religious Understanding		
	Living in the Wider World	<p><u>Being Different</u></p> <p>■ Respectful Relationships</p> <ul style="list-style-type: none"> • Learn about other people's opinions and views ^{BV} • Learn about the different groups they belong to (clubs, faith, cultural heritage etc.)^{BV} • Be able to talk about the fact that everyone has different opinions and views ^{BV} <p><u>MONEY</u></p> <p>■ Economic Wellbeing</p> <ul style="list-style-type: none"> • Learn about what money is and where it comes from • Learn about the cost of everyday items • Learn that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank • Be able to identify and recognise the value of coins and notes • Be able to talk about where money can come from • Be able to explain the difference between needs and wants 	<p><u>THE ENVIRONMENT</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> • what can harm the local and global environment; how they and others can help care for it • know some of the things they can do at home and at school to help the environment 	<p><u>LOOKING AFTER MYSELF</u></p> <p>■ Being Safe</p> <ul style="list-style-type: none"> • more about road safety and who helps us keep safe ^{SG} • understand the role of the emergency services ^{SG}

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| | | <ul style="list-style-type: none">• Be able to explain a suitable place to keep money safe, and explain why | | |
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Key Stage 1: Year 2		Curriculum links:		
		<p>■ PSHE</p> <p>■ Relationships Education</p> <p>■ Science Curriculum</p> <p>^{SG} = contributes to safeguarding</p>	<p>■ Health Education</p> <p>■ Sex Education</p> <p>^{BV} = contributes to British Values</p>	
Year 2	Health and well-being	<p>Healthy People</p> <ul style="list-style-type: none"> ■ Mental Wellbeing ■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention ■ Science Curriculum <ul style="list-style-type: none"> • That different things help their bodies to be help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science Curriculum) • To recognise the importance of knowing when to take a break from time online or TV • That a healthy person has a good physical and mental health and wellbeing • To be able to describe the components of a healthy day 	<p>Keeping Safe</p> <ul style="list-style-type: none"> ■ Being Safe ■ Online Relationships ■ Mental Wellbeing ■ Internet Safety and Harms ■ Health and Prevention ■ Drug, Alcohol and Tobacco ■ Basic First Aid <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) ^{SG} • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them ^{SG} • that not everything they see online is true or trustworthy and that people can pretend to be someone they are not ^{SG} • how to tell a trusted adult if/when they are worried for themselves or others, 	<p>About My Body</p> <ul style="list-style-type: none"> ■ Being Safe ■ Respectful Relationships ■ Science Curriculum <ul style="list-style-type: none"> • about their bodies and how they work • about the similarities and differences between males and females • about gender stereotypes • be able to name the main parts of the body (including external genitalia) (Science curriculum) ^{SG} • understand that some people have fixed ideas about what boys and girls can do

			<p>worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say ^{SG}</p> <ul style="list-style-type: none"> • How to keep safe in the sun and protect from sun damage ^{SG} • recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ^{SG} • know what 'privacy' means ^{SG} 	
Relationship	<p>Ten Ten Module 1 Created and loved by God Unit 1: Religious Understanding</p> <p>Module 1 Created and loved by God Unit 2 : Me, My body, My Health</p>	<p>Ten Ten Module 1 Created and loved by God Unit 3: Emotional well-being</p> <p>Unit 4: Life Cycles</p> <p>■ Science Curriculum</p>	<p>Ten Ten Module 3: Created to live in Community Unit1: Religious Understanding</p> <p>Unit 2: Living in the wider world</p>	
Living in the Wider World	<p><u>Money, Shopping and Saving</u></p> <p>■ Economic Wellbeing</p> <ul style="list-style-type: none"> • Learn about spending money and understanding the importance of waiting for and checking change • That I have choices about spending and saving money, 	<p><u>SPECIAL DAYS</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> • about a range of festivals ^{BV} • demonstrate this learning through an assembly or display ^{BV} 	<p><u>Global Food</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> • about where food comes from • be able to talk about where food comes from and some of the ethical questions around food supply 	

