

**RSHE Overview**

Year Group 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Making friendships: playing and learning together	Mental Health and Wellbeing	Celebrating me, you and our families.	Safety at home.	Being healthy	Showing kindness to ourselves and others.
	Revisit	People who can help us in school.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.
	N.C curriculum links	1. what friendship is and what makes a good friend 2. how people make friends and how to be kind and caring in friendships 3. that friends can argue, and they can also make up 4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to	1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly 2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping	1. what a family is and who is in our family 2. that there are different types of family, and that everyone's family is unique and special 3. how families show love and care, and different ways they can spend time together and share each other's lives 4. what to do if	1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations 2. how to recognise potentially harmful or hazardous situations in everyday life, including at home 3. about the people whose job	1. people who help us stay healthy and who can help if feeling unwell or hurt 2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health 3. how to keep safe and well in the sun and protect skin from sun damage 4. why sleep is	1. That mental wellbeing is a normal part of daily life, in the same way as physical health 2. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 3. Simple self-care techniques,

		solve an argument 5. how to ask for help if a friendship is making them feel unhappy	healthy and well 3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses 4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) 5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies 6. about different kinds of change	anything about family life is upsetting or concerning	it is to help keep children safe and how to get help from an adult if there is an accident or emergency 4. how to dial 999 in an emergency (including from a locked mobile phone), and what to say 5. that medicines can help people to stay healthy or feel better if they are unwell 6. that some things that go into or onto bodies can be harmful and how we might know if something is harmful 7. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they	important; bedtime routines and ways to rest and relax 5. simple hygiene routines that can stop germs from spreading 6. who to talk to if they are worried about their health	including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 4. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 5. The characteristics and mental and physical benefits of an active lifestyle. 6. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of
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			and loss (including death); how change and loss can affect people and who can help 7. about preparing to move to a new class or year group and how to manage feelings during times of change 8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help.		are at risk		regular, moderate and/or vigorous physical activity. 7. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	Social and emotional skill	Relationships & Empathy	Emotional Regulation & Self-awareness	Empathy, Respect & Identity	Responsibility & Self-management	Responsibility & Self-care	Empathy, Self-respect & Emotional Regulation
	Assessment	Pupils will be able to: • consider a child who is learning about school rules and answer questions to demonstrate their understanding of why there are	Pupils to be aware of: • noticing, naming, and recognising thoughts and feelings, and how they can be felt more, or less, strongly. • think about ways	Pupils will be able to: • recognise that there are different kinds of families • describe some differences between families • identify some	Pupils will be able to: • identify some common hazards that might occur in the home • suggest some actions children can take to help minimise the risk	Pupils will be able to: • explain why being in the sun can be good and not so good for our health • identify different ways to protect our skin in the sun	Pupils will be able to: • explain that mental wellbeing is a normal part of daily life, in the same way as physical health • identify the benefits of

		rules in school. • demonstrate their initial understanding by suggesting what would help their friend get along with others. • reflect on strategies they will use for making new friends. • demonstrate their understanding of kindness and bullying. • demonstrate their understanding of permission seeking	they could change unhelpful thoughts to more helpful ones in the future. • demonstrate their understanding of feeling relaxed or tense, reacting and managing their responses	things that families can have in common, including what they do and enjoy together • summarise the key learning that families come in many different shapes and sizes, they have lots of things in common but also ways in which they are all different and special.	of accidents happening at home • recognise how rules can help keep children safe at home • describe how the things that can go into a person's body and onto their skin can change how people look and feel • identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful • suggest basic strategies to respond to situations involving household products • recognise who to ask for help with things that can go into or	• give examples of what can be used to provide protection from the sun • explain why and when hands should be washed • identify how germs can spread and ways to prevent this • demonstrate how hands should be washed • identify which foods and drinks have higher and lower amounts of sugar in them • explain the steps for brushing teeth • identify who can help with looking after teeth • identify where some food and drink comes from • describe how food and drink can be changed before it is eaten or drunk • suggest some foods and drinks	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • describe the simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • explain isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support. • identify the characteristics and mental and physical benefits of an active lifestyle.
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					onto bodies	that help to keep people healthy • identify times when someone can make choices about what to eat and drink • suggest some reasons why sleep is important • identify things that might stop someone getting to sleep • describe some things that might help someone get to sleep	• describe the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • explain the importance of self-respect and how this links to their own happiness.
	Vocab	Rules, ground rules, respect, safe, opinion, learn, play, listen, think, interrupt, take turns, friend, friendship, cooperation, fairness, breakup, make up, fall out, repair, make a deal, compromise, win-win situation,	Happy, good, unhappy, different, sad, upset, angry, scared, frightened, worried, nervous, excited, surprised, shocked, proud, embarrassed, confused, sensations, pleasant, unpleasant, shy, interested,	Different, dislikes, features, identity, individual, likes, personality, skills, special, talents, qualities, unique, special, likes, same, similar, equal, family, family tree, care, family member (dad, aunt, stepmum,	Safe, unsafe, harm, injury, accident, rules, actions, inside, outside, bodies, harmful, medicine, capsule, vaccination, inhaler, safety, instructions, rule, accident, pressure and product.	Sun, safe, benefits, harmful, protect, UV rays, wash, germs, health, spread, teeth, gums, sugar, toothbrush, toothpaste, dentist, healthy choices, food, drink, sleep, rest, routine, relax and bedtime.	Happy, sad, worried, relaxed, excited, scared, grumpy, jealous, angry, calm, proud, nervous, surprised, embarrassed, frustrated, disappointed, amazed, joyful, calm, curious and interested.

		kind, kindness, unkind, unkindness, teasing, joking, bullying, witness, permission, asking, sharing, giving, yes and no.	feelings, helpful, unhelpful, thoughts, different, react, different situations, responses/respond , relaxed, tense, calmer and manage.	grandad, cousin), parent, children, including mum, dad, stepmum, stepdad, grandma, grandad, brother and sister.			
	Misconceptions	For example: "A good friend never argues." Children may think friends must always agree. "Sharing means I have to give everything away." "Joking is always okay if I think it is funny." "If someone is unkind, I should be unkind back." "Saying sorry automatically fixes everything."	For example: "There are good and bad feelings." Children may think sadness/anger are wrong. "I can't control how I react because I am angry." "Being calm means never feeling upset." "If I think something, it must be true." "Everyone feels emotions in the same way."	For example: "All families look the same." "A family must have a mum, dad and children." "Different means strange." "Being different means someone has less in common with me." "We have to like the same things to be friends."	For example: "If something looks harmless, it must be safe." "Rules are there to stop us from having fun." "I can touch something if an adult isn't looking." "I should deal with an accident myself." "Medicines are sweets because they can make you feel better." "An emergency only means something very serious has happened to me."	For example: "Healthy means never eating unhealthy food." "All sugar is bad." "You only need to brush your teeth when they hurt." "If I feel tired, I don't need sleep." "Being healthy is only about food." "Germs are only found in dirty places."	For example: "Being kind means always saying yes." "Being kind to myself is selfish." "Strong people don't need help." "If someone is lonely, they should just make friends." "I have to solve someone's problems for them." "Everyone should be able to make themselves feel better on their own."

