

## Year 5&6 Cycle A

Topic	Statutory Objective		Lesson Focus	Key Knowledge	Vocabulary
<b>Autumn 1</b>					
<b>Families and People Who Care for Me Caring Relationships</b>	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection &amp; care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	1	<p>To know that family life can be healthy/unhealthy</p>	<p>To know that a <b>healthy family life</b> is one where members support, protect and care for one another.</p> <p>To know that a <b>healthy family life</b> is one where family members spend time with one another and share experiences.</p> <p>To know that an <b>unhealthy family life</b> is one where members do not feel supported, protected or cared for by the others in their family.</p> <p>To know that an <b>unhealthy family life</b> is one where family members never spend time with one another or share experiences.</p> <p>To know that a healthy family life can be experienced <b>in any type of family structure</b> (e.g. nuclear family, single parent family, extended family, childless family, step family, adoptive family, grandparent family or same sex parent family).</p>	<p>healthy family life unhealthy family life family structure</p>
		2	<p>To know that a healthy family life offers commitment, support, protection and care</p>	<p>To know that <b>committed family members</b> put family members first, invest time and energy in family activities and do not let work, school or other priorities take too much time away from family interaction.</p> <p>To know that <b>supportive family members</b> communicate well about good and bad things, celebrate together when times are good and talk about problems when times are tough.</p>	<p>committed family members supportive family members protection</p>

			<p>To know that <b>protection</b> means that family members trust and feel safe with one another.</p> <p>To know that family members can <b>care</b> for one another by keeping one another safe and well or by showing appreciation and affection for one another.</p>		
		3	<p>To know that a healthy family helps each other in times of difficulty</p>	<p>To know that <b>times of difficulty</b> means times of trouble, struggle or unhappiness.</p> <p>To know that family members can help each other in times of difficulty by being there to listen, helping to find solutions to problems and by offering time to help one another.</p>	times of difficulty
		4	<p>To know that spending time together and sharing each other's lives is important</p>	<p>To know that <b>spending time with family members</b> is important because it makes us feel secure, helps us to cope with challenges and makes our family relationships stronger.</p> <p>To know that <b>sharing each other's lives</b> means communicating with one another and taking part in activities together.</p> <p>To know that some ways of sharing each other's lives include talking to each other, eating together, playing sports together and engaging in hobbies together.</p>	spending time sharing lives
		5	<p>To know that friendships can have ups and downs</p>	<p>To know that <b>that ups and downs</b> is another way of saying good or bad experiences.</p> <p>To know that <b>positive experiences</b> in friendships can include having fun together, sharing experiences, supporting and caring for one another.</p> <p>To know that <b>negative experiences</b> in friendships can include having arguments, fighting or experiencing mistrust or jealousy.</p>	ups and downs positive experiences negative experience

		6	To know how ups and downs can often be worked through so that a friendship is repaired or even strengthened	To know that some ways friendships can be repaired / strengthened include; talking through problems and listening to one another, being honest with one another, offering an apology if you are in the wrong and offering forgiveness to others when they make mistakes.	repaired strengthened
		7	To know that resorting to violence in friendships is never right	To know that <b>violence</b> is behaviour involving physical force intended to hurt or damage someone or something.  To know that violence should never be used as a way of working through or solving problems in friendships	violence

## Autumn 2

<b>Respectful Relationships &amp; Online relationships</b>	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>The rules and principles of keeping safe online, how to recognise risks, harmful</p>	1	To know the conventions of courtesy and manners	<p>To know that <b>courtesy</b> means showing politeness towards others.</p> <p>To know that <b>using good manners</b> is a way of showing others consideration and respect.</p> <p>To know that we can be <b>courteous</b> by showing friendliness, politeness and concern for others.</p> <p>To know that we can <b>use good manners</b> by saying please and thank you, apologising when we are wrong and saying excuse me when we wish to speak to someone.</p>	courtesy good manners courteous
		2	To know the importance of self-respect and how this links to their own happiness	<p>To know that <b>self-respect</b> is showing love and care for yourself.</p> <p>To know that <b>self-respect is important</b> because it can affect the way you feel about yourself (e.g. giving up easily on a difficult task in school may make you feel angry, sad and useless).</p> <p>To know that showing respect for ourselves can make us feel happier.</p>	self-respect

	<p>content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information is shared and used online.</p>			<p>To know that <b>some ways of showing respect for ourselves</b> include; looking after our bodies, being kind to ourselves and making good decisions in life.</p>	
		3	To know what a stereotype is	<p>To know that <b>stereotype</b> means a mistaken idea or belief many people have about a person or group of people that is based upon how they look on the outside (or based on a community they belong to). To know that people can be stereotyped because of their gender, race or age.</p>	<p>stereotype gender race</p>
		4	To know how stereotypes can be unfair, negative or destructive	<p>To know that a stereotype can be unfair, negative or destructive because <b>it can make people think a person will act a certain way.</b></p> <p>To know that a stereotype can be unfair, negative or destructive <b>because it can negatively influence our behaviour towards others.</b></p>	<p>unfair negative destructive</p>
		5	To know about different types of bullying (including cyber bullying) and its impact	<p>To know that <b>bullying</b> is unwanted or aggressive behaviour towards others.</p> <p>To know that <b>bullying can be verbal, physical or both.</b></p> <p>To know that <b>name-calling</b> is a form of bullying. To know that <b>isolating (leaving out)</b> others is a form of bullying.</p> <p>To know that <b>cyber bullying</b> (unwanted or aggressive behaviour towards others online) is a form of bullying.</p> <p>To know that <b>impact</b> means ‘how an action affects someone..’</p> <p>To know that <b>bullying has an impact on people.</b></p>	<p>bullying verbal physical name-calling isolating cyber bullying impact negative impact negative feelings self-confidence insecure</p>