		<p>and that people may make different choices about how to save and spend money</p> <ul style="list-style-type: none">• To be able to role-play simple financial transactions• To be able to choose the correct value coins and notes to use and calculate change• To be able to make a simple plan for my spending choices and stick to it.		
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Key Stage 2: Year 3		Curriculum links: <ul style="list-style-type: none"> ■ PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education <small>SG = contributes to safeguarding BV = contributes to British Values</small>		
Year 3	Health and well-being	<u>Emotions and Feelings</u> <ul style="list-style-type: none"> ■ Being Safe ■ Mental Wellbeing <ul style="list-style-type: none"> • That mental health and wellbeing is a normal of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing ^{SG} • That people's feelings change over time , their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity ^{SG} • Learn how to talk about their emotions and how to respond appropriately in different situations ^{SG} • strategies to manage transitions between classes and key stages • be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, 	<u>EMOTIONS AND FEELINGS</u> <ul style="list-style-type: none"> ■ Healthy Eating ■ Physical Health and Fitness ■ Health and Prevention ■ Mental Wellbeing <ul style="list-style-type: none"> • about what constitutes a healthy diet and the risks of eating too much sugar • about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating • about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing • use their learning to plan a healthy lunchbox • be able to name at least 3 things they can do to look after their teeth • Should be able to describe the (physical and mental) benefits of physical activity 	<u>Basic First Aid</u> <ul style="list-style-type: none"> ■ Mental Wellbeing ■ Basic First Aid <ul style="list-style-type: none"> • school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) ^{SG} <u>KEEPING SAFE</u> <ul style="list-style-type: none"> ■ Being Safe ■ Mental Wellbeing ■ Health and Prevention <ul style="list-style-type: none"> • about risks they may face and how to predict, assess and manage these risks ^{SG} • that bacteria and viruses can affect health and that following simple routines can reduce their spread ^{SG} • be able to describe what risk is and how this may affect decisions ^{SG}

		<p>exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.)</p> <ul style="list-style-type: none"> • be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down • be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these ^{SG} <p>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) ^{SG}</p>		
	<p>Relationship</p>	<p>Ten Ten Module 1: Created and loved by God Unit 1: Religious Understanding</p> <p>Created to love others: Unit 1: religious Understanding</p>	<p>Ten Ten Module 2: Created to love others Unit 2: Personal relationship</p>	<p>Ten Ten Module 3: Created to love others Unit 1: Religious Understanding</p> <p>Unit 3: Keeping Safe</p>

	<p>Living in the Wider World</p>	<p><u>ME AND MY COMMUNITY</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> ● why and how rules and laws that protect themselves and others are made and enforced, ^{SG} why different rules are needed in different situations and how to take part in making and changing rules ^{BV} ● that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ^{BV} ● about school and local democracy ^{BV} ● show an understanding of the role of a school councillor ^{BV} <p>resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ^{BV}</p>	<p><u>WHERE DO THINGS COME FROM?</u></p> <p>■ Being a responsible citizen</p> <p>■ Economic Wellbeing</p> <ul style="list-style-type: none"> ● about sources of products and Fairtrade ● that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity ● be able to explain the ethical considerations and environmental impact of buying/products 	<p><u>ASPIRATIONS</u></p> <p>■ Economic Wellbeing</p> <p>■ Careers</p> <ul style="list-style-type: none"> ● To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes ● That there are a broad range of different jobs/careers and that people can have more than one career/job during their life <p><u>MANAGING MONEY</u></p> <p>■ Economic Wellbeing</p> <ul style="list-style-type: none"> ● about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important ● be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments
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Key Stage 2: Year 4		Curriculum links: <ul style="list-style-type: none"> ■ PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education <small>SG = contributes to safeguarding BV = contributes to British Values</small>		
		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 4	Health and well-being	<u>Mental Health</u> ■ Mental Wellbeing <ul style="list-style-type: none"> ● that mental health and wellbeing is a normal part of daily life, in the same way as physical health ● about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement ● be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this ● be able to identify a number of people, including adults from home and adults from outside the 	<u>HEALTHY LIFESTYLES</u> ■ Healthy Eating ■ Health and Prevention ■ Physical Health and Fitness <ul style="list-style-type: none"> ● about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet ● about what good physical health means and how to recognise early signs of physical illness ● how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed ^{SG} 	<u>GROWING AND CHANGING</u> ■ Mental Wellbeing ■ Changing Adolescent Body <ul style="list-style-type: none"> ● some basic facts about puberty ^{SG} ● about strong feelings and mood swings ● and be able to express their feelings in writing ^{SG} ● know about some emotional and physical changes that happen during puberty ^{SG} <u>DRUG EDUCATION</u> ■ Mental Wellbeing ■ Drug, Alcohol and Tobacco <ul style="list-style-type: none"> ● about the effects of smoking and how to make safe decisions

