

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>EYFS</p>	<p><u>Me and My Feelings</u> <u>Ground Rules & Self Awareness</u></p> <p>Class & School rules.</p> <p>Children recognise right and wrong, and to think about behaviour in terms of how it affects other people and the safety of themselves and others. They will learn to appreciate the need for rules in order to protect their own and other people's rights and needs. They explore codes of behaviour which enable them to work together and will have the opportunity to develop their own set of class rules. They will consider what acceptable and unacceptable behaviour at school is.</p> <p>The children will consider the needs and views of others. They will explore their likes and dislikes and the things that they are able to do. They will examine the similarities between themselves and others and how what we do and say can affect other people.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education</p> <p>British Values</p>	<p><u>Working and Playing Together</u> <u>Relationships and Emotional Wellbeing</u></p> <p>Children develop an awareness of and ability to form and maintain relationships, including friendships. The unit focuses on a range of communication and social skills which are necessary for effective relationship building, including the ability to value and empathise with other people. Activities will develop children's interpersonal skills, including sharing, taking turns, helping others and communicating in groups and with individuals. The children will learn some ways of being a good friend and when it is necessary to say 'sorry'.</p> <p>The children will examine the different feelings they have, including what might cause them, how they are expressed and ways of coping with them. They will learn to recognise people who care for them and explore how people express their feelings when they care for each other.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationship Education Health Education</p>	<p><u>Growing and Changing Responsibilities</u></p> <p>Children are encouraged to analyse their own role in developing positive, responsible and caring attitudes. They will learn that as they grow they will become more independent and will take more responsibility for looking after themselves and things around them.</p> <p>The children will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise their personal needs and the adults who are responsible for looking after them. They will develop responsible and caring attitudes towards living things and the environment at home and at school.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p>	<p><u>Growing and Changing My Body and Keeping Healthy</u></p> <p>Children are encouraged to value their bodies and understand how their bodies work. These are important factors in the development of positive self-concept. The children will learn how they have changed physically since they were very small and how they will continue to grow and change all their lives. They will learn about the different parts of their bodies including their different functions.</p> <p>Children begin to understand some of the choices they are able to make to keep themselves healthy. The unit looks at personal hygiene and supports children in developing appropriate responsibility for managing their own personal hygiene. The children will explore what it means to be healthy, including the need for sleep, exercise and the need to eat a variety of foods. They will learn some basic hygiene routines, including toileting and washing and understand the importance of good hygiene and cleanliness for preventing the spread of disease.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p>	<p><u>Keeping Safe Risks and Medicines</u></p> <p>As the children's experiences of life widens, they will encounter an increasing number of contexts in which they need to keep safe. Children will develop awareness of potential dangers in their immediate surroundings and teaches them to take appropriate responsibility for their own safety. The children will learn about the potential risks at school and at home, including outside. They will develop an understanding of how they can take responsibility for their own safety in these situations. They will explore safe and unsafe places to play and learn basic road safety skills.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living In The Wider World</p> <p>Safeguarding</p>	<p><u>Keeping Safe Asking and Telling</u></p> <p>The children will learn about some people whose job it is to keep them safe at home and at school, and how and when they can ask for help. They will learn some skills to help themselves when they are lost. They will explore situations that make them feel unsafe or uncomfortable and when it may be necessary to say 'No' or 'Stop'.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living In The Wider World</p> <p>Safeguarding</p>