NEW CURRICULUM - PSHE ASSOCIATION - new overview 26/27

Year Group 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Mental health and wellbeing	Mental health and wellbeing	Me, my body and staying safe	Keeping safe outside the home	Money and work.	Looking back and moving on.
	Revisit	Builds on learning from Year 1 Prior lesson vocabulary revisited.	Builds on learning from Year 1 Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.
	N.C curriculum links	1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly 2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well 3. that someone's feelings can affect how they behave;	1. different ways people use the internet in everyday life 2. that not everything on the internet is true or real 3. how the internet and digital devices can be used to safely and respectfully communicate with others 4. that it is important to be kind online; that people's feelings can be hurt by unkindness online 5. that sometimes people may behave	1. about growing and changing from young to old and how people's needs change	1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations 2. how to recognise potentially harmful or hazardous situations in everyday life, including at home 3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places 4. how to cross	1. what money is, how people get money, and what it is used for 2. that money needs to be looked after; different ways of doing this, including keeping money in an account 3. different ways of paying for things 4. that money can be saved or spent; that people make different choices about saving and spending money 5. the difference between needs	1. about preparing to move to a new class or year group and how to manage feelings during times of change 2. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help

		ways to manage strong feelings, reactions and responses 4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) 5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies 6. about different kinds of change and loss (including death); how change and loss	differently online, including by pretending to be someone they're not or saying things that aren't true 6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people		the road safely with adult support 5. how to keep safe around water, using the water safety code 6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency 7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say	and wants; that people may not always be able to have the things they want 6. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of 7. that people can earn money to pay for things by having a job 8. different jobs that people do, including roles and responsibilities people have in their community 9. some of the strengths and interests someone might need to do different jobs	
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		can affect people and who can help 7. about preparing to move to a new class or year group and how to manage feelings during times of change 8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help					
	Social and emotional skill	Emotional Regulation & Self-awareness	Self-awareness, Emotional Regulation & Responsible Decision-making	Self-awareness, Self-respect & Respect for Others	Responsibility & Risk Management	Responsibility, Self-management & Decision-making	Emotional Regulation, Resilience & Self-awareness
	Assessment	Pupils will be able to: • recognise what change means • identify different changes that people might experience • recognise the relationship between change and loss	Pupils will be able to: • identify that some rules are made to keep us safe • recognise some of the BBFC's age rating symbols - identify why we should use these, and what to do if we need help	Pupils will be able to: • identify who special people might be • explain what makes someone 'special' and important • describe the different ways special people	Pupils will be able to: • recognise the need to cross roads safely • demonstrate the rules of 'The Green Cross Code' • identify safe places to cross roads • recognise who	Pupils will be able to: • identify different forms of money • explain where money comes from and how it can be spent • describe how money can be kept and looked after • explain how	Pupils will be able to: • identify feelings children might have about moving to a new class • recognise that there can be good things, as well as difficult things, about change

		• describe how change and loss might affect people and who can help them • identify a range of feelings, including how pleasant they are • describe how feelings can vary in strength • explain how noticing and naming feelings can help us to manage them • identify whether a distraction is helpful or not • describe how different distractions can make someone feel • explain how to notice, name and manage distractions • explain that the brain helps us remember, repeat and change what we pay attention to	• explain how to use child-friendly or family friendly age rating symbols • describe how these and other strategies can help someone decide what to watch • apply these strategies to everyday viewing situations • identify what do if they feel something is unsafe, such as asking for help • explain how something online might make someone feel worried or sad. • recognise different feelings. • identify up to four trusted adults in my life who can help me if I am worried about something online. • explain what might happen if someone shares a picture online.	care for us • recognise how we can care for them in return • recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time • describe what changes when people grow from young to old • identify ways children our age might be more independent now than when they were younger • identify and explain how people are alike and how they vary • identify and accurately label primary external body anatomy • understand that specific areas of the human body remain personal	can help them to keep safe near roads explain how to keep safe at a railway station and on trains • describe how level crossings keep us safe • identify unsafe situations around railways, and explain how to manage them • recognise what animals need from their environments • explain how we can care for living things • recognise that this is everybody's responsibility • identify simple ways people can help look after the environment	people make choices about spending and saving money • describe the difference between needs and wants • explain how jobs help people earn money to pay for needs and wants • explain what makes everyone unique • identify the different strengths and interests that people can have • describe the strengths and interests suited to different jobs • describe a range of different jobs, including jobs in the community • identify the different types of work involved in some jobs • explain how jobs help people to	• explain ways to positively manage the move to a new class
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		• describe how to pay attention to more pleasant thoughts and feelings more often • notice when we are paying attention to something enjoyable and how it can help us feel good • identify how helpful and unhelpful thoughts might affect someone's feelings and behaviours • explain different ways to change unhelpful thoughts to helpful ones • explain how some types of distraction can help us manage unhelpful thoughts • identify ways of reacting to different situations	• suggest ways to use devices more safely, including being respectful to others. • identify up to four trusted adults in my life and how to ask them for help if I am worried about something online. • identify what personal information is and the importance of not sharing this. • recognise feelings and signs in my body that might tell me if something 'doesn't feel right'. • identify up to four trusted adults and know how to ask them for help if I am worried about something online.	and private • recognise that adults care for children and help them stay healthy and safe • identify safe adults and how to ask for help if something is upsetting or worrying • rehearse and recall the PANTS rules • identify that there are different types of touch; and how touch can make people feel • recognise that someone's body belongs to them and that they can say 'no' to being touched • describe the difference between secrets or happy surprises, and how to talk to someone when secrets are		earn money	
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		• describe how our reactions and responses can change, based on how calm or tense we feel • explain how practising different strategies helps us to manage our responses		upsetting • explain the PANTS rules and how they can help keep someone safe			
	Vocab	Change, loss, feelings, emotion, permanent, temporary, worries, angry, more, less, grateful, scared, excited, sad, relaxed, pleasant, unpleasant, attention, distractions, concentrate, not helpful, helpful, think, feel and do.	Sacred, happy, sad, excited, film, trusted adults, facial expressions, permission, peer pressure, upstander, worried, scared, online, gaming, warning signs, stressed, nervous, under pressure, surprise, secret, age-appropriate, family-friendly, rules, safe choices, age ratings, safe viewing choices, parental controls and child friendly.	special, person, people, friend, family, care, caring, help, thanks, grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle, same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva, safe adults, safe, comfortable, not safe and	Road, safety, safe, stop, look, listen, wait, think, vehicles, traffic, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian, safety, rail, railway, train, station, tracks, platform, stairs, ticket office, level crossing, barriers, animal, care, environment, hibernate, plant, protect and responsibility .	Money, spend, pay, decision, safe, unsafe, choice, need, want, save, earn, job, strength, interest, unique, career, community, work, earn and voluntary.	Change, transition, manage, positive, worries, feelings,

				uncomfortable.			
	Misconceptions	For example: "I can't control how I react when I am angry." "Being upset means I am not coping." "Everyone experiences change in the same way." "If something changes, it will always be bad." "I should keep worries to myself."	For example: "Everything online is true." "If someone is online, they must be who they say they are." "If something makes me uncomfortable online, I should deal with it myself." "Being kind online doesn't matter because it isn't face-to-face." "Sharing a picture online is always private."	For example: "Everyone grows at exactly the same rate." "Growing up happens all at once." "Everyone's body looks the same." "My body belongs to other people if they are an adult." "I have to agree to touch because someone is my friend or family member." "I should keep an upsetting secret if someone tells me to."	For example: "If I can see a car, I am safe to cross." "The road is safe if there are no cars nearby." "Adults will always notice if I am in danger." "Railway tracks are safe when no train is coming." "Water is safe if I can swim." "An emergency is only serious if someone is badly hurt."	For example: "Money is unlimited." "If I want something, I should be able to have it." "Needs and wants are the same." "Saving means I cannot spend any money." "All jobs are equally suited to everyone." "People can only be good at one thing." "Some jobs are more important than others."	For example: "Change is always bad." "I should not feel worried about moving classes." "Everyone should feel excited about change." "I have to manage difficult feelings by myself." "If something is difficult, I cannot do it." "Asking for help means I am not independent."