		<p>home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings ^{SG}</p> <p><u>RIGHTS AND RESPONSIBILITIES</u></p> <p>■ Internet Safety and Harms</p> <p>■ Being Safe</p> <ul style="list-style-type: none"> that the internet is an integral part of many people's lives and that it has many benefits about reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming ^{SG} <p>recognise that their increasing independence brings increased responsibility to keep themselves and others safe ^{SG}</p>	<ul style="list-style-type: none"> be able to name some of the early signs of physical illness ^{SG} have some basic knowledge about immunisations and allergies ^{SG} know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health ^{SG} 	<ul style="list-style-type: none"> be able to describe the effects of smoking and how to make safe decisions begin to understand the concept of a 'balanced lifestyle'
	<p>Relationship</p>	<p>Ten Ten Module 1: Created and loved by God Unit 1: Religious Understanding</p> <p>Unit 2: Me, my body, my health</p>	<p>Ten Ten Module 1: Created and loved by God Unit 3: Emotional well-being</p> <p>Created to live in Community Unit 1: Religious Understanding</p>	<p>Ten Ten Module 3: Created to live in Community Unit 1: Religious Understanding Unit 2: Living in the wider world</p>

	<p>Living in the Wider World</p>	<p><u>Media and Me</u></p> <p>■ Internet Safety and Harms</p> <ul style="list-style-type: none"> ● about how the media influences decisions ^{SG} ● about sources of persuasion including the media ^{SG} ● the importance of protecting personal information, including passwords, addresses and images ^{SG} ● be able to hold a debate on a topical issue ● be able to recognise some persuasive media tactics e.g. on television adverts ^{SG} 	<p><u>Local Community- Shared Responsibilities</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> ● to value the different contributions that people and groups make to the community ● ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) ● Consider the school's contribution protecting the environment 	<p><u>ASPIRATIONS</u></p> <p>■ Mental Wellbeing</p> <p>■ Careers</p> <ul style="list-style-type: none"> ● about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them ● about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) <p><u>MANAGING MONEY</u></p> <p>■ Economic Wellbeing</p> <ul style="list-style-type: none"> ● to recognise that people make spending decisions based on priorities, needs and wants ● that I can keep my money in a standard bank account and the benefits this might have ● that if I don't have enough money I may have to borrow but that if I do I will have to pay it back
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				<ul style="list-style-type: none">• be able to consider the influences behind a person's decision to save or spend money• explain why they might use an account e.g. bank, building society, credit union• be able to explain why I might want to borrow money and how this might make me feel
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Key Stage 2: Year 5		Curriculum links:		
		<p>■ PSHE</p> <p>■ Relationships Education</p> <p>■ Science Curriculum</p> <p>^{SG} = contributes to safeguarding</p>	<p>■ Health Education</p> <p>■ Sex Education</p> <p>^{BV} = contributes to British Values</p>	
Year 5	Health and well-being	<p><u>Mental Health and well-being</u></p> <p>■ Mental Wellbeing</p> <ul style="list-style-type: none"> to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adult ^{SG} to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others ^{SG} be able to challenge the stigma around mental health and wellbeing ^{SG} <p><u>PERSONAL SAFETY</u></p> <p>■ Being Safe</p> <p>■ Internet Safety and Harms</p> <ul style="list-style-type: none"> about situations which could cause them personal risk ^{SG} that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations 	<p><u>HEALTHY LIFESTYLES</u></p> <p>■ Mental Wellbeing</p> <p>■ Physical Health and Fitness</p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <ul style="list-style-type: none"> about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn be able to identify nutritional information on food and drink labels 	<p><u>PUBERTY</u></p> <p>■ Changing Adolescent Body</p> <p>■ Mental Wellbeing</p> <ul style="list-style-type: none"> to identify the external genitalia and internal reproductive organs in males and females ^{SG} about the main physical and emotional changes during puberty ^{SG} about the importance of good personal hygiene during puberty <p><u>DRUG EDUCATION</u></p> <p>■ Drug, Alcohol and Tobacco</p> <p>■ Being Safe</p> <ul style="list-style-type: none"> about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects ^{SG} understand some basic facts around risks, effects and the law of various legal and illegal drugs ^{SG} be able to demonstrate assertiveness skills to help resist peer pressure around drug use ^{SG}