				To know that bullying can have a negative impact because it can make people feel negative feelings (sadness, anger, loneliness) and affect their self-confidence (make them feel insecure / not believe in themselves).	
		6	To know the responsibility of bystanders and how to get help	<p>To know that a <b>bystander</b> is someone who is present when something happens but does not take part.</p> <p>To know that you can be a bystander when bullying is taking place.</p> <p>To know that if you are a bystander to bullying it is your responsibility to report it to an adult.</p>	bystander
		7	To consider their online friendships and sources of information	<p>To know that an <b>online friendship</b> is one where you interact with friends on an online forum, on an online chat or via social media.</p> <p>To know that it is important to keep online friendships <b>positive and safe</b> by treating others with respect and keeping personal stories / information private.</p> <p>To know that we can use the internet to find <b>sources of information</b>.</p> <p>To know that sources of information found online are <b>not always reliable or accurate</b>.</p>	online friendship sources of information
		8	To know about the risks associated with people they have never met when online	<p>To know that <b>it is possible to have an online friendship with someone you have never met</b>.</p> <p>To know that a risk of having an online friendship with someone you have never met is that <b>they may not be who they say they are</b>.</p>	online friendship personal information

				To know that we should <b>never share personal information online</b> (full name, address, photos, videos or private stories) with someone we have never met.	
		9	To know how information is shared and used online	To know that you can use a <b>search engine</b> to find information shared online.  To know that we can not trust all online information because anyone can post information on the internet and not all information has been checked for accuracy.	search engine accuracy

**Spring 1**

<b>Being Safe Internet Safety &amp; Harm</b>	How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other sources.	1	To know how to report concerns or abuse, and the vocabulary and confidence needed to do so	To know that a <b>concern</b> is a feeling of worry or care for someone or something.  To know that <b>abuse</b> is when someone intentionally tries to harm or hurt someone with their actions or words. To know that abuse can happen online. To know that you should <b>never be afraid, ashamed or embarrassed</b> if you see or experience online abuse.  To know that <b>we should always tell a trusted adult if we have concerns about online behaviour or if we think abuse is happening online.</b>	concern abuse trusted adult
		2	To know where to get advice e.g. family, school and/or other sources	To <b>name some trusted family members</b> we can go to for advice or help about online relationships / keeping safe online.  To <b>name some trusted adults in school</b> we can go to for advice or help about online relationships / keeping safe online.  To <b>name some trusted websites</b> we can use for advice / help about online relationships / keeping safe online.	trusted family members trusted websites

## Spring 2

<b>Mental Wellbeing Health &amp; Prevention</b>	<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and health.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are</p>	1	<p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>To have a <b>varied emotional vocabulary</b> when talking about feelings (e.g. upset, heavy, crushed, miserable, dejected, sorrowful, weepy, devastated in place of ‘sad’).</p> <p>To know that <b>I can judge how I am feeling</b> by identifying how I am feeling (in my body/mind) , recognising the feelings I am having in that moment, being honest about my feelings (not pretending to feel a certain way), talking about how I feel or writing my feelings down.</p> <p>To be able to recognise the emotions people may feel in certain situations and <b>say how they should cope / react /what they should do to react appropriately/ proportionately.</b></p> <p>To know that an <b>appropriate or proportional reaction</b> is the right / suitable way to respond to a situation.</p>	<p>varied emotional vocabulary judge appropriate proportional</p>
		2	<p>To know the benefits of physical exercise and time outdoors on mental wellbeing and health</p>	<p>To know that <b>physical exercise and time outdoors can have a positive affect</b> on our mental wellbeing and health.</p> <p>To know that the benefits of physical exercise / time outdoors on mental wellbeing and health include stress relief, improved memory, making you feel happier or more positive and helping you to sleep better.</p>	<p>physical exercise stress relief improved memory</p>

<p>worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	3	<p>To know the benefits of community participation, voluntary and service based activity on mental wellbeing and health</p>	<p>To know that <b>community participation</b> means helping someone, a group of people, wildlife or the environment in your local area.</p> <p>To know that <b>voluntary activity</b> is working on or helping with an activity without pay.</p> <p>To know that <b>service based activity</b> is where you do something for a customer.</p> <p>To know that taking part in community participation, voluntary or service based activities can have a positive effect on mental wellbeing and health (make you feel good, useful, important or reliable etc).</p>	<p>community participation voluntary activity service based activity</p>
	4	<p>To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>To know that <b>isolation</b> is a feeling of being separate or on your own.</p> <p>To know that <b>loneliness</b> is a feeling of being unhappy because you feel like you are on your own.</p> <p>To know that isolation and loneliness can affect children in a negative way.</p> <p>To know that it is important to talk to a trusted adult if you feel lonely or isolated.</p>	<p>isolation loneliness</p>
	5	<p>To know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>To remember that <b>bullying is an unwanted behaviour</b> which can be physical, mental, include name-calling or isolating people and can occur online.</p> <p>To know that <b>bullying has negative affect on mental wellbeing</b> and that these negative effects can last a long time.</p> <p>To recognise that some negative effects of bullying on mental wellbeing include <b>low</b></p>	<p>mental wellbeing low mood depression anxiety low self-confidence</p>