Year Group 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Me, my friends and belonging	Mental Health and Wellbeing	Building healthy habits.	Making choices online.	Keeping safe out and about.	Looking back and moving on.
	Revisit	Prior lesson vocabulary revisited.	Builds on the learning from Year 2	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.

			Prior lesson vocabulary revisited.				
	N.C curriculum links	1.about the importance of friendships; that positive friendships support wellbeing 2. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties);that truthfulness and loyalty are also part of this, but when these might be less appropriate 3. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual	1.how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 2. how to direct attention and manage distractions to support mental health and wellbeing 3. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 4. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies	1.how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health 2.what good physical health means; the characteristics of a balanced, healthy lifestyle 3. the benefits of regular physical activity for mental and physical health; 4.how to build moderate and vigorous exercise into daily/weekly routine 5.the elements of a healthy,	1.about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 2. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 3. how content on the internet is ranked and targeted at specific individuals and groups 4. the different ways information and data is shared and used online, including for commercial	1.about the role of rules and laws in keeping people safe 2. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances 3.how to predict, assess and manage risk in different situations 4. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety 5.when and how to make a clear and efficient call	1. about preparing to move to a new class or year group and how to manage feelings during times of change 2. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help

		support, listening, respecting boundaries, celebrating friends' successes) 4. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences 5.that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded 6. strategies for recognising and managing peer influence and the	automatically and effectively 5. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 6. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 7. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health	balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing 6. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods 7. how to develop healthier eating and drinking habits and how to manage influences on their choice	purposes 5.how to make safe, reliable choices about search results or the content they see 6. how text and images in the media and online can be manipulated or fabricated 7. strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation 8.why and how to use privacy and location settings to protect information 9. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with	to the emergency services; that staying safe and reporting incidents are more important than filming them 6.	
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		desire for peer approval in friendships 7. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 8. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary	difficulty, and there is support available to help people manage this		online		
	Social and emotional skill	Relationships, Empathy &	Emotional Regulation,	Self-care, Responsibility &	Responsible Decision-making,	Risk Management, Responsibility &	Resilience, Emotional

		Respect	Resilience & Self-awareness	Self-management	Self-management & Risk Awareness	Decision-making	Regulation & Self-awareness
	Assessment	Pupils will be able to: • identify appropriate ground rules. • explain why it is important to listen to others and take turns talking. • explain why it is important to respect others and behave in a non-judgemental way. • Describe some benefits and challenges of friendships. • Explain how to manage changes in a friendship in a positive way. • Identify how to manage a difficulty with a friend. • identify different groups people can belong to • describe how it can feel to belong to a group or	Pupils will be able to: • explain how noticing thoughts and feelings can help us manage them • explain the meaning of 'emotion' • identify a range of emotions and how they can vary in strength - analyse a range of distractions and decide if they are helpful or not • explain how parts of the brain can help with different types of distraction • describe how a range of distractions can make people feel and some ways they can be managed - describe how patterns of thoughts and emotions can	Pupils will be able to: • identify food and drink that should be consumed often and food and drink that should be consumed less often, or in smaller amounts • explain the effects different food and drink have on the body and the importance of a balanced diet • describe some healthier eating and drinking habits • identify different choices people might make about what to eat and drink • describe different influences on food and drink choices • explain how	Pupils will be able to: • describe simple strategies for keeping passwords private • explain what a strong password is and demonstrate how to create one • describe what personal information is and how to keep it secure • identify when it is and is not appropriate to share personal information • explain why it is important to update the software and apps on devices • identify why and how devices should be backed up • describe ways to recognise and safely deal with suspicious contact	Pupils will be able to: • describe some benefits of limited sun exposure for physical and mental wellbeing • describe how the sun can damage skin and health • explain what appropriate exposure and over exposure is in relation to the sun and how to limit exposure • evaluate the possible challenges to limiting sun exposure and strategies to overcome these • identify hazards and risks near railways • evaluate risky behaviours in relation to railways • describe	Pupils will be able to: • identify feelings children might have about moving to a new class • recognise that there can be good things, as well as difficult things, about change • explain ways to positively manage the move to a new class

		community • identify behaviours that can make people feel they don't belong • describe behaviours that can help people in a group feel valued and welcome • identify a range of factors that can contribute to a person's identity • describe ways people may express their identity and individuality • recognise individuality by identifying personal qualities and interests • explain how recognising personal qualities can develop a sense of self-worth	affect someone's wellbeing • explain how the brain can help to shift less helpful patterns of thoughts and emotions • identify strategies that can be used to manage less helpful thoughts and emotions - identify types of worry and describe how worries might affect someone • identify strategies that can be used to help manage worries • recognise the parts of the brain that are active when someone experiences and manages worries - describe some differences between feeling calm and tense • explain how feeling calm can make it easier for someone	people can manage less helpful influences when making choices about food and drink • describe some of the benefits of cooking at home • evaluate ingredients to decide on the healthiest option • explain how to prepare a healthy meal safely - explain the steps to an effective tooth-brushing routine and why it's important to have a tooth-brushing routine • identify how different actions can affect dental health • suggest actions someone could take to manage risks to dental health • explain how being active	• identify typical features of a suspicious email • identify the meanings and risks of phishing, smishing and vishing • explain where and how to seek support regarding suspicious contact, including getting help from a trusted adult • recognise the different symbols related to the age ratings for films • explain why we have age ratings for films and the role of the British Board of Film Classification • evaluate which types of films are most suitable for different age groups • explain how age ratings can help when making decisions about whether to watch	strategies for keeping safe • explain what an allergic reaction is • give first aid to a casualty who is having an allergic reaction • recognise when to call for help for a casualty who is having an allergic reaction. • identify when a casualty is having an allergic reaction to a bite or sting • provide first aid treatment for a casualty who has been bitten or stung • comfort and reassure a casualty who has been bitten or stung • seek medical help if required. • understand that it is important to ensure the safety of myself and others in the	
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			to manage their responses • identify strategies to help someone feel calmer	supports physical and mental health • identify different types of physical activity • suggest ways to build physical activity into daily routines	a particular film • describe how film content can evoke a range of feelings and responses in different people • explain how to manage a situation when not everyone agrees which film to watch • demonstrate how to handle feeling pressure to watch something I am unsure about • explain where and how to get help or advice about films and media	event of an emergency • assist in an emergency by correctly calling for help • explain the information I need to give to emergency services if they are called to an incident. • identify hazards and hidden dangers near canals and rivers • explain how to keep safe near canals and rivers • demonstrate what to do if there is an incident or emergency	
	Vocab	Ground rules, sharing, non-judgement, friendships, changes, best friends, belonging, group, community,	Feelings, thoughts, brain, anterior cingulate cortex, insula, emotions, bodily feelings, distraction, prefrontal cortex, amygdala,	Nutrient, vitamin, protein, fibre, processed, sugar, balanced, diet, nutritious, healthy, influence, advert, cooking,	Passwords, criminal, access, account, verification, security, antivirus software, hacker, strong, weak, identity theft,	Exposure, over, limiting, damage, health, protection, hazard, risk, electrified, peer influence, peer pressure, trigger,	Change, stereotypes, task, roles, challenge, change, looking forward, excited, nervous, anxious and happy.