		<p>Declaration of the Rights of the Child ^{SG BV}</p> <ul style="list-style-type: none"> • about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online ^{SG} • develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media and the responsible use of ICT) ^{SG} 		
Relationship	<p>Module 2: Created to love others</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: Personal relationships</p>	<p>Module 2: Created to love others</p> <p>Unit 3: Life online</p>	<p>Module 2: Created to love others</p> <p>Unit 4: Keeping Safe</p>	
Living in the Wider World	<p><u>STEREOTYPES AND DIVERSITY</u></p> <p>■ Respectful Relationships</p> <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender 	<p><u>WORKING TOGETHER AND ASPIRATIONS</u></p> <p>■ Respectful Relationships</p> <p>■ Careers</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how they can work together to bring about change • about some of the skills, including enterprise skills, that will help them in their future 	<p><u>WHAT MAKES A DEMOCRACY?</u></p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> • about how local democracy works ^{BV} <p>Children should:</p> <ul style="list-style-type: none"> • be able to identify the key elements of a democracy ^{BV} 	

		<p>identity, sexual orientation, and disability ^{BV}</p> <ul style="list-style-type: none"> ● about stereotypes; how they can negatively influence behaviour and attitudes towards others ^{SG BV} ● appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ^{SG BV} ● have strategies to challenge these stereotypes ^{SG BV} 	<p>careers e.g. teamwork, communication and negotiation</p> <p>Children should:</p> <ul style="list-style-type: none"> ● listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns ^{SG} ● work collaboratively towards shared goals to develop strategies ^{SG} to resolve disputes and conflict through negotiation <p><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></p> <p>■ Internet Safety and Harms</p> <ul style="list-style-type: none"> ● how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results ● about some of the different ways information and data is shared and used online, including for commercial purposes 	<p><u>MONEY</u></p> <p>■ Economic Wellbeing</p> <p>■ Being a responsible citizen</p> <ul style="list-style-type: none"> ● I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money ● that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) ● be able to discuss how making informed choices can help us make the most of our money ● run a simple marketing project in teams
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Key Stage 2: Year 6		Curriculum links:		
		<p> ■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small> </p>	<p> ■ Health Education ■ Sex Education <small>BV = contributes to British Values</small> </p>	
Year 6	Health and well-being	<p>HEALTHY LIFESTYLES</p> <ul style="list-style-type: none"> ■ Health and Prevention ■ Basic First Aid <ul style="list-style-type: none"> ● about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer ^{SG} ● the facts and science relating to immunisation and vaccination ^{SG} ● about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) ^{SG} ● understand the benefits and risks of sun exposure and know how to keep themselves safe ^{SG} <p>DRUG EDUCATION</p> <ul style="list-style-type: none"> ■ Drug, Alcohol and Tobacco <ul style="list-style-type: none"> ● to understand the effects, risks and laws in relation to drugs ^{SG} ● be able to describe effects and risks, understand consequences of 	<p>MOVING ON</p> <ul style="list-style-type: none"> ■ Mental Wellbeing <ul style="list-style-type: none"> ● to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing ● about taking on more personal responsibility, managing setback and reframe unhelpful thinking ● about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement ^{SG} ● have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools <p>MENTAL HEALTH AND ONLINE SAFETY</p> <ul style="list-style-type: none"> ■ Internet Safety and Harms ■ Mental Wellbeing <ul style="list-style-type: none"> ● about the benefits of rationing time spent online and the impact of positive and negative content online on their 	<p>PUBERTY AND RELATIONSHIPS</p> <ul style="list-style-type: none"> ■ Online Relationships ■ Respectful Relationships ■ Being Safe ■ Mental Wellbeing <ul style="list-style-type: none"> ● to explore positive and negative ways of communicating in a relationship ● that there is nothing that they should be afraid to ask about ^{SG} ● know that communication and permission seeking are important ^{SG} ● know when it is appropriate to share personal/private information in a relationship ^{SG}