<p>Year 1</p>	<p><u>Feelings and Emotions</u> <u>Topic (1)</u></p> <p>Class & School rules.</p> <p>Children identify a range of emotions and show how these can be expressed by our bodies and faces.</p> <p>Children to explore emotions and the way in which they can change people's behaviour.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p> <p>British Values</p>	<p><u>What Makes a Good Friend</u> <u>Topic (1)</u></p> <p>Children identify all the things that make them special.</p> <p>Children identify special people in their lives, taking into account that these people might not always be family members.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education</p>	<p><u>Staying Safe</u> <u>Topic 2</u></p> <p>Help children to understand that school rules are in place to keep everyone safe.</p> <p>Look at being safe outside in the children' locality and help to empower children to keep themselves safe.</p> <p>Discuss rules for safety in the home, in particular around medicines.</p> <p>Children consider how to keep themselves safe in the real world and the virtual world.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education Relationships Education</p> <p>British Values</p> <p>Safeguarding</p>	<p><u>Healthy Me</u> <u>Topic 3</u></p> <p>Children have fun with exercise, and in the process they learn how a pumping heart helps to keep a body healthy.</p> <p>This lesson looks at health and dental health, focusing on sugar. Children consider the damage too much sugar can do to our dental health.</p> <p>Children revisit previous learning about the heart. They learn that too much rest is not healthy but some rest like sleep is really important.</p> <p>The class considers why being out in the sun is good and when it might not be so good. Children learn about sunburn and heat exhaustion/heatstroke, looking at the symptoms.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p>	<p><u>All Around Us</u> <u>Topic 4</u> <u>Global Learning - Zero Waste</u></p> <p>Children learn about our planet, Earth, its beauty and interdependence.</p> <p>Children explore what it means to reduce rubbish and waste and how some people do this.</p> <p>Reflect on the reasons for reusing and decide on changes they can make in their own lives to reuse resources</p> <p>Children learn about recycling and how they can take positive action.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education Living In The Wider World</p>	<p><u>Money Matters</u> <u>Topic 5</u></p> <p>Children think about the importance of money and their experiences with it. They consider all the different ways they get money.</p> <p>Children consider the importance of looking after money carefully'</p> <p>Children move on from thinking about their relationship with money to how their parents and carers obtain money.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living in The Wider World</p>
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<p>Year 2</p>	<p><u>Different Types of Family</u> Topic (1)</p> <p>Class & School rules.</p> <p>Children use puppets to create their families and show what they look like. They describe what their family means to them.</p> <p>Children learn about the great diversity of families.</p> <p>Children explore the ways in which they spend time with their families and how their families make them feel secure and happy.</p> <p>Children look at marriage and learn that it represents two people's (regardless of sex) commitment to each other. It is also highlighted that not all couples wish to get married and that's fine, too—it's a matter of choice</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education</p>	<p><u>Healthy Bodies</u> Topic (2)</p> <p>Children look at how doctors and nurses give us the best care, including making sure we are protected against diseases with vaccinations</p> <p>Children look at exercise and active lifestyles across the school.</p> <p>Children learn about germs and viruses and how they can be easily spread. They learn practical skills about how to stop the spread of illnesses and how to keep themselves healthy by having good hand washing habits and knowing what to do when sneezing or coughing</p> <p>Children are taught the difference between appropriate and in appropriate physical contact. They learn the correct names for body parts, including private parts, so that they can accurately describe what is happening to a trusted adult. They learn that their body belongs to them and it is ok to say no if they don't like the way someone is touching them, especially their private parts. They learn who they can talk to if this happens, that it is not their fault and they won't get in trouble.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education Relationships Education</p> <p>Safeguarding</p>	<p><u>Feelings Included</u> Topic (3)</p> <p>Children are encouraged to make their school and classroom more inclusive</p> <p>Children learn how people can be included in games and what to do when someone wants to be included but can't be – and how to articulate this.</p> <p>Children explore a range of common friendship conflicts and discuss the ways in which these can be resolved</p> <p>Children focus on important people in history and how they contributed to or changed the world</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education Health Education</p> <p>British Values</p>	<p><u>Healthy Minds</u> Topic (4)</p> <p>Children think about all the things our minds cope with throughout the day and how important it is that we look after them. They start to recognise some possible signs of poor mental health.</p> <p>Children are encouraged to identify a range of emotions and using children' creativity to express what they think these emotions might look like as artwork</p> <p>Children learn the importance of sleep and they reflect upon their own sleep routines.</p> <p>Children learn about relaxation techniques at home, school and elsewhere.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p>	<p><u>Caring For The Environment and Social Responsibility</u> Topic (5)</p> <p>Global Learning – Life On Land</p> <p>Children learn about social responsibility. They understand that it starts with them and their personal responsibilities. They focus on those who they share their days with at school, at home and in their local communities, and having respect and tolerance for people's differences.</p> <p>Children look beyond their schools and the people in them to how their choices and actions can affect the wider world.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education Relationships Education Living In The Wider World</p> <p>British Values</p>	<p><u>Endmatter</u> Topic (6)</p> <p>Children learn how to improve local, natural environments through nature conservation. Children begin to consider other species that share our local environments and to recognise how humans have an impact on them</p> <p>Children create wildlife-friendly areas and resources in their playground to improve the natural environment for wildlife</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living In The Wider World</p>