		welcome, valued, included, excluded, attributes, characteristics, identity, individual, individuality, personality, self-worth, skills, talents, qualities, unique.	behaviour, less helpful, more helpful, patterns, ventral striatum, worries, past, future, worrying thoughts, helpful thoughts, tense, calm, respond,	influence, ingredient, preparation, safety, dental, decay, plaque, saliva, acid, routine, physical activity, vigorous, moderate, inactive and routine.	virus, app updates, devices, email, personal identity, genuine, phishing, smishing, vishing, cyber crime, age ratings, compliance, guidelines, classification, law, rules, feelings, trailer, classification and advice.	anaphylaxis, allergen, immune response, ingestion, injection, inhalation, autoinjector, allergic, airways, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, calmly, reassure, casualty, emergency operator, 999/112, incident, location, scenario, injuries, landmarks, identification, information, hazards, awareness, accident prevention, assistance, canal, river, lake, reservoir, waterways, lock, quayside, edge, bank, path, hazard, danger, risk, warning, safe,	
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						safety, emergency, incident, distress, sink, float, swim, currents and flow.	
	Misconceptions	For example: "A good friend always agrees with me." "If someone is different from me, we can't be friends." "Arguments mean a friendship is over." "I have to do what my friends want me to do." "Being part of a group means everyone has to be the same."	For example: "Mental health only matters when someone is very unwell." "I should be able to manage difficult feelings on my own." "Being worried means something bad will definitely happen." "If I have negative thoughts, they must be true." "Asking for help means I am weak."	For example: "Being healthy only means eating healthy food." "Exercise is only important if I play sports." "I don't need much sleep if I feel okay." "Hygiene only matters when I am dirty." "Healthy choices are the same for everyone." "Looking after my body is someone else's responsibility."	For example: "If something is online, it must be true." "People online are always who they say they are." "My online actions don't affect other people's feelings." "Anything I delete online is gone forever." "I can share personal information if I trust the person." "If my friends are doing something online, it must be safe."	For example: "If I know a place well, I don't need to think about risks." "Adults will always keep me safe." "If there are no cars, it is safe to cross." "I am safe near water if I can swim." "Emergencies only need help when someone is badly hurt." "Rules are only important when an adult is watching."	For example: "Change is always something to worry about." "Everyone should feel the same about change." "If I find something difficult, I can't do it." "I should hide my worries from other people." "Moving on means forgetting what happened." "Asking for support means I can't cope."

Year Group 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Mental Health and Wellbeing	Exploring ways to manage risk.	Money Matters and News literacy	Forming respectful relationships.	Me, my body and growing up.	Families and growing together.
	Revisit	Builds on prior	Prior lesson	Prior lesson	Prior lesson	Prior lesson	Prior lesson

		learning from Year 3. Prior lesson vocabulary revisited.	vocabulary revisited.	vocabulary revisited.	vocabulary revisited.	vocabulary revisited.	vocabulary revisited.
	N.C curriculum links	1. the importance of taking care of mental health and wellbeing, as well as physical health 2.how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 3. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)	1.the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) 2. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 3. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 4. what can	1.how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 2. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear	1.about the importance of friendships; that positive friendships support wellbeing 2. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate 3. how people choose and make friends; skills for building caring, kind friendships	1.the difference between public and private; why something might be private, and when children and adults have a right to privacy 2.about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults 3. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries 4. about parts of	1.how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected 2. that families should provide love, care, protection, and safety for children as they grow up 3. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships

		4. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 5. how to direct attention and manage distractions to support mental health and wellbeing 6. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 7. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies	influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break 5. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	online and identify misinformation and disinformation 3.that people have different attitudes towards saving and spending money 4. what influences people's decisions about saving and spending, including individual priorities, needs and wants 5. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 6. that what people do with their money can affect others and the environment (e.g. giving to charity, buying	(e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) 4. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences 5.that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded 6. strategies for recognising and managing peer	the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 5. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe) 6.how to respond to inappropriate or unwanted physical contact, including who to tell the external genitalia and internal reproductive organs in males and females	4. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these 5. what to do and who to talk to if someone is worried about their family or feels unsafe
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		automatically and effectively 8. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 9. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 10. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a		fair trade, buying single-use plastics) 7. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 8. advantages and disadvantages of different ways of paying for things	influence and the desire for peer approval in friendships 7. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 8. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 9. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary 10. about different	7. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes 8. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them 9. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual	
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		mental health difficulty, and there is support available to help people manage this 11. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief 12. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 13. when, why, and how to seek help for their own or others' wellbeing or mental health;			types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	wellbeing*	
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		who they can speak to at home and in school					
	Social and emotional skill	Emotional Regulation, Resilience & Self-awareness	Risk Awareness, Responsible Decision-making & Self-management	Risk Awareness, Responsible Decision-making & Self-management	Empathy, Communication, Respect & Conflict Resolution	Self-awareness, Self-respect, Body Confidence & Respect for Boundaries	Empathy, Respect, Identity & Emotional Regulation
	Assessment	Pupils will be able to: •describe a wide range of emotions and their intensity • identify parts of the brain that can help someone to notice thoughts and emotions • explain how noticing, naming and describing emotions can help someone manage them •identify a range of internal and external distractions and evaluate their helpfulness • describe what happens in the brain when someone is	Pupils will be able to: •identify and assess risks associated with fireworks, bonfires and sparklers • describe ways to manage risks associated with bonfires and sparklers • analyse how peer influence might affect a young person's behaviour around bonfires and sparklers and suggest ways to manage this •assess some hazards in the home that could cause harm or injury • explain how the	Pupils will be able to: •recognise where money comes from and how it is used • describe different attitudes people may have towards money • evaluate different ways to pay and identify which options are more useful or appropriate in different contexts • analyse what influences people's decisions about spending money and how they manage those influences •identify how	Pupils will be able to: •identify the positive features of friendships • explain the importance of spending time with friends, of supporting each other and having fun together • describe how having friends can make people feel • identify ways to maintain positive friendships •explain how friendships can go through ups and downs, including how this can feel • describe strategies for managing when	Pupils will be able to: •recognise what puberty is, including when and why it happens •identify some of the physical changes that happen to bodies during puberty. •use scientific vocabulary for external male and female body parts, including genitalia. •use scientific vocabulary to describe body parts, including genitalia. •explain what happens during menstruation (periods).	Pupils will be able to: •explain some of the choices they might make in the future and some of the choices that they have no control over. • suggest how to manage their feelings when changes happen. •recognise features of family life • identify the qualities of different family relationships •explain how families can support and care for each other •describe positive aspects of