				<p><b>mood (depression), anxiety or low self-confidence.</b></p>	
		6	<p>To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>	<p>To know that some <b>triggers for seeking support</b> include feeling sadness, loneliness, anger, worry, anxiety, frustration or mixed / conflicted feelings - a lot of the time.</p> <p>To recognise that someone else may need support with their mental wellbeing/ability to control their emotions if they tell you that they are feeling negative emotions every day / most days.</p> <p>To know that you should talk to a trusted adult (family member or member of the school community) if you are worried about your own or someone else's' mental wellbeing.</p> <p>To know that <b>online issues can affect our mental wellbeing / ability to control our emotions.</b></p>	<p>triggers seeking support</p>

		7	To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	<p>To know that <b>mental ill health</b> means that you are feeling negative emotions (sadness, loneliness, anger, worry, anxiety, frustration or mixed / conflicted feelings) a lot of the time and that anyone can experience mental ill health.</p> <p>To know that it is common (happens a lot) for people to experience mental ill health.</p> <p>To know that problems with mental ill health can be solved if you talk to someone / seek help as quickly as possible.</p>	<p>mental ill health mixed feelings conflicted feelings</p>
--	--	---	--	--	---

**Summer 1**

<p><b>Physical Health &amp; Fitness Healthy Eating</b></p>	<p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	1	To know the risks associated with an inactive lifestyle	<p>To know that an <b>'inactive lifestyle'</b> is unhealthy and means that you are not being physically active (exercising) on a daily basis.</p> <p>To understand that spending too much time watching TV, playing on games consoles or on the internet can cause your lifestyle to be 'inactive'.</p> <p>To understand that an <b>inactive lifestyle is unhealthy because it can lead to you becoming ill physically or mentally.</b></p> <p>To know that an inactive lifestyle is unhealthy because it can lead to <b>obesity</b> (carrying too much fat in your body).</p>	<p>inactive lifestyle obesity</p>
		2	To know the risks associated with obesity	<p>To know that <b>'obesity' is when a person has too much fat in their body</b> and that carrying too much fat can be harmful to your physical and mental health.</p> <p>To know that <b>obesity can be harmful to our physical health</b> because it can cause</p>	<p>obesity physical health mental health</p>

			<p>problems with your heart or cause you to develop diseases such as diabetes.</p> <p>To know that <b>obesity can be harmful to our mental health</b> because you may feel more tired or poorly or find it difficult to exercise / move about..</p>	
		3	<p>To know the importance of keeping a healthy weight</p> <p>To know that it can be <b>unhealthy to be overweight (obese) or underweight (very thin).</b></p> <p>To know that you can keep a healthy weight by eating a balanced diet and exercising regularly.</p> <p>To know that it is important to keep a healthy weight so that you feel good in your body (physically) and in your mind (mentally).</p> <p>To know that keeping a healthy weight can help you to stay well and to avoid getting ill.</p>	<p>healthy weight balanced diet underweight</p>
		4	<p>To know how and when to seek support including which adults to speak to in school</p> <p>To know that '<b>physical illness</b>' means that your body is unhealthy (not working as it should / is ill in some way).</p> <p>To recognise that <b>some early signs of physical illness</b> include; changes in how much you want to eat or drink, aches or pains anywhere in your body, intense tiredness, finding it difficult to breathe or feeling breathless, losing or gaining lots of weight suddenly, feeling sick or vomiting or having an upset stomach.</p>	<p>physical illness physical health</p>

				To know that I should speak to a trusted adult if I am worried about my physical health.	
--	--	--	--	--	--

**Summer 2**

<p style="text-align: center;"><b>Drugs, Alcohol &amp; Tobacco Basic First Aid Changing Adolescent Body</b></p>	<p>The facts about illegal substances (drugs) and associated risks.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>	<p style="text-align: center;">1</p>	<p>Y5 - To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs Y6 - To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis</p>	<p><b>Y5</b> - To know that if drugs are <b>'legal'</b> it means that it is not against the law to take them or sell them.</p> <p>To name some legal drugs (<b>nicotine and alcohol</b>).</p> <p>To know that if drugs are <b>'illegal'</b> it means that it is against the law to take or sell them (and that if you are caught doing these things you will be punished by the police).</p> <p>To name some illegal drugs or substances (<b>cannabis, heroin, cocaine, ecstasy, amphetamines</b>).</p> <p>To understand that illegal drugs can cause physical or mental harm to your body.</p> <p><b>Y6</b> - To know that <b>some effects of taking cannabis</b> include feeling happy, sick, hungry or talkative.</p> <p>To know that <b>some risks of taking cannabis</b> include feeling anxious, panicky, suspicious, paranoid and that it can make it more difficult to concentrate or be coordinated (move well).</p> <p>To know that taking cannabis can make asthma symptoms worse.</p>	<p>legal illegal nicotine alcohol cannabis heroin cocaine ecstasy legal consequences fine</p>
---	--	--------------------------------------	---	---	---

