Robert Mellors Primary Academy PSHE F1-Yr 6 Content Overview

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles-animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising words can be hurtful Giving and receiving compliments STOP (several times on purpose)	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning process Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Ages 8-9	Being part of a class team Being a school citizen Rights and responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying STOP (several times on purpose) Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciations to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Environmental changes Preparing for transition
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice and participating	Cultural differences and how they cause conflict Racism Rumours and name-calling Type of bullying STOP (several times on purpose) Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (in IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and values Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion STOP (several times on purpose) Differences as conflict, differences as celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substance affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition

Autumn Term 1: Being Me in My World

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Being part of a class team Being a school citizen Rights and responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice and participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and values Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Skills	I can talk confidently to other children about myself, home and community I can express my own feelings, and respond to the feelings and wishes of others I am beginning to show an increasing ability to distract myself when upset I can follow the rules and routines	I can talk confidently about me and my learning I can understand other children's feelings and talk about fair and unfair situations I understand and can follow the rules and routines I understand why rules are there and what they are intended to achieve	I feel special and safe in my class I know that I belong to my class and understand the rights and responsibilities as a member of my class I know how to make my class a safe place for everyone to learn	I can identify some of my hopes and fears for this year I recognise when I feel worried and know who to ask for help I understand the rights and responsibilities for being a member of my class and school	I can participate in the making and changing of rules. I can listen to and show respect for the views of others. I can identify ways of facing new challenges. I can see my mistakes, make amends and set personal goals.	I can take increasing responsibility for my own choices and I know that actions have a consequence. I can recognise aggressive and anti-social behaviours and their effects on individuals and communities.	I can take responsibility for my own choices and goals. I can explain the consequences of not adhering to rules.	I can explain how human rights protect everyone. I can recognise the value of different people's contributions to our group. I am able to show compassion towards others.

		I can use and care for materials independently	I can recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our learning charter	I can help to make my class a safe and fair place I can listen to other people and contribute my own ideas about rewards and consequences I can work cooperatively and understand how following the Learning Charter will help me and others learn	I can explain how my actions have affected others. I can empathise with other people and situations through topical issues, problems and events.	I can make informed choices about my environment. I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression. I can respond appropriately to other people's feelings. I can identify positive ways to face new challenges. I can identify positive things about my own and others' achievements. I can recognise the worth of other people.	I can explain how everyone offers a different contribution to a community.	I can show increasing responsibility as a member of Y6 and act as a role model for other children in school.
Big Questions	Who are you and how do you feel? Who is in your family? Why might some children feel happy/sad at nursery? What can we do to help ourselves feel	What do you like/dislike? Why do you think these children feel happy/ cross/ excited/ sad? How does it make you feel when someone won't share with you?	What makes you special? What was do you know to keep safe at school and at home? What does it mean to be a	What hopes do you have for year 2? Do you have any worries about being in year 2? How can you cope with these?	Why is it important to have a goal? When have you felt the most challenged? How did you feel afterwards?	How does my behaviour affect my class? How does my behaviour affect my school?	What are your goals for Year 5? What does it mean to be a citizen?	What are you goals for year 6? Can one person change the world? Do rules bring freedom?

	better if we are feeling sad? How does it make you feel when someone won't share with you? Why should we look after our toys? What are our rules at nursery?	Why should we look after our toys? How can we make sure we are happy/safe/learning in school?	member of our class? How does it feel? What rewards do we have in school? What have you done that makes you feel proud? Do you know what behaviour has consequences? Do you think it's fair? Do you understand our new Learning Charter?	How can we manage these worries as a class? Who could you go to with a worry? What does it mean to have rights? What does responsibility mean? How can you be a responsible member of our class? Why do we give rewards? How does it feel to praise someone? How does it feel to be praised/rewarded? Can you identify obstacles to learning? Do you understand the connection between behaviour and consequence? Do you all understand how our new Learning Charter will help us all learn? Do you feel the rewards and consequences are fair?	What is important about you? Why are rules important? What would the world be like without rules? Should all good behaviour be rewarded? Why is it important to see things from other people's perspectives?	What does democracy mean? Do you think everyone should have the right to have their voice heard? What motivates you to do well?	What does it mean to be treated fairly? Can doing something 'bad' ever be the right thing to do? What do you think is your most important responsibility? Should children be able to vote in elections?	What is the most important way to make somebody feel valued? What will help us to succeed in working as a group? What is anti-social behaviour? Are you a good role model?
Outcomes	All children in school to create a shooting star with their goal for the future on. These will form a whole school display.							