		distracted • evaluate strategies to manage distractions in different situations • describe how the brain reacts differently to pleasant and unpleasant experiences • assess a range of strategies to develop positive thinking habits • describe how repetition of these strategies over time makes them easier and supports wellbeing • describe how changing unhelpful thoughts to helpful thoughts can impact emotions and behaviours • explain how the brain can help to manage worry by	desire for peer approval might put pressure on a young person to act in a riskier way at home • describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer influence • assess how risky different everyday activities are • describe how important it is to 'stop and think' before taking a risk • explain what makes a risk worth taking and what makes it too risky • explain how and why to keep safe near roads • identify and assess potential risks on or near roads • identify safer routes for making	budget, value and needs can influence decisions about spending money • explain different ways that money can be saved and kept safe, and why this is important • explain the importance of keeping track of money • suggest emotions that people might experience because of news stories • explain why people can have different reactions to news stories • evaluate actions people can take if the news causes challenging feelings • recognise ways in which the internet and social media can	friends disagree, fall out or friendships change • demonstrate how to resolve conflict positively • identify what bullying is • explain the impact of bullying • describe how to respond safely to bullying for themselves and others, including online, and how to seek support • identify the benefits of kindness • analyse the impact of kindness on wellbeing • suggest how people can use positive self-talk to be kind to themselves	• explain what is meant by a wet dream. • identify body parts or areas to keep clean during puberty. • explain how to keep clean during puberty. • describe ways to manage physical changes during puberty, including the use of products to keep clean. • identify some of the feelings experienced during puberty. • describe how and why emotions can change during puberty. • explain where to get help and support for managing puberty. • recognise that other people's bodies belong to them and should be respected • describe how to	belonging to a family describe different family structures • identify what families have in common and how they can differ • recognise that all family types should be valued and celebrated describe some changes that can happen in a family • recognise how changes in a family can make someone feel • identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy • identify features of committed relationships • describe ways in which couples might show their commitment to each other, for
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		changing unhelpful thoughts and that this can become easier over time • evaluate strategies to manage worry in a range of situations • identify factors that can affect someone's reactions • demonstrate or describe self-calming strategies • explain how these strategies can have a positive impact on emotions, wellbeing and the brain recognise that life is made up of different stages and that death is when life ends • describe different situations that may cause someone to grieve • identify some	short, local journeys on foot • explain the importance of taking medicines correctly and using household products safely • identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm • recognise sources of information and whom to ask for help with medicine safety • identify some of the risks of caffeine, cigarettes, vapes (e-cigarettes) and alcohol • identify how these risks can affect the person, or those around them • explain how laws, guidelines and restrictions help to	be used both positively and negatively. • recognise that pictures in news stories can be used in misleading ways, and describe the effect this could have • identify some misleading ways in which images might be used in news reports • apply strategies for spotting misleading images • evaluate digital content • define key terms, including fake news, hoax and reliable source • describe some strategies that can be used to identify fake news • decide if a news story is fake or real by using different		challenge language and behaviours that are unacceptable • identify when it is right to break a confidence or share a secret • explain how to get help for themselves or a friend	example through marriage or a civil partnership • explain why it is important for someone to choose whether to get married and who they get married to
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		different responses someone might have to grief • identify activities, actions and sources of support that can help a person to manage grief	keep people safe and healthy • identify where people can get help and support to protect their own and others' health	strategies			
	Vocab	Emotions, pleasant, unpleasant, energy, experienced, x axis, y axis, anterior cingulate cortex, insula, distractions, helpful, unhelpful, internal, manage, reacts, brain, experiences, negative, risky, frustrated, disappointed, strategies, prefrontal cortex, ventral striatum, differences, situation, energy, stress, restless, sleep, movement, rest, food and	Risk, peer influence, sparklers, fireworks, bonfires, age restrictions, hazard, harm, injury, risk, reduce, strategy, peer influence, risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome, road, safety, route, stop, look, listen, wait, think, vehicle, traffic, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian footbridge, dosage,	Money, job, payment, cash, salary, purchase, financial, attitudes, influence, bank account, budget, value, needs, saving, bank statement, bank account, fair, news stories, headline, different, reactions, actions, unhelpful, challenging, emotions, experience, perspective, truthful, news report, misleading images,	Positive, friendship, caring, kind, supporting, respecting, helping, interest, maintaining, falling out, dispute, change, argument, conflict, resolve, bullying, conflict, disagreement, support, kindness, benefits, reduce stress, improve wellbeing, connect, thoughts, feelings, behaviour and positive self-talk.	Puberty, penis, testicles, vagina, vulva, mouth, eyes, nipples, legs/feet, body changes, female body, male body, both, period, wet dreams, female genitalia, reproductive organs, male genitalia, pubic hair, urethral opening, vulva, vaginal opening, clitoris, anus, uterus, fallopian tubes, cervix, vagina, ovary, menstrual cycle, period products, period pads, tampons,	Circle, seasons, change, control, range of emotions, control, change, acceptance, looking forward, excited, nervous, anxious, happy, family, relationship, brother, sibling, nephew, uncle, stepdad, relative, blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge, change, hope, worry,

		drink, family and friends, outdoors, factors, behaviour, responses, change, loss, grief, death, separation and bereavement.	instructions, prescribed, pharmacy, warning, side effect, cigarettes, vapes, cessation, e-cigarettes, caffeine, alcohol and nicotine.	trustworthy, captions, annoyed, embarrassed, confused, miscaptioned, real, online, fake news, influence, beliefs, negative consequences, hoax and report.		menstrual cup, period pants, bladder, epididymis, penis, foreskin, testicle, scrotum, feet, armpits, hair, attention, clean, personal hygiene, wash bag, hygiene products, soap, body wash, deodorant, up and down, emotional changes, corners of support, romantic feelings, fancying, a crush, respectful, disrespectful, challenge, secret, confidence and consent.	conflict, committed, relationship, marriage, civil partnership, consent, arranged marriage, cohabiting, forced marriage, legal and illegal.
	Misconceptions	For example: "Having difficult feelings means something is wrong with me." "I should always be able to manage my feelings on my own." "Talking about worries makes them	For example: "If something looks safe, it must be safe." "I only need to think about risks when an adult tells me to." "If my friends are doing something, it must be safe." "Taking risks is always a	For example: "Everything I see or read online is true." "A picture proves that something really happened." "If lots of people believe something, it must be true." "Money is only	For example: "A good friendship never has disagreements." "If someone is my friend, I have to agree with them." "Saying sorry always fixes a problem." "Conflict means	For example: "Everyone goes through puberty at exactly the same time." "Everyone's body changes in the same way." "Puberty is something to be embarrassed about." "Talking	For example: "All families should look the same." "A family must be related by blood." "Changes in a family are always negative." "Everyone feels the same about changes in their

		worse." "If I make a mistake, I have failed." "Being resilient means never feeling upset." "Everyone should cope with challenges in the same way."	bad thing." "Rules are the same in every situation." "I cannot change the outcome of a risky situation."	used for buying things." "Everyone makes the same choices about money." "Advertising and news cannot influence my choices."	that someone is to blame." "Being respectful means never disagreeing." "I have to solve someone else's problems for them."	about body changes is rude or inappropriate." "I have to accept physical contact from someone I know." "My body belongs to someone else if they are an adult."	family." "People in families never disagree." "A relationship that changes or ends means someone has failed."
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Year Group 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Friendships, stereotypes and bullying.	Mental health and wellbeing	Positively engaging with our world.	Respecting boundaries.	Safe connections.	Embedding healthy habits and learning first aid.
	Revisit	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.
	N.C curriculum links	1.the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others 2. about diversity,	1. the importance of taking care of mental health and wellbeing, as well as physical health 2.how to identify, name and describe a wide range of emotions; how emotions range in	1.about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of	1. the difference between public and private; why something might be private, and when children and adults have a right to privacy 2.about seeking and giving/not	1.about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks,	1. about the role of rules and laws in keeping people safe 2. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves

		personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect 3. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own 4. how to communicate effectively and	intensity and can change over time 3. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) 4. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 5. how to direct attention and manage distractions to support mental health and wellbeing 6. self-regulation strategies and how	connecting online 2. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 3. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 4. how text and images in the media and online can be manipulated or	giving permission (consent) in different situations with friends, peers and adults 3. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries 4. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 5. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g.	harmful content and contact; how to report concerns to trusted adults and reliable sources of support 2.the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet 3.how to decide what is appropriate to share online and what should not be shared 4.the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them	safe, including around electrical appliances 3.how to predict, assess and manage risk in different situation 4. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person 5. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them what good physical health means; the characteristics of a
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		assertively, including expressing needs and boundaries; how being assertive differs from being controlling 5. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise 6. how to respond to situations where they experience disappointment or frustration with others 7. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all	to use them to manage feelings, thoughts, setbacks and responses in different situations 7. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively 8. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 9. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 9. if unpleasant	fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation 5. how to decide what is appropriate to share online and what should not be shared 6. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell 6. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that 7. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel	online; when, why, and how to report concerns online	balanced, healthy lifestyle 6. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines 7. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain
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		involved (including on wellbeing) and how to report and seek help for themselves or others 8. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes 9. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this 10. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 11. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school		uncomfortable, worried or unsafe 8. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult 9. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse 10. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are		
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					concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard		
	Social and emotional skill	Empathy, Respect, Assertiveness & Social Awareness	Emotional Regulation, Resilience & Self-awareness	Critical Thinking, Empathy & Responsible Decision-making	Assertiveness, Self-respect, Consent & Respect for Others	Risk Awareness, Responsible Decision-making & Self-protection	Self-management, Responsibility, Confidence & Helping Others
	Assessment	Pupils will be able to: • identify some of the differences between friends, what they might have in common, and what brings them together • describe the benefits of friendship and being part of a group, and identify ways to include others • explain what might make someone feel	Pupils will be able to: • describe and differentiate a wider range of emotions • describe parts of the brain that help people notice thoughts and emotions • explain how noticing thoughts and emotions helps someone to manage them • describe which parts of the brain are involved in	Pupils will be able to: • describe how news stories can affect people's feelings • suggest ways to manage emotional responses when interacting with the news • recognise why it is not appropriate to share personal (private) information as news • explain how to	Pupils will be able to: • identify situations where permission needs to be asked for • give examples of how to ask for, give, or not give permission • explain why asking for permission is important in different situations • explain what is meant by 'personal space'	Pupils will be able to: • explain what online fraud means • identify some basic examples of online fraud and scams • recognise ways to stay as safe as possible online and protect against online fraud • describe the importance of protecting personal	Pupils will be able to: • understand how regular physical activity benefits both physical and mental health • recognise how low self-confidence might be a barrier to physical activity • develop strategies to increase self-confidence in relation to physical activity • explain the

		excluded and how to support them • explain the benefits of friendship and the positive impact it can have • identify different types of friendships, including how they might change over time • describe the importance of communicating respectfully in friendships, including online, and strategies to do this • identify different types of bullying, including online • describe the role of peer influence and how to manage this in relation to bullying • explain the impact of bullying on someone, and how to safely report and seek	noticing, evaluating, and managing distractions • identify internal and external distractions and explain how these can make someone feel • evaluate strategies to manage unhelpful distractions and explain how using these can support someone's mental wellbeing • identify positive, neutral and negative thinking habits • explain how changing thinking habits can support mental health and wellbeing • explain what brain plasticity is and how it can help change thinking habits • assess strategies to manage unpleasant	report concerns, ask for support or seek advice in relation to news stories • explain what fake news is and why it is created • identify what questions to ask and what checks to make to decide whether a news report is fake or real • infer how a fake news story may affect someone's emotions and behaviour • give reasons why fake news can be harmful • identify how to recognise online targeting • recognise that companies (including news providers) use information about people to target them with content they are more likely to	and 'personal boundaries' and why these are important • describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online • identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support • identify differences between appropriate and inappropriate touch • explain strategies for responding to unwanted physical contact • identify who to tell and what to	information and data online • identify and analyse examples of online fraud • explain why age restrictions for online games can help to keep people safe and prevent fraud • describe how to report concerns about online fraud • describe the features of healthy friendships, including online • identify how someone's personal values can influence the way they treat others • explain what respect and consent look like in a range of contexts, including online and why it is important • identify the benefits, risks and impact of socialising online	meaning of inclusivity • recognise the need for respect of others in order to be an inclusive team • develop strategies to show respect to others in team sports • describe the benefits of inclusive sports to wellbeing • recall the steps taken to be successful in past achievements • set goals to help them achieve personal outcomes • develop strategies and attributes, using a positive mindset, to support them to achieve their goals • acknowledge the barriers girls may face when participating in sport.
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		support for bullying, if it is witnessed or experienced • identify what a stereotype is • explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings • suggest positive actions to challenge stereotyping • describe some of the ways in which people may be influenced by others • explain what is meant by prejudiced or extremist views • identify different ways to manage negative influences • describe where, when and how to seek support for themselves and	experiences • identify the similarities and differences between rumination and worry • explain what reappraisal and sensory focus activities are, and how they affect the brain • describe how these can be used to support wellbeing • explain what reactivity is and identify strategies to help with responses • explain what happens in the brain when these strategies are used • assess the impact of managing reactions and responses on long-term wellbeing	engage with • explain how someone's online choices (such as their search history and profile) affect the type of information targeted at them • describe how online targeting can be used to influence someone's beliefs, actions and choices • describe how nature and time outdoors can help someone's mood and wellbeing • identify some different emotions people might experience in response to climate change • evaluate strategies that can help with strong emotions about climate change • describe how	do if any physical contact makes them feel unsafe, uncomfortable, or worried • recognise that other people's bodies belong to them and should be respected • describe how to challenge language and behaviours that are unacceptable • identify when it is right to break a confidence or share a secret • explain how to get help for themselves or a friend. • describe similarities and differences between myself and others. • recognise and use the correct names for main parts of the body. • recognise that some parts of the body are private.	and how to protect personal privacy and identify and respond to pressure • identify appropriate, inappropriate, and non-consensual behaviour online • explain the impact of teasing and bullying online • identify manipulative behaviour, including the use of false identities, online • describe ways to respond to requests for information or images online • describe what it means to be a positive bystander including online • assess when and how to ask for help for things that they or others have experienced	• explain why it is important to create safe spaces and tell positive stories about women's sport. • design an action plan for increasing girls' confidence in football, with a focus on allyship for boys. • identify a minor or major head injury • give first aid to a casualty who has a head injury • call for help for a casualty who has a head injury. Be able to identify a casualty who is having an asthma attack • assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma
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		others because of worries about prejudice or extremism		people's actions can affect the environment • explain some everyday actions that people can take to help look after the environment • identify some factors that might influence people when trying to make more sustainable choices • assess the role that communities can play in helping to look after the environment • demonstrate how to listen and respond respectfully to others • describe positive actions people can take in their communities to look after the environment and help tackle		online • identify signs of manipulative, pressurising or threatening behaviour online, • respond safely if they think someone is trying to manipulate, pressure or threaten them, • understand their rights online, and respect those of others, • take measures to control their privacy and digital footprint, • get help from an appropriate source if they need it.	• seek medical help, if required, for someone who is having an asthma attack.
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				climate change			
	Vocab	Included, excluded, similarities, differences, wellbeing, respectful, disrespectful, communication, bullying, impact, verbal, physical, online, social, peer influence, prejudice, stereotypes, typical behaviour, characteristics, assumptions, discrimination, influence, persuasion, pressure, vulnerabilities, extremism, extremist and prejudice.	Emotions, frustration, nervousness, happiness, embarrassment, calmness, excitement, disappointment, pleasant, unpleasant, anterior cingulate cortex, insula, managing emotions, energised, internal distractions, external distractions, experience, helpful, unhelpful, strategies, thoughtful, positive thinking, habits, plasticity, brain plasticity, pathways, prefrontal cortex, neutral thoughts, rumination, behaviour, worries, sensory focus, see, hear, move, wellbeing, support,	Fair, depressed, news, power, positive, uplifted, excited, worried, angry, upset, devastated, shocked, pleased, affect, feelings, concerns, responsible, truthful, fake, real, headlines, gut reaction, decisions, trustworthy, balanced, targeted information, trend, advertising, symbols, online, information, content, source, safe search, opting out, requests, nature, emotions, climate change, KS2 wellbeing, KS2 biodiversity, environment, landfill, waste, reduce, reuse,	permission, asking, consent, yes, no, maybe, personal space, personal boundaries, permission, respect, appropriate, inappropriate, touch, permission, personal boundaries, feelings, respectful, disrespectful, challenge, secret, confidence, consent, difference, same, similarities, body parts, babies, genitals, scientific names, female genitals, penis, testicles, vulva, vagina, male genitals, ear, elbow, male, female, mouth, chest, neck, bottom, buttocks, wrist, ankle, knee,	fraud, hacking, scam, pop-up fraud, password, email, identity, virus, software, profile, online fraud, fraudster, risk, protect, sharing, posting, website, fake, real, scam, phishing, gaming, personal information, identity, geo-tagging, friendship, healthy friendship, values, respect, consent, online, privacy, personal information, pressure, peer pressure, appropriate, inappropriate, non-consensual, teasing, bullying, cyberbullying, manipulation, false identity, threats, positive bystander, digital footprint, online	Self-confidence, physical activity, movement, benefit, mental health, less confident, more confident, inclusivity, included, excluded, team player, respect, team effort, kindness, communication, break limits, supporting teammates, encouraging, goal achievers, visualising, success, goals, strategies, allyship, safe space, game changer, problems, safety, minor, severe, bleeding, skull, brain, confusion, seizure (fitting), vomiting, fracture, airways, trachea, triggers, inhaler,