				<p>To know that the <b>legal consequences of</b> taking cannabis include being arrested by the police, receiving a fine or being sent to prison.</p>	
		2	<p>Y5 - To explore attitudes to drug use, to understand that all sorts of people may misuse drugs and to challenge the myths around drug use</p> <p>Y6 - To know the effects and risks of volatile substance abuse</p> <p>To know how to get and to give help</p>	<p><b>Y5</b> - To know that our ideas of what a person who uses drugs looks like can be influenced by the TV, newspapers, film or from images we see online (stereotypes).</p> <p>To know that all sorts of people may misuse drugs, regardless of who they are or what they look like.</p> <p><b>Y6</b> -To know that <b>volatile substance</b> is the name given to aerosols, gases and glues (solvents).</p> <p>To know that some <b>effects of volatile substance abuse</b> include feeling 'drunk', dizzy, getting the giggles, headaches, tiredness, red rash around the mouth and hallucinations.</p> <p>To know that some <b>risks of volatile substance abuse</b> include being sick, passing out, falling into a coma, throat swelling, suffocation, damage to liver, brain and kidneys and death.</p> <p>To know that we should dial 999 and speak to the emergency services if we encounter someone experiencing the negative effects of volatile substance abuse.</p>	<p>stereotype</p> <p>volatile substance</p> <p>solvents</p> <p>hallucinations</p> <p>coma</p>
		3	<p>Y5 - To know a range of skills to resist peer pressure and develop some assertiveness skills</p> <p>Y6 - To have practised communicating with adults</p> <p>To know how to access help and support</p>	<p><b>Y5</b> - To know that <b>peer pressure</b> the feeling that someone your own age (peer) is pushing you toward making a certain choice - good for bad.</p> <p>To know that <b>some ways of resisting peer pressure</b> include resisting, saying no, giving</p>	<p>peer pressure</p> <p>peer influence</p> <p>resist peer pressure</p> <p>assertive</p>

			<p>reasons why you don't want to do something or walking away.</p> <p>To know that being '<b>assertive</b>' means being able to stand up for your own or other people's rights in a calm and positive way.</p> <p>To know that <b>some ways of being assertive</b> include keeping eye contact, using a friendly but firm voice and not acting in an aggressive way.</p> <p><b>Y6</b> - To know that I can ask trusted adults at home or in school for help or support.</p> <p>To know that there are organisations I can contact such as Childline or Talk to Frank which also offer help and support.</p>		
		4	<p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p>	<p><b>Y5 / Y6 (Y6 Use as more of a what do we know already / what do we want to know open forum).</b></p> <p>To know that the <b>main physical changes during puberty</b> include changing body shape, growing pubic hair, growing breasts, voice changes and periods.</p> <p>To know that the main <b>emotional changes that happen</b> during puberty include feeling stronger or more intense emotions, mood changes / mood swings or feelings of confusion /fear/anger.</p> <p>To know that I can ask a trusted adult questions about puberty.</p>	<p>puberty</p> <p>physical changes</p> <p>emotional changes</p> <p>mood swings</p>
		5	<p>Y5 - Understand how puberty affects the reproductive organs</p> <p>Describe how to manage physical and emotional changes</p>	<p><b>Y5</b> - To know that the <b>female reproductive organs are the vagina, uterus, ovaries and fallopian tubes.</b></p> <p>To know that the <b>male reproductive organs are the penis, testes and scrotum.</b></p>	<p>reproductive organ</p> <p>vagina</p> <p>uterus</p> <p>ovaries</p> <p>fallopian tubes</p> <p>penis</p> <p>testes</p> <p>scrotum</p>

			<p>Y6 - To consider physical and emotional behaviour in relationships (Christopher Winter lesson 2)</p>	<p>To know some ways that puberty affects the reproductive organs (including periods, sperm production, wet dreams and testes dropping).</p> <p>To know that I can manage physical and emotional changes in puberty by talking about how I am feeling / asking questions.</p> <p><b>Y6 - To know that there are different kinds of relationships</b> between friends, family members, work colleagues, members of the public etc.</p> <p>To know <b>what is important in a relationship</b> (e.g. trust, kindness, sense of humour).</p> <p>To know that <b>there are different ways that people touch each other in a relationship to show each other how they feel about one another.</b></p> <p><b>To know which parts of our bodies are considered 'private'.</b></p> <p><b>To know that it is only appropriate for adults in certain relationships to touch one another's private parts.</b></p> <p><b>To know that it is only appropriate to touch another person if they give their consent to do so.</b></p>	<p>relationship work colleague member of the public private parts consent</p>
	6		<p>Y5 - Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty</p> <p>Y6 - To explore positive and negative ways of communicating in a relationship. (Christopher Winter lesson 4)</p>	<p><b>Y5 (May also be appropriate to revisit this section on personal hygiene in Y6) - To know that it is important to stay clean during puberty.</b></p> <p>To know that <b>some ways to stay clean during puberty include using soap or sanitary wear.</b></p>	<p>sanitary wear personal / private information online relationship</p>

				<p>To know that I can ask a trusted adult at home or in school if I need help or support during puberty.</p> <p><b>Y6</b> - To know when it is appropriate to share personal/private information in a relationship.</p> <p>To know that personal or private information includes - real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).</p> <p>To know that personal or private information should never be shared with someone you have never met / you do not know very well (including online).</p> <p>To know that if an online relationship goes wrong you can avoid replying, save or print the message so that you have a record of it, block the number or user from your phone or site and tell your parent, carer or a trusted adult.</p>	
--	--	--	--	---	--