Autumn Term 2: Celebrating difference

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising words can be hurtful Giving and receiving compliments STOP (several times on purpose)	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying STOP (several times on purpose) Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they cause conflict Racism Rumours and name-calling Type of bullying STOP (several times on purpose) Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion STOP (several times on purpose) Differences as conflict, differences as celebration Empathy
Skills	I can talk about things I have seen and done I can say what I would like to do I can talk about and describe my house and who lives in my house	I can talk about things I am good at and why I can talk about what makes me special and similarities and differences	I can talk about one thing that makes me different from my friends I understand these differences make us all special and unique	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can tell you about a time when my words affected someone's feelings and what the consequences were.	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.

	I can show care and concern for my friends I explore how I feel and how someone else makes me feel	between myself and others I can talk about my house and family I know how to be a good friend – turn taking, aware of friends needs and feelings I can be kind to others and solve minor problems independently	I can describe a variety of ways that I am different from my friends I can tell you why I am proud of the things that make me special	I can compare myself with a friend and describe the similarities and differences between us I can express how I feel about our similarities and differences	I can give and receive compliments. I can explain how giving a compliment affects me and the other person.	for who they are. I can use a variety of examples to explain how first impressions can be misleading. I can recognise some of the reasons and motivations behind bullying & suggest why some children are the victims of bullying.	use bullying behaviours to make other choices and know how to support children who are being bullied.	I can talk about one thing that makes me different from my friends I can express how I feel about this.
Big Questions	What are you good at? Have we all chosen the same thing? Is it ok to be good at different things? Are we all the same? What makes you unique and special? Do they look like you or someone you know? How are they the same/different? What does your house look like? What can we do/say to make us a nice friend?	What are you good at doing and why? Are we all good at/like the same things? Is it ok to be and do different things to the people around us? How are we the same/different? Are all houses the same? How do you make friends? How can we be a kind friend?	How am I the same as my friend? What differences area there between you and your friend? What is bullying? How might it feel to be bullied? How can we help children in the playground? What makes a good friend?	Can you think of some similarities between boys and girls? Why do you think we make assumptions about boys/girls? Is it ok for girls/boys to like…? Why is it important that we are not all the same? What does bullying mean?	Are all families the same? What is a 'normal' family? Who is the most important person? What can we do if there is a disagreement at home? Who can we ask for help? What should you do if you see somebody being unkind?	What is an assumption? Should you ever judge a book by its cover? What is special about you? What makes you different? Are you pleased with your behaviour towards others? What would the world be like if	What is a culture? How can differences cause conflict? What is racism? Who is more important- me or you? What is a rumour? Is it ever ok to talk about somebody behind their back?	What is normal? Are all people with a disability the same? What is a power struggle? Why do people struggle for power? What is bullying? Why do some people bully? Why are some people bullied? How do you think people who are bullied feel?

			How do we treat our friends? How am I different? Why does that make me special?	Is bullying different from teasing? Why do some people bully? Why are some bullied? How does it feel to be bullied? Who would you talk to if you were being bullied? Do we/could we have a playground rescue team? What would their job be? How did it feel to invite someone to make friends? How did it feel when they accepted the invitation? How did it feel when they said "No, thank you"?	What is bullying? How can unkind words make you feel? Can kindness change the world?	we were all the same? What is a first impression? Has somebody ever changed your impression of them?	Is there more than one kind of bullying? Can money buy happiness?	Would the world be a better place if we all looked the same? How would you feel if you were excluded from a group? What does it mean to be empathetic? Why is this important?
Outcomes	Discussions- question on paper & post its around. Add to folder.		Draw their perfect a friend	Trophy of celebration for a friend. What do you like most about tem?	Compliment cards. Write a pack of compliment cards. Hide around school for people to find.	Now/Then picture frames. What you thought about someone when you first met them compared to now.	Presentation/ speech about someone who they admired. To be presented to their/another class.	Culture displays- research a culture & produce presentation. To be presented to another class.