			react, respond, stressful event, active, stressed, frightened, well-rested, amygdala and strategies.	recycle, community, respond, respectful and views.	hand, tummy, foot, nipple, eye, shoulder, private parts, underwear, covered and not covered.	rights, boundaries, permission, risk, socialising, reporting, trusted adult, protect and personal safety.	lungs, larynx, inhale, exhale, inflate and deflate.
	Misconceptions	For example: "If someone is my friend, I have to agree with them." "Bullying is only physical." "If lots of people join in, it isn't really bullying." "Stereotypes are harmless because they are only opinions." "Standing up to bullying means confronting someone aggressively." "People who are different from me are less likely to understand me."	For example: "Mental health difficulties only happen to adults." "Strong people should manage their emotions without help." "If I feel worried or sad for a long time, I should just ignore it." "Negative thoughts are always true." "Being resilient means never struggling." "Asking for help means I have failed."	For example: "Everything shared in the news is true." "If an image looks realistic, it must be real." "Fake news does not really harm anyone." "Online content is shown to everyone equally." "Companies do not use information about me to influence what I see." "There is nothing I can do if something online makes me worried."	For example: "Everyone has the same personal boundaries." "If someone is my friend or family member, they can ignore my boundaries." "Saying no is rude." "If I said yes once, I cannot change my mind." "Unwanted touch only matters if it hurts physically." "Keeping a secret is always the right thing to do."	For example: "People online are always who they say they are." "If a website looks professional, it must be safe." "Online fraud only happens to adults." "Sharing a small amount of personal information cannot cause harm." "Age restrictions on games and websites are only suggestions." "If I make a mistake online, I should hide it rather than tell an adult."	For example: "Being healthy is only about food and exercise." "People who are less confident cannot enjoy physical activity." "First aid means I have to fix the problem myself." "I should move someone who is injured to help them." "I should only call emergency services if I am completely sure what is wrong." "Helping someone means putting myself at risk."

Year Group 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Mental Health and Wellbeing	Drug education: assessing risk and managing influences.	Managing money and online spending	Developing our AI Literacy	Changes in puberty (and sex education)	Looking to the future
	Revisit	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.	Prior lesson vocabulary revisited.
	N.C curriculum links	1. the importance of taking care of mental health and wellbeing, as well as physical health 2. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 3. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community)	1. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) 2. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 3. to recognise that there are laws surrounding the use of legal drugs and that some	1. that people have different attitudes towards saving and spending money 2. what influences people's decisions about saving and spending, including individual priorities, needs and wants 3. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 4. that what people do with	1. what AI is (including generative AI) and where it might be encountered in everyday life the minimum age requirement for social media; 2. how this protects children from inappropriate content or unsafe contact with other social media users 3. about the benefits of limiting time spent online and choosing online activities carefully; 4. how to assess the impact of online content,	1. the external genitalia and internal reproductive organs in males and females 2. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); 3. strategies to prepare for and manage these changes 4. that people can develop crushes and be attracted to others romantically;	1. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 2. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy 3. that there is a broad range of different jobs that people can have; 4. that people often have more than one type of job during their

		groups, doing things for others, time with family and friends) 4. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 5. how to direct attention and manage distractions to support mental health and wellbeing 6. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 7. that when someone practises self-regulation strategies, over	drugs are illegal to own, use and give to others 4. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break 5. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know 6. what female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk	their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) 5. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 6. advantages and disadvantages of different ways of paying for things reasons for following rules and age restrictions; 7. how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	behaviours and habits on their feelings and wellbeing 5. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing 6. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; 7. the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing 8. why and how to use privacy and location settings	5. that people may be attracted to someone of the same sex or different sex to them 6. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; 7. where to get help and advice for menstrual wellbeing	career 5. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways 6. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career 7. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; 8. that people may choose to do
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		time their brain will help them to use these strategies automatically and effectively 8. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 9. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 10. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important			to protect information 9. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online 10. safe and respectful behaviour online 11.similarities and differences between communicating with someone online and offline; 12. the importance of meaningful in-person relationships; 13.that while online communication might enhance some relationships, purely online relationships may be less fulfilling		voluntary work which is unpaid 9. that there are different routes into careers (e.g. college, apprenticeship, university) 10. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
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		things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this 11. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief 12.about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 13. when, why, and how to seek			14.that the same principles about how to treat others apply in all contexts, including online 15.how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous 16.strategies for managing peer influence on their online behaviour; 17.the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online about why someone may behave differently online, including pretending to be		
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		help for their own or others' wellbeing or mental health; who they can speak to at home and in school			someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; 18.how to report concerns to trusted adults and reliable sources of support 19.the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; 20.that it can be difficult to control who sees them and to remove them from everywhere on the internet 21.how to decide what is appropriate to share online and what should not be shared 22.the importance		
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					of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online		
	Social and emotional skill	Emotional Regulation, Resilience & Self-awareness	Self-management, Risk Awareness & Responsible Decision-making	Self-management, Risk Awareness & Responsible Decision-making	Critical Thinking, Responsible Decision-making & Digital Resilience	Self-awareness, Self-respect, Emotional Regulation & Respect	Self-awareness, Resilience, Goal-setting & Adaptability
	Assessment	Pupils will be able to: • explain a range of ways that loss, bereavement and feelings of grief might affect someone • describe self-help strategies for managing change, loss or bereavement • identify ways to support someone who is grieving • describe different sources of support and	Pupils will be able to: • describe how medicines, when used responsibly, can support health and wellbeing • explain how preventative medicines such as vaccinations can stop disease from spreading • explain the safe use of medicines to help manage illness and allergies • identify where to find further advice and guidance	Pupils will be able to: • identify what young people might spend their money on online • evaluate influences on spending choices • describe how to manage influences to spend money when online • identify the range of emotions experienced when spending money online	Pupils will be able to: • identify what AI is and how it is used in daily life • explain how AI systems work and affect people's lives • evaluate potential challenges of AI becoming part of daily life • identify rights that children have, on and offline • explain how generative AI can impact children's	Pupils will be able to: • explain why sleep is important for a healthy lifestyle • identify how sleep patterns might change during puberty • describe habits, including bedtime routines, that can help to improve sleep • describe the physical and emotional changes that occur during	Pupils will be able to: • identify different types of skills • explain how a range of skills are used in different jobs • identify some skills to develop and set personal goals • identify the difference between a job and a career, and how careers change over time • explain what can