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<p style="text-align: center;">Year 3</p>	<p style="text-align: center;"><u>What I Like</u> Topic (6)</p> <p style="text-align: center;">Class & School rules.</p> <p>Children discuss their favourite things and how these make them feel</p> <p>Children focus on values and how those values make them feel.</p> <p>Children tackle what to do when you don't agree with the things that other people think are important. Children will learn how you can stand up for what you believe in, without being disrespectful to others who believe differently</p> <p>Children have rights to make decisions about their own bodies. This links to their personal preferences on things they like and dislike and relates to their own personal boundaries.</p> <p>Children have discussions on what to do if they feel uncomfortable around their peers, adults or others, either online or offline.</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Relationships Education Health Education</p> <p style="text-align: center;">British Values</p>	<p style="text-align: center;"><u>Exercise</u> Topic (4)</p> <p>Children discuss physical health through exercise.</p> <p>Children teach their favourite exercises and learn new fun ways of keeping fit from each other. They learn that fun activities can also be free.</p> <p>Children consider what happens if we become inactive.</p> <p>The benefits of physical exercise and time outdoors are discussed.</p> <p>Ill health—physical and emotional—what does it look like? Children learn who to go to for help and support if they need it, and about the importance of looking out for their friends.</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Health Education</p>	<p style="text-align: center;"><u>Safety Online</u> Topic (1)</p> <p>Children consider the pros and cons of the internet by looking at the huge advantages of technology, but also its potential dangers</p> <p>Children consider the concepts of privacy and secrecy. They learn about what constitutes personal information and why it should be kept private online as well as in the real world</p> <p>Children start by reiterating how friends should treat each other and then consider whether they should apply the principles of face-to-face friendship to friends online.</p> <p>Children consider the amount of time they spend online and which games and films are appropriate for them.</p> <p>Children's understanding of the topic is assessed through asking them to share advice about online safety with their peers.</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Relationship Education Health Education</p> <p style="text-align: center;">Safeguarding</p>	<p style="text-align: center;"><u>Stereotypes</u> Topic (5)</p> <p>Stereotypical attitudes towards boys and girls are considered and challenges children' thinking.</p> <p>Gender stereotyping in the context of adults are considered. Children look at various depictions of men and women and are encouraged to think critically about assumptions they might make.</p> <p style="text-align: center;">Stereotyping of different groups of people are considered through children imagining they visit another world where people have ingrained prejudices.</p> <p>Children discuss difficulties in knowing what to say when you encounter stereotyping.</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Relationship Education</p> <p style="text-align: center;">British Values</p>	<p style="text-align: center;"><u>Being Part of a Community</u> Topic (3)</p> <p>Children are helped to be aware of connections within their class and they are introduced to the idea of what constitutes a community.</p> <p>Children explore the importance of family, recognising that families can be very different in composition.</p> <p style="text-align: center;">Children are helped to understand about belonging to a community and how communities operate to support each other.</p> <p>Children are introduced to the idea of carrying out acts of kindness in their communities</p> <p>Children design a community centre to provide relaxation and support for the different groups of people in their community, taking all their needs into account.</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Health Education Living In The Wider World</p> <p style="text-align: center;">British Values</p>	<p style="text-align: center;"><u>Celebrating Achievements and Being Resilient</u> Topic (2)</p> <p>Children reflect on their own achievements, understanding that we all have different strengths and areas for development, and realising that achievements can be small or large.</p> <p>Children discuss goals in life and the understanding that sometimes these goals can't be achieved instantly because they take time and hard work.</p> <p>Children look at one of the recommended picture books showing a time when someone needs to show resilience.</p> <p>Children are introduced to the concept of a growth mindset and to see how developing a growth mindset can help in many ways to overcome barriers in their lives.</p> <p>Children focus on valuing effort as well as achievements. Children explore how failing or finding things difficult makes them feel</p> <p style="text-align: center;">Covid-19 Hygiene and safety measures</p> <p style="text-align: center;">Relationships Education Health Education</p>
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Year 4