				Announce in assembly for children to start looking for them.			

Spring Term 1: Dreams and Goals

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning process Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Skills	I can develop confidence to keep having a go I can explore ways to problem solve I learn to work as part of a group I ask for help from an adult if needed	I can build resilience and confidence to keep having a go I explore ways to solve problems I can work as part of a class	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can evaluate my own learning process and identify how it can be better next time. I can recognise and express my strengths in tackling a	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am

	I learn about other jobs/people who help us I talk about achieving goals	I ask for help from an adult or friend if needed I explore what I need to do to get a job I talk about how I have achieved my goal	I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest	I can explain how my own and other people's contributions helped the group to create the end product I can explain what felt good and what felt difficult about working in our group	learning challenge and I can plan steps to help me do better next time. I am confident in sharing my success with others and know how to store my feelings of success.	have a positive attitude. I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals. I can explain how resilience and a positive attitude contribute to a greater chance of success	I can evaluate the ways in which our opportunities and life chances are different.	motivated to do this. I can justify my group's chosen course of action. I can show how our choice is based on an awareness of the experience and the needs of the people affected.
Big Questions	Was it easy/hard? What can you do now that you couldn't do as a baby? What would you like to learn to do? How do you feel if someone is kind/not kind to you? What would we need to learn to do that job? Have you achieved your goal and how did you achieve it?	What have you found tricky to do and how did you manage it? What will happen if we give up and don't try? How can you achieve your goal? Can you say something nice to someone else in the room? How does it feel when someone	What is your special success? How did you feel when you achieved your goal? How have you learnt to…? What steps did you take to achieve your goal? How easy is it to work with your partner? Is anything difficult about this?	How did you manage to achieve your goal? How does it make you feel? Is it easier to work towards your goal with someone you get on with well? Why? How does it feel to achieve a task together? What dream do you have?	If something is difficult, should you give up? Are dreams and ambitions the same? How do you feel when you are facing a new challenge? What makes you want to do well? Does everybody have the same	Are hopes and dreams the same thing? How might you feel if you do not succeed in reaching your dream? What can you do to overcome disappointment? How do you know if you are doing something well?	Why do mistakes help us learn? What is your dream for the future? Does money make the world go round? Are there more important things than money? Why is money important?	Doing your best is more important than being the best. To what extent do you agree? What is your personal learning goal? How do you know if you have been successful? How do you measure success?

		says something nice about you? What things do we need to learn to achieve our dream job? Have you achieved your goal and how did you achieve it?	How does it feel when we start to learn something new? How can you help each other to reach your goals? How does it feel to overcome obstacles and to reach your goal? What successes have you experienced and how do they make you feel?	How does your dream make you feel?	obstacles as you? How can you overcome an obstacle? What different feelings do you have? Which feelings do we sometimes need to manage? How can we manage unwanted feelings? What is money? Where does money come from? What happens when you spend money? What is a budget?	How would you feel if you achieve your goal? How has somebody helped you to reach a goal? Why is it important to work as a group sometimes? What does it mean to be resilient? How can you be more resilient every day? Is it possible to always be positive?	How do people get money? What job would you like to do when you are older? How would you become that? Why do some people have different goals to you? How can we help others to reach their goals? What is charity? Why are charities important? What makes you want to do well?	How do you feel when you have been successful? What does it mean to make a difference? How can you make a difference to the world? What motivates you to do well? Do others have different motivations to you? Why? Who has made an amazing achievement? How do compliments make you feel?
Outcomes	Children come up with a new year's resolution and create a plan of how they can reach their goal.							