### Year 5&6 Cycle B

Topic	Statutory Objective		Lesson Focus	Key Knowledge	Vocabulary
<b>Autumn 1</b>					
<b>Families and People</b>	That marriage represents a formal and legally recognised commitment of two people to each other	1	To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	<p>To know that <b>formal</b> means to follow the accepted / official rules of doing something.</p> <p>To know that <b>legal</b> means 'permitted by the law'.</p>	<p>formal</p> <p>legal</p> <p>marriage</p> <p>civil partnership</p>

<b>Who Care for Me Caring Relationships</b>	which is intended to be lifelong. How the recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others, if needed.			To know that a marriage or civil partnership is a formal, legal declaration of commitment made by 2 adults who love and care for each other and is intended to be lifelong / forever.	
	2	To know how to recognise who to trust and who not to trust	To know that <b>trust</b> is to have a firm belief in someone of something.  To know that <b>you can trust someone who is consistent (acts in the same way over time), respectful and reliable (you can depend on them to do what they say).</b>  To know that <b>you may not trust someone who tells lies, is fickle/ inconsistent (their mood or the way they act changes all the time) or who treats you with disrespect / unkindly.</b>	trust consistent inconsistent respectful reliable fickle disrespect	
	3	To know how to judge when a friendship is making them feel unhappy or uncomfortable	<b>To know that friendships can sometimes make you feel unhappy or uncomfortable.</b>  <b>To know that some ways that a friend may make you feel unhappy or uncomfortable include hurting your feelings, hurting you physically, not listening to you or leaving you out (isolation).</b>	unhappy uncomfortable isolation	
	4	To learn about managing conflict	To understand that <b>conflict</b> means the same as argument or disagreement.  To know that <b>opinion</b> means ‘what someone thinks about something’.  To know that we can have conflicts with others <b>because they hurt us in some way or they have different opinions .</b>  To know <b>we can solve conflict</b> by explaining that you have been hurt by the actions of others or by listening to the different opinions of others and valuing them (showing you think they are important).  To know that we can still share similarities with people we have conflicts with.	conflict opinion value	

		5	To know how to seek advice from others, if needed	To know that <b>sometimes we may need to seek advice / help from others to solve conflicts.</b>  To name some situations where we may need to seek advice / help from others to solve conflicts (e.g. if someone is physically hurt). To know that you can talk to a trusted adult at home or in school if you need advice / help to solve conflicts.	advice
<b>Autumn 2</b>					
<b>Respectful Relationships &amp; Online relationships</b>	<p>The conventions of courtesy and manners That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	1	To know the conventions of courtesy and manners	<p>To know that <b>courtesy</b> means showing politeness towards others.</p> <p>To know that <b>using good manners</b> is a way of showing others consideration and respect.</p> <p>To know that we can be <b>courteous</b> by showing friendliness, politeness and concern for others.</p> <p>To know that we can <b>use good manners</b> by saying please and thank you, apologising when we are wrong and saying excuse me when we wish to speak to someone.</p>	courtesy good manners courteous
		2	To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	<p>To know that <b>I should be treated with respect in school.</b></p> <p>To know that <b>I am being treated with respect by others in school when they are treating me in a positive way (e.g. giving me eye contact, listening to me, being courteous, using good manners and acting kindly).</b></p> <p>To know that I should treat others in school (including those in position of authority) with respect.</p> <p>To know that <b>I am treating others in school with respect when I treat them in a positive way (e.g. giving them eye contact, listening, being courteous, using good manners and acting kindly).</b></p>	respect courteous good manners eye contact
		3	To know that in wider society they can expect to be treated with respect by others, and that in turn they should show due	<p>To know that <b>wider society means 'in public places'.</b></p> <p>To know that I should be treated with respect in wider society.</p>	respect courteous good manners eye contact wider society public places

		respect to others, including those in positions of authority	<p>To know that <b>I am being treated with respect by others in wider society when they are treating me in a positive way (e.g. giving me eye contact, listening to me, being courteous, using good manners and acting kindly).</b></p> <p>To know that I should treat others in wider society(including those in position of authority) with respect.</p> <p>To know that <b>I am treating others in wider society with respect when I treat them in a positive way (e.g. giving them eye contact, listening, being courteous, using good manners and acting kindly).</b></p>	
4	To know the importance of permission-seeking and giving in relationships with friends, peers and adults	<p>To know that <b>permission-seeking</b> means asking someone before you say or do something which will affect them.</p> <p>To know that <b>permission-seeking is important in relationships</b> because it shows respect for others.</p> <p>To know that <b>permission giving</b> is saying that someone can do or say something which will affect you.</p> <p>To know that <b>permission giving is important in relationships</b> because it means that people feel safe, happy and comfortable in their relationships with others.</p>	<p>permission-seeking</p> <p>permission giving</p>	
5	To know about different types of bullying (including cyber bullying)	<p>To know that <b>bullying</b> is unwanted or aggressive behaviour towards others.</p> <p>To know that <b>bullying can be verbal, physical or both.</b></p> <p>To know that <b>name-calling</b> is a form of bullying. To know that <b>isolating (leaving out)</b> others is a form of bullying.</p> <p>To know that <b>cyber bullying</b> (unwanted or aggressive behaviour towards others online) is a form of bullying.</p>	<p>bullying</p> <p>verbal</p> <p>physical</p> <p>name-calling</p> <p>isolating</p> <p>cyber bullying</p>	
6	To know about the impact of bullying	<p>To know that <b>impact</b> means 'how an action affects someone..</p> <p>To know that <b>bullying has an impact on people.</b></p> <p>To know that bullying can have a negative impact because it can make people feel negative feelings (sadness, anger,</p>	<p>impact</p> <p>negative impact</p> <p>negative feelings</p> <p>self-confidence</p> <p>insecure</p>	

				loneliness) and affect their self-confidence (make them feel insecure / not believe in themselves).	
		7	To know about the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	<p>To know that a <b>bystander</b> is someone who is present when something happens but does not take part.</p> <p>To know that you can be a bystander when bullying is taking place.</p> <p>To know that if you are a bystander to bullying it is your responsibility to report it to an adult.</p>	bystander