<p><u>Nutrition and Dental Health</u> Topic (1)</p>	<p><u>Human Rights</u> Topic (2)</p>	<p><u>Respect</u> Topic (4)</p>	<p><u>Emergency Situations</u> Topic (3)</p>	<p><u>Money Matters</u> Topic (5)</p>	<p><u>Falling Out and Making Up</u> Topic (6)</p>
<p>Class & School rules.</p> <p>Children look at healthy and unhealthy diets. What are they and why is a balanced, healthy diet so important?</p> <p>Children look at fats, hidden salt and sugar found in 'fast food and drinks'.</p> <p>Children create salads for their lunch using a wide range of ingredients to encourage creativity and to see that salad isn't just a bit of lettuce on a plate.</p> <p>Children look at ill health. How do we know when we are not well? Does our body give us warning signs? How can we listen to ourselves better and make the right choices to prevent illness..</p> <p>Children learn about teeth and dental hygiene.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p> <p>British Values</p>	<p>Children are introduced to the concept of rights and responsibilities, focusing on the right to play</p> <p>Children consider the rights to learn, to be safe, to be able to express their own opinion, and the right to privacy.</p> <p>Children look in more detail at a number of the rights enshrined In the UNCRC.</p> <p>Children look at the effects of people disrespecting other people's human rights, seeing some of the damaging consequences.</p> <p>Children consider the right to be happy.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living In The Wider World</p> <p>British Values</p>	<p>Children are introduced to the idea of respect through examining friendship and the qualities of a fantastic friend.</p> <p>Children are helped to develop skills of assertiveness. They explore the positive and negative emotions that can be induced by what others say or do to them.</p> <p>Children look at conflict and conflict resolution in friendships.</p> <p>Children consider trust as an important element of respect.</p> <p>Children consider teasing as a form of bullying and how it links it with respect.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationship Education Health Education Living In The Wider World</p>	<p>Children to explore what constitutes an emergency.</p> <p>Children focus on their understanding of when first aid might be required. They identify arrange of common first aid situations and research how to deal with them.</p> <p>Children look at the three elements needed to start a fire, and then discuss potential fire safety hazards and how these can be avoided, as well as looking at the fire hazard prevention measures within school and in their own homes.</p> <p>Children focus on the dangers which water poses (this is on the increase in the UK). Children identify places where water safety needs to be observed and then research ways in which they can keep safe while swimming or near water.</p> <p>Children focus on the jobs within the emergency services that are behind the scenes and on the importance of celebrating and appreciating the work done by the emergency services.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education Living In The Wider World</p> <p>Safeguarding</p>	<p>Where does money come from? What can people do with money? How do we feel about money? Children look at the history of money and the basic decimal system. It also looks at how we have choices about what we do with our money and how we can keep it safe.</p> <p>Children learn about how society manages money</p> <p>Children explore options for different work/making money. The huge range of jobs available to everyone are explored, building aspirations and breaking down stereotype</p> <p>Children work as a team to develop an idea to be enterprising, run a 'business' and see if they can make a profit. The proceeds will go to a charity of their choice.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Living In The Wider World</p>	<p>Children discuss the reasons why friendship is important.</p> <p>Children draw themselves doing something they enjoy with their friends. They think of words to describe friends and create an advert for a friend.</p> <p>Children focus on why friends might fall out and how arguments and disagreements can be resolved.</p> <p>Children think about times when they have felt left out or excluded. They consider a range of feelings which stem from feeling isolated and why people might isolate others.</p> <p>Children focus on the important issues of what a healthy friendship looks like and some unhealthy friendship traits. It will also focus on boundaries.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education Living In The Wider World</p>