Spring Term 2: Healthy Me

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid (St John's Ambulance resources) Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substance affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Skills	I know some different ways of moving I am aware of physical changes when I exercise I can say what food is healthy and what food is nit I say when I feel tired and hungry I can usually manage washing and drying my hands I understand that equipment and	I understand good practices with regard to exercise and can talk about the physical changes that happen and why I know the importance of a healthy diet I understand the importance of good sleep I can manage my own basic hygiene and	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I can identify and prepare snacks that are healthy, and explain my choice by saying why they	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can explain, with a variety of examples, situations	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body and I understand the	I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this. I can give an account of the different ways in which people

	tools need to be used safely	personal needs successfully I can talk about ways to keep safe	some things that might harm it if I am not careful I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy	are good for my body I can compare my own and my friends' choices and can express how it feels to make and share healthy food together	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear.	where I may experience peer pressure and I can suggest a number of strategies for dealing with this. I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices.	part this plays in maintaining my self confidence.	in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse. I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.
Big Questions	Are you feeling warmer? How has your breathing changed? What does your heart do when you're moving/exercising? What does healthy food do to our bodies? What do you do before you go to sleep? Why do you need to wash your hands?	Why do we exercise and why is it important? Feel your hearts – what is happening? How does your breath/skin feel? What does healthy food do to our bodies? If we eat unhealthy food all the time what does it do to our bodies?	If you're healthy how do you feel? How can you keep yourself healthy? What healthy choices do you make? How do you feel if you make a healthy choice? Why do we keep ourselves clean?	What things/ how do you keep yourself healthy? Why is it important to keep healthy? Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?	Why is exercise important? What is meant by a healthy food? How do you know if a food is unhealthy? What is a drug? Why do some people use drugs? How can I keep myself safe?	What makes a good friend? How many friends do you need? Is it possible to always be friends with the same people? What is smoking? What are the dangers of smoking?	Why do some people choose to smoke or drink alcohol? What is anti-social behaviour? How can alcohol cause anti-social behaviour? What should you do if there is an accident? What do you do if you have hurt yourself?	Who is responsible for your actions? How can you make sure you are making positive choices? How do substances affect the body? Alcohol should be illegal. What do you think?

	What should you do if you get lost?	What time do you go to sleep and what do you do before you go to sleep? What do germs do if we don't wash our hands? How can you get help if you get lost and who can you go to?	How can we stay safe at home? What do your face and body feel like when they are poorly? How can you help yourself feel better? Why should you not have too much medicine? How do you know when it is safe to cross a road? What does it mean to use your eyes and ears? What do you do at school to keep yourself clean and healthy? Is this different to what you do at home?	How can you tell if others are calm or not? Are you able to learn new things when you are feeling tense? Why do you think medicines come in different forms? Why should medicines only be used in the way they are intended? What do you know already about a healthy, balanced diet? Which foods do you need every day to keep you healthy? How might our bodies be like cars? What happens if we run out of fuel? Which foods do our bodies need? Which food don't our bodies need?	Why is it important to keep yourself safe? What is respect? How can you show respect? How can we make ourselves feel positive? Is it important to always make healthy choices? What is a safe choice?	What is alcohol? What are the dangers of alcohol? Why might somebody choose to use these substances? What does it mean to be assertive? Why is it sometimes hard to do the right thing? What is peer pressure? What would you do if your friends all want to do something you don't want to? How are you strong? What is your hidden super-power?	What is your body image? Why is it important to have self-compassion? Why do some people find if difficult to make good food choices?	What is meant by exploitation? How do you know if you are being manipulated? Do you think being in a gang is a good idea? What is mental health? Why is it important to look after your mental health? How can you look after your mental health? What is stress? How can you prevent feeling stressed?

				Why is it important to give my body nutritious food? Do you think you could swap an unhealthy snack for a healthy snack?				
Outcomes	Discussion- write big question on a piece of paper & stick post its around the edge.		Keeping clean and healthy comic strip	Create a healthy snack recipe (Make and take pictures to store in class folder)	Keeping safe written explanation or create choose your own adventure story (powerpoint to select ideas)	Healthy friendships drama. Film these to show to another class (or create a QR code to put in class folder).	Create Top Trumps cards link to different foods. Assign a rating of different categories decided by children. Play game with group of younger children.	Healthy body, healthy mind magazine. Do as a class collaborative project. Publish and put into school library.