		<p>drug use and know where to go for help ^{SG}</p>	<p>own and others' mental and physical health and wellbeing ^{SG}</p> <ul style="list-style-type: none"> • why social media and some online games are age restricted ^{SG} <p>understand the many benefits of the internet as well as how they may be targeted as a consumer ^{SG}</p>	
Relationship	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: me, My Body, My Health</p>	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 3: Emotional Well-Being</p> <p>Unit4: Life Cycles</p>	<p>Ten Ten Module 3: Created to live in community</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: Living in the wider world</p>	
Living in the Wider World	<p><u>CELEBRATION – SUPPORTING EACH OTHER</u></p> <ul style="list-style-type: none"> ■ Respectful Relationships ■ Mental Wellbeing <ul style="list-style-type: none"> • about the people who are responsible for helping them stay healthy and safe, ^{SG} ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them. • the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 	<p><u>DEMOCRACY AND DECISIONS</u></p> <ul style="list-style-type: none"> ■ Being a responsible citizen <ul style="list-style-type: none"> • learn about government and parliament ^{BV} • be able to explain how our government and parliament function ^{BV} <p><u>MEDIA</u></p> <ul style="list-style-type: none"> ■ Internet Safety and Harms <ul style="list-style-type: none"> • recognise things appropriate to share and things that should not be shared on social media; rules around distributing images ^{SG} • about how text and images in the media and on social media can be manipulated or invented; strategies to 	<p><u>MONEY AND ME</u></p> <ul style="list-style-type: none"> ■ Economic Wellbeing <ul style="list-style-type: none"> • about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions • about enterprise and the skills that make someone 'enterprising' • develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) ^{SG} <p><u>ASPIRATIONS, WORK AND CAREER</u></p> <ul style="list-style-type: none"> ■ Economic Wellbeing ■ Careers 	

		<ul style="list-style-type: none"> • be able to demonstrate how to show care and compassion to others <p>Behaviours</p> <ul style="list-style-type: none"> ■ Respectful Relationships ■ Online Relationships ■ Mental Wellbeing <ul style="list-style-type: none"> • that our behaviour has an effect on others and ourselves^{SG} (including online) and discriminatory behaviours are wrong • about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced^{SG} • understand about bullying and discrimination and the effect of these on others and themselves^{SG} 	<p>evaluate the reliability of sources and identify misinformation^{SG}</p> <ul style="list-style-type: none"> • Look at current media campaigns including how images can be manipulated and content can be targeted^{SG} • Design a positive media campaign aimed at children 	<ul style="list-style-type: none"> • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • to identify the kind of job they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, university) • have an understanding about a variety of different jobs/careers and the possible routes to these • have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.
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