### Spring 1

<b>Being Safe Internet Safety &amp; Harm</b>	<p>Why social media, some computer games and online gaming, for example, are age restricted</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Where and how to report concerns and get support with issues online</p>	1	To know why social media, some computer games and online gaming, for example, are age restricted	<p>To know that social media, some computer games and online games are age restricted.</p> <p>To know that <b>age restricted</b> means limited to people above or below a certain age.</p> <p>To know that social media, some computer games and online games are age restricted to keep children safe (from sharing personal information / from unfamiliar people) or because the content (what is on the site or game) is not suitable for children under a certain age to see.</p>	social media age restricted personal information suitable content
		2	To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	<p>To know that the internet can be a negative (harmful) place because of online abuse, trolling, bullying or harassment.</p> <p>To know that online abuse is bullying that happens over the internet.</p> <p>To know that <b>trolling</b> is a term used for online behaviour and means posting something online to deliberately upset or anger a targeted person.</p> <p>To know that <b>harassment</b> online is hurting, abusing or insulting people over the internet.</p> <p>To know that online abuse, trolling, bullying or harassment can have a negative impact on mental health because it can</p>	online abuse trolling bullying harassment negative impact mental health negative emotions

				make someone feel negative emotions (sadness, anger, loneliness, frustration).	
		3	To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	<p>To know that a <b>discerning</b> internet user selects or chooses information carefully.</p> <p>To know that an online <b>consumer</b> is someone who uses the internet.</p> <p>To know that <b>ranked</b> means to order / classify by importance or suitability. .</p> <p>To know that a discerning consumer of online information understands that information, including that from search engines, is ranked, selected and targeted.</p> <p>To know that some ways of being a discerning consumer of online information include choosing information carefully based on the reliability of websites / the order the search results have been ranked.</p>	discerning consumer ranked online information selected targeted
		4	To know where and how to report concerns and get support with issues online	<p>To know that I should report concerns and get support if I have issues with bullying, harassment, trolling or finding information online.</p> <p>To know that I can talk to a trusted adult at home or in school if I have concerns about issues online.</p>	concern bullying harassment trolling issues online
<b>Spring 2</b>					
<b>Mental Wellbeing Health &amp; Prevention</b>	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	1	To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<p>To know that there are some <b>early signs which can mean that you are ill.</b></p> <p>To know that some of these early signs include; changes in how much you want to eat or drink, aches or pains anywhere in your body, intense tiredness, finding it difficult to breathe or feeling breathless, losing or gaining lots of weight suddenly, feeling sick or vomiting or having an upset stomach.</p>	early signs physical illness
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.	2	To know about personal hygiene and germs including bacteria, viruses, how they are spread	To know that <b>personal hygiene</b> is the practise of daily hygiene routines such as washing our hands after using the	personal hygiene germs bacteria

	<p>The facts and science relating to allergies, immunisations and vaccination.</p>		<p>and treated and the importance of handwashing.</p>	<p>toilet / before meal times, brushing our teeth and washing our bodies.</p> <p>To know that <b>germs, bacteria and viruses are small living organisms (found everywhere) that can cause infection (illness) and make us feel physically and/or mentally unwell.</b></p> <p>To know that germs, bacteria and viruses are spread if we do not practise 'good hygiene' routines every day.</p> <p>To know that bacteria and viruses can be treated with rest and medication such as pain relief, antivirals or antibiotics.</p> <p>To know that handwashing is important because it limits the spread of germs, bacteria and viruses.</p>	<p>viruses living organisms hygiene routine antivirals antibiotics</p>
		3	<p>To know the facts and science relating to allergies,</p>	<p>To know that an <b>allergy</b> is when the body becomes over sensitive (reactive) to a particular substance.</p> <p>To know that some <b>common allergies</b> include; pollen, fur, dust and foods such as nuts, milk, fish and shellfish.</p> <p>To know that an <b>'allergic reaction'</b> is a reaction that your body has to a particular food or substance (nuts, pollen, dairy).</p> <p>To know that the <b>symptoms of an allergic reaction</b> include sneezing, coughing, rashes or having difficulty breathing. To know that an allergic reaction can be a serious medical situation.</p> <p>To know that we should ALWAYS seek an adult's help if someone is having an allergic reaction.</p> <p>To know that allergies can be treated with</p>	<p>allergy allergic reaction</p>

		4	To know the facts and science relating to immunisations and vaccination.	<p>To know that a <b>vaccine</b> is a substance which makes your body produce 'antibodies' that fight an infection so that you body becomes 'immune' to a disease.</p> <p>To know that an <b>immunisation</b> is the word to describe the process of receiving a vaccine.</p> <p>To know that ' <b>immune</b>' means that your body is not affected by an infection and will not become ill if affected by it.</p> <p>To know that some diseases (Smallpox, Tuberculosis) can be prevented by vaccinations and immunisations.</p>	vaccine immunisation immune vaccinations
--	--	---	--	---	---