Summer 1: Relationships

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciations to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
Skills	I can show affection and concern for people who are special to me I am confident to talk to other children when playing and will communicate	I can explain own knowledge and understanding, and asks appropriate questions of others I am confident to speak in a	I can tell you why I appreciate someone who is special to me and express how I feel about them I can talk about someone who is special to me and I can tell you why	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in

	freely about home and community I can form a special relationship with another child I am aware that some actions can hurt or harm others and understand that my own actions affect other people I can respond to the feelings and wishes of others	familiar group and talk about my ideas I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children I can talk about how I and others show feelings, talk about my own and others' behaviour and its consequences and know that some behaviour is unacceptable I can play cooperatively taking turns with others	I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person	resolve conflicts with my friends I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise I can demonstrate how to use the positive problem-solving technique to resolve these conflicts and consider how effective it might be	how this could affect my choice I can express a sense of the responsibility we have for each other because of these connections	I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this	ways that may be risky or cause harm to myself or others I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures	situations where others are trying to gain power or control. I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem
Big Questions	Who are your family and what do they do/like? Who are your friends? What can you do/say to make	What is your job in your family? What do you like about your friends? Have you ever fallen out with your friend-	What is a family? Are all families the same? Can some people be part of your family and not live in your house? What makes people friends?	What is my family like? How are other people's families similar/different? What kind of touch do we really like and why?	What responsibilities do people in your family have? Do all families have the same responsibilities?	Why do we sometimes feel jealous? How can we cope with feeling jealous?	What is self-worth? How can you be kind to yourself?	What is mental health? What might affect somebody's mental health? Where can we find support if we are

	friends with people? If people are mean to you, what could you do? What could you do if you feel cross? How are you a good friend to others?	Why? How did you feel? What could you do if you feel angry and want to calm down? What does being a good friend mean?	Do friends always get on well? What make a good friend? What textures do you like/not like to feel? Can you say 'no' to a touch you don't like? Who are the people who have special jobs that help us in our school community? Can you think of anyone else that helps us? How could you ask for help? What can you be proud of and praise yourself for? Is everybody incredible in some way? Who is special to you? Why are they special? How can we show people they are special to us? How does it feel to have a special person?	When is touch not acceptable? Do I know how to speak up about a touch I don't like? What sort of things cause friends to fall out sometimes? Can we see both sides of the problem? What words help us resolve disagreements? How can keeping good secrets make people feel happy? Are there ever secrets that you should tell to an adult? Why should you not keep these secrets? Who can you trust to talk about secrets that worry you? What helps us to trust people? What makes us lose trust? Who are the people around us	What is friendship? How can you reach a compromise? Are you pleased with your behaviour towards others?	What does it mean to love somebody? Are all kinds of love the same? How does it feel to lose somebody that you love? Is there a special person that you miss? What memories do you have of them? What should you do if you have a fall out with your friend? What does it mean to have a girlfriend or boyfriend? Who might have a girlfriend or boyfriend? How do we show people that we appreciate them?	What ways do we have to make ourselves feel more confident? Why is it important to stay safe online? What advice would you give to somebody who wants to stay safe online? What are our responsibilities when we are online? Should we work to reduce our screen time? What are the dangers of online gaming? What is gambling?	struggling with mental health? How do we feel when we lose somebody important to us? What can we do to help us when times are difficult? Why do some people try to control others? Is it more important to be right or to be kind? What technology do we have access to? How can we keep safe when using technology? Are all kinds of technology the same? Whose responsibility is

				we trust/don't trust? What positive things can I say to people? How does a compliment make you feel?		How do we appreciate animals? Should animals be kept in captivity?		it to use technology correctly? What might happen if you are not responsible with your technology?
Outcomes	Discussion- write big question on a piece of paper & stick post its around the edge. Add to folder.		Friendship dance, work together to come up with a routine.	Compliment bunting	Short films about special relationship.	Drawing collage "our special relationships"	Internet safety posters to display around school or agony aunt solutions to made up problems.	Create a film clip: how to keep safe on the internet