Year 5

Friendships
Topic (6)

Class & School rules.

Children identify times when someone has been a friend to them

Children take part in a game to help them understand how effective communication is important and can be difficult. They then look at arrange of scenarios which portray possible issues within friendships. They work in groups to offer advice on how to resolve the issues in each of the scenarios. The session finishes with a game of 'Rumours', as a way of introducing the difficulties which arise when rumours are spread.

Children discuss times when they have lied or been lied to and the feelings the situation evoked. They create mind maps in relation to a range of discussion points and learn about five key warning signs to lookout for when making friends online.

Children discuss the term 'troll'.

Children create an acrostic fact sheet for FRIENDSHIP to show rules for appropriate behaviour online.

Relationships education
Health Education

Fake News
Topic (3)

Children are Introduced to fake news highlighting examples of fake news and asking them to spot what is fake and what is real

Children explore a variety of fake news or real websites using a checklist to help them discern what is real and what is fake.

Children explore the idea of click bait and how it encourages people to click on certain headlines or sites.

Children look at the ways in which advertisers use persuasive language and how search engines collect data to create targeted advertising for individuals, based on their search history.

Children explore the ways in which not everything we see on social media is true.

Covid-19 Hygiene and safety measures

Health education
Living in the Wider World
Relationship Education

Safeguarding

Life in Plastic
Topic (4)

Global Learning - Zero Waste

Children begin to explore the ways in which we use plastic on a daily basis.

Children are given the opportunity to develop their understanding of the time it takes for plastics to disintegrate and how single-use plastics affect the planet.

Children have the opportunity to consider the benefits and limitations of single-use plastic alternatives.

Children work in groups to plan a zero-waste party, looking at alternatives to party decorations.

Children identify the 3 Rs and what they mean. They create graffiti walls showing what their class or school can do to ensure that they follow the 3 Rs.

Covid-19 Hygiene and safety measures

Living in the Wider World
Health Education

Body Image
Topic (1)

Children think of all the amazing things which their bodies can do.

Children explore trends and fashions in body image and style through the ages.

Children spot the differences between original and photo shopped pictures.

Children discuss... Should it be made illegal to photo shop images which are posted online or used in advertising?

Children research and design a positive body image campaign

Covid-19 Hygiene and safety measures

Health Education
Relationships Education
Living in the Wider World

Safeguarding

Puberty
Topic (5)

Children explore a range of products associated with key changes in puberty (deodorant, sanitary towel, etc.).

Children discuss the changes in hormones and emotions that they may feel during puberty.

Children discuss the importance of keeping clean and identify products or ways in which they can keep themselves clean.

Children identify female and male body parts. They use scientific language for each body part and understand the role these parts play in reproduction and other body systems.

Children review each stage of the menstrual cycle presentation. They will have an opportunity to look at a range of sanitary protection products and explore how they work. They will explore the idea of menstrual wellbeing and how to take steps to ensure that they are signposted to advice or people who can help if needed.

Children discuss in more detail each of the changes that happen to boys during puberty and label each of these changes on the resource sheet. This will cover voice changes, wet dreams and erections, etc

Bereavement and Loss
Topic (2)

Children talk about times when they might have lost something

Children review a case study of a pupil who is experiencing grief.

Children explore their understanding of what happens at a funeral and the reasons why people might hold funerals.

Children explore the ways in which different cultures celebrate life and remember their loved ones. They research 'Día de los Muertos' (Day of the Dead), which is celebrated in Mexico.

Children are given an initial understanding of loss as separation or changes within a family unit and the feelings that might come as a result of a separation or divorce.

Covid-19 Hygiene and safety measures

Health Education
Relationships Education

	<p>Covid-19 Hygiene and safety measures.</p> <p>British Values</p>				<p>Covid-19 Hygiene and safety measures</p> <p>Health education Relationships education</p>	
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Year 6

Mental and Emotional Health Topic (3)

Class & School rules.

Children identify a range of emotions and times when they might have experienced these emotions.

Children take part in a mindfulness listening activity. They discuss what mindfulness is and why it might be beneficial.

Children discuss the importance of a healthy diet, sleep, exercise and having someone to talk to. They then create a class or group display for the school hall or other public space, showing strategies of self-care or with top tips highlighting the importance of self-care.

Children work in pairs to act out short scenarios of time when they haven't had enough sleep. How did it affect them? How did they feel? They discuss issues such as being irritable and grumpy, lack of concentration, being more emotional or sensitive. Children suggest ways to create a bedtime routine.

Children explore some of the changes surrounding transition to secondary school and changes which they have already experienced. They take each of their worries in turn and think about the potential positive side to each

Drugs and Alcohol Topic (1)

Children discuss what they think drugs—and a drug dealer—might look like, allowing for a discussion around areas of possible misconception. Children explore the idea of people who might introduce them to drugs. They discuss the range of drugs and that they aren't all white powders.

Children explore information about a range of legal and illegal drugs. They discuss whether all drugs are bad and how legal drugs are regulated but illegal drugs are not and can contain other very dangerous substances. The lesson looks at legal ages for a range of legal drugs and the law in terms of using and selling drugs

Children explore why people might take illegal drugs or use legal drugs to excess

Children explore the effect of smoking on the body. They look at the differences between cigarettes and E-cigarettes.

Children discuss their prior knowledge of alcohol before discussing the effects of alcohol on the body and the effects it can have on people's ability to make healthy decisions.