### Summer 1

<b>Physical Health &amp; Fitness Healthy Eating</b>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	1	To know what constitutes a healthy diet	<p>To know that a <b>healthy diet includes nutritionally rich forms of protein, carbohydrate, dairy, fats, fruits and vegetables.</b></p> <p>To know that someone who follows a healthy diet only eats fats and sugars in moderation.</p> <p>To know that <b>nutritionally rich foods</b> are low in sugar, sodium, starches, and bad fats.</p> <p>To know that nutritionally rich foods contain a lot of vitamins and minerals and few calories.</p> <p>To know that nutritionally rich foods nourish your body and help keep you healthy.</p> <p>To know that eating nutritionally rich food can reduce your risk of getting ill.</p>	<p>healthy diet</p> <p>protein</p> <p>carbohydrate</p> <p>dairy</p> <p>fats</p> <p>fruits and vegetables</p> <p>nutritionally rich foods</p> <p>sodium</p> <p>starches</p> <p>vitamins</p> <p>minerals</p> <p>calories</p> <p>nourish</p>
		2	To understand calories	<p>To know that a <b>calorie is a unit of energy.</b></p> <p>To know that when we describe a food as containing calories it is a way of describing how much energy your body could get from eating or drinking it.</p> <p>To know that some foods are high in calories and some foods are low in calories.</p>	<p>calorie</p> <p>energy</p>

			To know that calories are not bad for you and that your body needs calories for energy.	
		3	<p>To understand nutritional content</p> <p>To know that <b>nutritional content</b> relates to the amount of nutrients (protein, carbohydrates, fat, vitamins and minerals) a particular food contains.</p> <p>To know that <b>nutrition fact food labels</b> tell us the nutritional content (what is inside) the foods we eat.</p> <p>To know that a nutrition fact food label is printed somewhere on the outside of packaged food.</p> <p>To know that most nutrients are measured in <b>grams (g)</b>.</p> <p>To know that some nutrients are measured in <b>milligrams (mg)</b></p> <p>To know that other information on the label is given in <b>percentages</b>.</p> <p>To know that the <b>percentage daily value</b> on a food label tells you how this food can help someone meet these daily goals and eat a healthy diet.</p>	<p>nutritional content</p> <p>nutrition fact food label</p> <p>grams</p> <p>milligrams</p> <p>percentages</p> <p>percentage daily value</p>
		4	<p>To understand the risks associated with unhealthy eating - obesity</p> <p>To know that unhealthy eating can lead to a person becoming obese.</p> <p>To know that eating too many calories and not burning off enough of them by being active / exercising can lead to weight gain or obesity.</p> <p>To know that <b>obese</b> is a medical term used to describe a person with a high excess (too much) of body fat.</p> <p>To know that being obese can make you more at risk of having heart problems or developing diseases.</p>	<p>obese</p> <p>obesity</p> <p>high excess</p> <p>body fat</p>
		5	<p>To understand the risks associated with unhealthy eating – tooth decay</p> <p>To know that unhealthy eating can lead to a person developing <b>tooth decay</b>.</p> <p>To know that bacteria live in our mouth, feed on the sugar we eat, produce acid and this causes damage to our teeth (decay).</p>	<p>tooth decay</p> <p>bacteria</p>

				To know that eating or drinking foods / liquids which are high in sugar can cause tooth decay .	
		6	To understand the risks associated with alcohol on diet and health	<p>To know that <b>drinking alcohol can be risky for our diet / health.</b></p> <p>To know that some <b>short-term risks</b> of alcohol include distorted vision, hearing, and coordination, altered emotions, impaired judgment, which can lead to risky behaviour/ accidents, bad breath and hangovers.</p> <p>To know that some <b>long-term risks</b> of alcohol include liver damage, loss of appetite, serious vitamin deficiencies, stomach problems, heart and nervous system damage and memory loss.</p>	<p>short-term risk</p> <p>long-term risk</p> <p>distorted vision</p> <p>coordination</p> <p>altered emotions</p> <p>impaired judgment</p> <p>appetite</p> <p>vitamin deficiencies</p> <p>memory loss</p>

## Summer 2

<p><b>Drugs, Alcohol &amp; Tobacco Basic First Aid Changing Adolescent Body</b></p>	<p>The facts about illegal substances (drugs) and associated risks.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>	<p>1</p> <p>Y5 - To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p> <p>Y6 - To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis</p>	<p><b>Y5</b> - To know that if drugs are '<b>legal</b>' it means that it is not against the law to take them or sell them.</p> <p>To name some legal drugs (<b>nicotine and alcohol</b>).</p> <p>To know that if drugs are '<b>illegal</b>' it means that it is against the law to take or sell them (and that if you are caught doing these things you will be punished by the police).</p> <p>To name some illegal drugs or substances (<b>cannabis, heroin, cocaine, ecstasy, amphetamines</b>).</p> <p>To understand that illegal drugs can cause physical or mental harm to your body.</p> <p><b>Y6</b> - To know that <b>some effects of taking cannabis</b> include feeling happy, sick, hungry or talkative.</p> <p>To know that <b>some risks of taking cannabis</b> include feeling anxious, panicky, suspicious, paranoid and that it can make it more difficult to concentrate or be coordinated (move well).</p> <p>To know that taking cannabis can make asthma symptoms worse.</p>	<p>legal</p> <p>illegal</p> <p>nicotine</p> <p>alcohol</p> <p>cannabis</p> <p>heroin</p> <p>cocaine</p> <p>ecstasy</p> <p>legal consequences</p> <p>fine</p>
---	--	---	---	--