Summer 2: Changing Me

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles- animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Environmental changes Preparing for transition	Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (in IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition
Skills	I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	I can explain my own knowledge and understanding and ask appropriate questions of others I can show sensitivity to	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the

	I show affection and concern for people who are special to them I seek comfort from a familiar adult when needed I can express my own feelings and respond to feelings and wishes of others I seek out others to share experiences	others' needs and feelings I can work as part of a group or class and understand and follow rules I can talk about how myself and others show feelings I am confident to speak to others about my own needs, wants, interests and opinions I can describe myself in positive terms	which parts are private I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these	some parts of my body are private I can tell you what I like/don't like about being a boy/girl I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy I can explain how I feel about being a boy/girl and talk about what I like and dislike about it	can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings	can describe how to go about this I can identify which changes are within my control I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes	me during puberty I understand the emotional changes that may take place during puberty I can consider how these changes will affect me and prepare myself for the feelings I may experience	development and birth of a baby I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it
Big Questions	Can you name different parts of the body? What is good for your body? What can you do now that you couldn't do as a baby? What do we have to do to	Can you name different parts of the body and what do they do? What do we need to keep healthy and happy? What will we be able to do when	What changes happen in a frog's life cycle? Do we all grow up at the same rate? What do you like most about being you now? What do you want to be	How do things around us change? What does change feel like? How do things change in life cycles? How do our faces/bodies	How do humans grow throughout their lives? What do babies need to be well? Do they have the same needs as older children?	What does it mean to be unique? What makes you unique? Why do some people chose to have a baby?	What is your body image? How does the media effect your view of yourself? Should all people have the	How do you see yourself? What is your most amazing feature? What does physical attraction mean?

	look after seeds and make them grow? Is there anything exciting about going to big school? What fun things have we done this year?	we're older that we can't do now? What are you excited about? What are you nervous/scared about? What is your favourite thing about this year? What have you achieved/learnt?	when you grow up? How have you changed since you were a baby? What can you do now that you couldn't do when you were a toddler? What do other living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How do you tell the difference between boys and girls? What are the right names for the body parts that make boys and girls different? Which of our body parts do we normally keep private? What might you learn to do as you grow up?	change as we grow older? Who do you know that is old? What were you like as a baby? How are you different now? How will you be different/how will your life change as you grow up? Can you remember the names of the body parts that make boys and girls different? Are the clothes boys and girls wear always different? What do you like/dislike about being a boy/girl? What sort of touch do you like and how does it make you feel? What sort of touch do you not like and how does it make you feel?	How do our bodies change on the outside as we get older? How do our bodies change on the inside as we get older? Are all families the same? What is a stereotype? Should we stereotype people? Do you agree that everyone is entitled to their opinion? Are changes always a bad thing? What has been your favourite thing about year 3? What changes have happened this year?	What does it mean to be a parent? How do girls change during puberty? Why do girl change during puberty? How does change make you feel? Are all changes equal? Do changes effect everybody in the same way? How has the school environment changed since you came here? How has the local environment change in your life? What has been your favourite	same body type? How do girls change during puberty? How do boys change during puberty? Why do changes during puberty take place? What is IVF? What is adoption? How do you responsibilities change as you get older? It is impossible to prepare for change. To what extent do you agree? How does change make you feel? What has been your favourite thing about Year 5?	Who might you be physically attracted to? What is a girlfriend/ boyfriend? Who should have a girlfriend/ boyfriend? Should a girlfriend/ boyfriend ever pressure you into doing something you don't want to? What is consent? What is sexting? How are you feeling about moving to a new school? What has been your favourite memory of being at Robert Mellors? What are you looking forward to about next year? What might be different next year?

			Think of a time when you had a big change in your life, how did you feel?	What changes have happened? What changes might happen?	How might next year be different?	thing about Year 4? How might next year be different?	How will next year be different?	
Outcomes	Children create a piece of work to send to their next teacher. This could be a letter explaining what they are looking forward to, an 'all about me' booklet (or something else if you have any other ideas!) + Normal transition work we would do.							