Covid-19 Hygiene and safety measures

**Global Sustainability Topic (4)
Global Learning - Life On Land**

Children investigate and research how humans have damaged the world around them. In groups, they research one of three different areas – land, water, air – and report back.

The class learn about the 17 sustainable development goals and create freeze frames to summarise and represent each one.

Children explore the topic of travel through a class debate focussing on air travel. Half the class argue for air travel; the other half against air travel.

Children explore some good news stories related to sustain ability from around the world (but with a focus on the UK if possible). Children create a 'Stop Press Good News Newspaper' to record what they have learnt.

Children create inspirational posters and/or information leaflets to share with the other classes and with their families and communities.

Covid-19 Hygiene and safety measures

Living in the Wider World

Anti-Social Behaviour Topic (6)

Children are Introduced to the reason for rules and laws. Naming crimes and beginning to understand laws in practice.

Children are introduced to the Convention on the Rights of the Child. Children play a game to differentiate between Wants and Needs. They then consider Responsibilities to counter balance Rights and make a poster of Rights and Responsibilities for school display.

Children consider what a community is and which communities they belong to themselves. They diamond rank the importance of a number of people who work in a community. They design a community centre which is accessible to all and offers support to a number of different groups in the community.

Children play a game to help them understand that people can feel strongly in different ways about an issue. They consider some controversial issues where rights conflict through another game.

Children consider the seriousness of given crimes and look at the consequences and possible sentences. They act as the judge for a series of crimes committed—and hear what actually happened to the people who committed the crimes.

E-Safety Topic (5)

Children consider a range of issues including the benefits and risks of the internet, the perceptions of technology that different people have, and how the internet has changed our way of living. They also look ahead to predict just how technology may develop in the future.

Children consider online passwords. It stresses the importance of secure passwords and explains how they protect our data. Children reflect on the effectiveness of their current passwords and are given suggestions for new, improved ones.

Children looks at the unfortunate online experiences of a fictional girl and helps children to understand the importance of not sharing personal information online and being wise to cyber scams. It is based around an email which tells someone they have won a prize and asks for personal information.

Children consider the harm that can be caused by posting negative things online. The lesson also considers the characteristics of friendship and how the same principles apply to online relationships as to face-to face relationships. The lesson is based around a story when a girl falls out with her friend and writes a mean note.

Sex Education Topic (2)

Children discuss statements about love and compare them to statements about friendship, highlighting the differences between the two. Love between same-sex couples will also be discussed and what the characteristics of a loving relationship might be in a range of different relationships.

Children explore the idea of sexual contact being about pleasure for both partners and not solely sexual intercourse. This begins with looking at holding hands, kissing, touching and looks at a range of relationships, including LGBTQ+, signposting children to support networks and useful websites.

Children are introduced to the understanding of consent and what that means to them within a relationship. It is a discussion-based lesson highlighting key points through scenarios. This looks at peer pressure, the understanding of pressure from social media, rumours and the choices and control that children have over their own bodies, as well as where to go for help or support if they feel uncomfortable in anyway within a relationship.

Children look at the stages of heterosexual sexual intercourse. The lesson also includes a slide showing various forms of contraception which can help to protect against STIs as well as prevent pregnancy, and a discussion around which contraception helps to protect against both.

Conception is discussed through sexual intercourse, IVF and surrogacy, as well as becoming a parent through fostering and adoption. It reiterates the diversity within families. They then discuss terms such as fertilisation and conception and discuss the stages of pregnancy as well as birth.

	<p>change. They also consider where they can seek help if they need someone.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p> <p>British Values</p>	<p>Health Education</p> <p>Living in the Wider World</p> <p>Safeguarding</p>		<p>Covid-19 Hygiene and safety measures</p> <p>Living in the Wider World</p> <p>British Values</p>	<p>Children review their learning from the unit and consider personal information and the importance of keeping it private. The lesson focuses on how children can be 'in control' online. They prepare a homework task of creating Digital Ground Rules for their family. They make a list of 10 things they have learnt that they didn't know before about E-Safety and Social media.</p> <p>Covid-19 Hygiene and safety measures</p> <p>Relationships Education</p> <p>Safeguarding</p>	<p>Covid-19 Hygiene and safety measures</p> <p>Health Education</p> <p>Relationships Education</p>
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Colour Key:

Safeguarding

British Values

Relationships and Sex Education

Health Education

Living in The Wider World

COVID 19

Global Learning