				To know that the <b>legal consequences</b> of taking cannabis include being arrested by the police, receiving a fine or being sent to prison.	
		2	<p>Y5 - To explore attitudes to drug use, to understand that all sorts of people may misuse drugs and to challenge the myths around drug use</p> <p>Y6 - To know the effects and risks of volatile substance abuse</p> <p>To know how to get and to give help</p>	<p><b>Y5</b> - To know that our ideas of what a person who uses drugs looks like can be influenced by the TV, newspapers, film or from images we see online (stereotypes).</p> <p>To know that all sorts of people may misuse drugs, regardless of who they are or what they look like.</p> <p><b>Y6</b> -To know that <b>volatile substance</b> is the name given to aerosols, gases and glues (solvents).</p> <p>To know that some <b>effects of volatile substance abuse</b> include feeling 'drunk', dizzy, getting the giggles, headaches, tiredness, red rash around the mouth and hallucinations.</p> <p>To know that some <b>risks of volatile substance abuse</b> include being sick, passing out, falling into a coma, throat swelling, suffocation, damage to liver, brain and kidneys and death.</p> <p>To know that we should dial 999 and speak to the emergency services if we encounter someone experiencing the negative effects of volatile substance abuse.</p>	<p>stereotype</p> <p>volatile substance</p> <p>solvents</p> <p>hallucinations</p> <p>coma</p>
		3	<p>Y5 - To know a range of skills to resist peer pressure and develop some assertiveness skills</p> <p>Y6 - To have practised communicating with adults</p> <p>To know how to access help and support</p>	<p><b>Y5</b> - To know that <b>peer pressure</b> the feeling that someone your own age (peer) is pushing you toward making a certain choice - good for bad.</p> <p>To know that <b>some ways of resisting peer pressure</b> include resisting, saying no, giving reasons why you don't want to do something or walking away.</p> <p>To know that being '<b>assertive</b>' means being able to stand up for your own or other people's rights in a calm and positive way.</p> <p>To know that <b>some ways of being assertive</b> include keeping eye contact, using a friendly but firm voice and not acting in an aggressive way.</p>	<p>peer pressure</p> <p>peer influence</p> <p>resist peer pressure</p> <p>assertive</p>

			<p><b>Y6</b> - To know that I can ask trusted adults at home or in school for help or support.</p> <p>To know that there are organisations I can contact such as Childline or Talk to Frank which also offer help and support.</p>	
4	<p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p>	<p>To know that the <b>main physical changes during puberty</b> include changing body shape, growing pubic hair, growing breasts, voice changes and periods.</p> <p>To know that the main <b>emotional changes that happen</b> during puberty include feeling stronger or more intense emotions, mood changes / mood swings or feelings of confusion /fear/anger.</p> <p>To know that I can ask a trusted adult questions about puberty.</p>	<p>puberty</p> <p>physical changes</p> <p>emotional changes</p> <p>mood swings</p>	
5	<p>Y5 - Understand how puberty affects the reproductive organs</p> <p>Describe how to manage physical and emotional changes</p> <p>Y6 - To consider physical and emotional behaviour in relationships (Christopher Winter lesson 2)</p>	<p><b>Y5</b> - To know that the <b>female reproductive organs are the vagina, uterus, ovaries and fallopian tubes.</b></p> <p>To know that the <b>male reproductive organs are the penis, testes and scrotum.</b></p> <p>To know some ways that puberty affects the reproductive organs (including periods, sperm production, wet dreams and testes dropping).</p> <p>To know that I can manage physical and emotional changes in puberty by talking about how I am feeling / asking questions.</p> <p><b>Y6</b> - To know that <b>there are different kinds of relationships</b> between friends, family members, work colleagues, members of the public etc.</p> <p>To know <b>what is important in a relationship</b> (e.g. trust, kindness, sense of humour).</p> <p>To know that <b>there are different ways that people touch each other in a relationship to show each other how they feel about one another.</b></p> <p><b>To know which parts of our bodies are considered 'private'.</b></p>	<p>reproductive organ</p> <p>vagina</p> <p>uterus</p> <p>ovaries</p> <p>fallopian tubes</p> <p>penis</p> <p>testes</p> <p>srotum</p> <p>relationship</p> <p>work colleague</p> <p>member of the public</p> <p>private parts</p> <p>consent</p>	

				<p><b>To know that it is only appropriate for adults in certain relationships to touch one another's private parts.</b></p> <p><b>To know that it is only appropriate to touch another person if they give their consent to do so.</b></p>	
		6	<p>Y5 - Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty</p> <p>Y6 - To explore positive and negative ways of communicating in a relationship. (Christopher Winter lesson 4)</p>	<p><b>Y6</b> - To know when it is appropriate to share personal/private information in a relationship.</p> <p>To know that personal or private information includes - real name and surname, age, date of birth, home address, school address, email address, phone numbers, photos of you with friends/family, passwords (e.g. for social media sites).</p> <p>To know that personal or private information should never be shared with someone you have never met / you do not know very well (including online).</p> <p>To know that if an online relationship goes wrong you can avoid replying, save or print the message so that you have a record of it, block the number or user from your phone or site and tell your parent, carer or a trusted adult.</p>	<p>sanitary wear personal / private information online relationship</p>