		information available to help someone who is grieving • analyse the pleasantness of different emotions and how energised they can make people feel • explain how noticing and naming emotions can help someone manage them • assess the impact of noticing and managing emotions • assess how helpful internal and external distractions are and evaluate different strategies for managing them • identify parts of the brain that are activated when someone is distracted • describe how focusing on goals	about the correct use of medicines • explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use • recognise that drugs have laws related to them and that some drugs are illegal to own, use, intend to give, or give, to others • analyse the level of risk in different situations, identifying that drugs can affect people in different ways • explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; and where to report any concerns they have	• explain how spending decisions can affect wellbeing over time • explain where and how someone can get help and support if they encounter spending problems online • assess how risky different everyday activities are • describe how important it is to 'stop and think' before taking a risk • explain what makes a risk worth taking and what makes it too risky • explain risk in relation to gambling • identify how winning or losing can affect a person's feelings and what makes someone want to	rights • describe ways to protect and uphold children's rights when interacting with AI • explain what AI chatbots are and why some people might use them • evaluate qualities of human friendship • identify factors to be aware of, if communicating with a chatbot • assess similarities and differences between communicating with chatbots and interacting with friends • identify how and why AI-generated images and videos might be used online • analyse the effects of AI-generated images and videos • describe what	puberty and suggest ways to manage them. • identify what is important for young people to know about puberty. • explain where to get help and support for puberty issues or worries. • describe some of the changes that occur as someone grows up. • identify the range of feelings associated with change, transition to secondary school, and becoming more independent. • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities. • identify different kinds of loving relationships.	influence someone's decisions about which career to choose • describe some common stereotypes related to work and their potential impact • describe some of the qualifications, training, and experiences needed for different careers • explain the different ways into jobs, such as through college, apprenticeships, or university • identify some areas of work they might be interested in for the future • describe feelings, worries, opportunities and challenges that young people might experience
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		can help to manage distractions and support wellbeing • explain what negativity bias is and how it can be managed • explain how brain plasticity, including strengthening the reward system, can support wellbeing • evaluate how different strategies can help someone to develop positive thinking habits • describe the effects of rumination and behaviour worry on someone's emotions and • evaluate strategies for managing rumination and worry • explain why brain plasticity is important in	• explain why people may choose to use or not use a drug, and the different factors that might influence them • analyse what is most likely to influence a person to use or not use a drug • describe strategies for managing peer influence in situations that might involve drugs • explain how to ask for help from a trusted adult if they have any worries about drugs and why this is important - identify mixed messages in the media in relation to tobacco, vapes and alcohol • analyse key messages, suggest who they are targeted at and why	take the risk • describe what can influence someone to gamble or feel pressure to do so • recognise who to ask for help if concerned about gambling or the pressure to do something like gambling	someone can do if they think an image or video might have been generated by AI • explain why someone might create or share an AI-generated image or video of another person • analyse the impact of creating or sharing AI-generated images or videos of others • explain what someone could do if they see an AI generated image or video which might upset, hurt or embarrass someone • recognise what images are appropriate to share • respond safely to requests for images of themselves • identify what to do if they take,	• describe the qualities that enable these relationships to flourish. • explain the purpose of mutual respect in close relationships. • recognise how relationships may change or end and what can help to manage this.	when leaving year 6 and starting year 7 • identify ways to positively manage the move to secondary school • evaluate the usefulness and reliability of different sources of support and information • explain the importance of coping with change and list strategies that help them through it.
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		managing rumination and worry • explain how the body and brain respond to stress • evaluate strategies for managing stress • explain how practising these strategies can help reduce stress and support long-term wellbeing	• describe how these messages might affect a person's thoughts, feelings and actions • explain what would help a person to make informed decisions about health, and where they could find reliable information • recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal • explain why reporting FGM might feel difficult but why it is so important • explain how to tell someone if they are worried about the risk of FGM for themselves or others		share or see an image which may upset, hurt or embarrass someone • identify, and ask for help or advice from, sources of support		
	Vocab	Change, grief, loss, feelings, bereavement, emotions,	Vaccination, prescription, insulin, Epipen, asthma, allergy,	Influences, spending, debit card, data, pop-ups,	Artificial intelligence, data, generate, predict, recommend, AI,	Sleep, habit, routine, puberty, bedtime, physical changes,	Skill, task, develop, manage, client, influence, stereotype,

		pleasant, unpleasant, energised, low energy, alert, excitement, nervousness, helpful, strategies, unhelpful, distractions, see, hear, move, ventral striatum, internal, external, manage, goals, positive thinking, brain, thinking habits, negative experiences, danger, focused, impact, alert, negativity bias, brain plasticity, ruminating, rumination, worry, reappraisal, hippocampus, head, heart, hands, thoughts, behaviours, amygdala, fight, flight or freeze response, prefrontal cortex, emotional regulation, managing stress,	drug, substance, law, habit, legal, illegal, influence, pressure, peer, passive, aggressive, assertive, media, marketing, advertising, social media, messages, information, female, genital, mutation, abuse and harm.	wellbeing, spending, emotions, subscription, risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome, gambling, bet, risk, loss, gain, win, lose, luck, chance, play, gaming, likely, unlikely, influence and pressure.	generative AI, dignity, rights, prompt, output, AI chatbot, friendship, qualities, communication, interactions, disinformation, ethics, privacy, permission, consent, share, photos, images, pics and risk.	emotional changes, periods, wet dreams, advice, help, puberty, zones of relevance, independent, life stages, secondary school, job, family, change, responsibilities, new, positive, healthy, relationships, different, relationship types, qualities, manage and mutual respect.	impact, personality, qualification, career path, route, qualification, training, experience, academic, vocational, apprenticeship, university, college, assignment, CV, transition, opportunity, self-image, self-esteem, real, self, celebrity, opportunities, freedoms, responsibilities, challenge and secondary school
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		everyday behaviours, strategies,					
	Misconceptions	For example: "I should be able to control all of my feelings." "Feeling sad or worried means I am not resilient." "I should deal with grief on my own." "Distractions are always bad." "Negative thoughts cannot be changed." "Stress is always harmful." "Asking for help means I cannot cope."	For example: "All medicines are safe because they help people." "Illegal drugs are the only drugs that can be harmful." "Everyone reacts to drugs in the same way." "Peer pressure only happens with friends." "I can manage pressure by myself." "Media messages about tobacco, vapes and alcohol are always truthful." "Talking about concerns will get someone into trouble."	For example: "Spending money online is always safe." "If I have money, I should spend it." "Winning at gambling means I am good at it." "Gambling is only risky if you lose money." "You can control your chances of winning." "Pressure to gamble is easy to ignore." "Asking for help means I have a problem."	For example: "AI is always correct." "AI understands feelings in the same way as people." "A chatbot is the same as a real friend." "AI-generated images and videos are always easy to recognise." "If an image is online, it must be real." "Sharing an image is harmless if you did not create it." "Children have no rights online."	For example: "Everyone experiences puberty at the same time." "Everyone experiences the same changes." "Puberty is something to be embarrassed about." "Growing up means I should manage everything independently." "All loving relationships look the same." "Relationships never change or end." "Respect means always agreeing with someone."	For example: "You need to know your future career already." "Some jobs are only suitable for certain people." "Academic qualifications are the only way to get a good job." "A career cannot change once you have chosen one." "If I am not good at something now, I cannot improve." "Everyone should feel excited about secondary school." "Asking for support means I am not ready for Year 7."

