

Cycle A	Coverage	Main Statutory PSHE Links + Non-Statutory SRE Links	Why?
LKS2			
Autumn Term 1	Me & My Relationships	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how important friendships are in making us feel happy and secure, and how people choose and make friends., ▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties., ▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded., ▪ 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, ▪ how to 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 help or advice from others, if needed., ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships., ▪ 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., ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs., ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous., <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings., ▪ why social media, some computer games and online gaming, for example, are age restricted. 	<p>To build on the knowledge learnt about relationships in KS1 and Y3 (for Y4 pupils) about making and keeping friendships</p> <p>This unit links with our overarching school value of respect and our termly value of kindness.</p> <p>To provide the children the building blocks for positive relationships and the start of the school year.</p>

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<p>Autumn Term 2</p>	<p>Being My Best</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships., ▪ the conventions of courtesy and manners. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing., ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ the characteristics and mental and physical benefits of an active lifestyle., ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise., ▪ what constitutes a healthy diet (including understanding calories and other nutritional content)., ▪ the principles of planning and preparing a range of healthy meals., ▪ the characteristics of a poor diet and 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). ▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing., ▪ the facts and science relating to allergies, immunisation and vaccination. 	<p>To build on the knowledge learnt about relationships and health education in KS1 and Y3 (for Y4 pupils) about friendships, bullying and keeping healthy</p> <p>In addition, this unit builds on and reinforces the science learning in Autumn 1 on diet and healthy eating.</p> <p>This links with our overarching school value of respect and our termly value of love.</p> <p>In addition, this unit links with the British value of individual liberty and making our own choices.</p>
<p>Spring Term 1</p>	<p>Valuing Difference</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ that families are important for children growing up because they can give love, security and stability. ▪ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ▪ that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those 	<p>To build on the knowledge learnt about valuing difference in KS1 and Y3 (for Y4 pupils) about respecting and valuing difference in our society.</p> <p>This unit links with our overarching school value of respect and our termly value of integrity.</p>

		<p>differences and know that other children’s families are also characterised by love and care.</p> <ul style="list-style-type: none"> ▪ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ 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. ▪ the importance of permission-seeking and giving in relationships with friends, peers and adults. ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 	<p>In addition, this unit makes links with the British Values of respect and tolerance.</p>
<p>Spring Term 2</p>	<p>Keeping Safe</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them., ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met., ▪ how information and data is shared and used online., 	<p>To build on the knowledge learnt in KS1 and Y3 (for Y4 pupils) about keeping safe in their daily life.</p> <p>This unit builds on Internet safety lessons in Computing and Science lessons on healthy eating and the importance of exercise.</p>

		<ul style="list-style-type: none"> ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context), ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe., ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard, ▪ 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. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing., ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private., ▪ 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. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ the risks associated with an inactive lifestyle (including obesity), ▪ the characteristics of a poor diet and 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), ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use., ▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<p>This unit links with our overarching school value of respect and our termly value of forgiveness. It also links to the British values of individual liberty and rule of law in the choices we make and the rules that apply to us.</p>
<p>Summer Term 1</p>	<p>Rights & Respect</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ 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>Children have learnt about rights and respect in KS1 and Y3 (for Y4 pupils) and this unit builds on that knowledge.</p>

		<ul style="list-style-type: none"> ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous., ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met., ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ where to get advice e.g. family, school and/or other sources. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ how and when to seek support including which adults to speak to in school if they are worried about their health ▪ Wider PSHE curriculum (rights – British Values linked). 	<p>This unit builds on Internet safety lessons in Computing and Science lessons on healthy eating and the importance of exercise.</p> <p>This unit links with our overarching school value of respect and our termly value of perseverance. It also has links to the British values of democracy (our right to choose our government) and respect and tolerance.</p>
<p>Summer Term 2</p>	<p>Growing and Changing</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how important friendships are in making us feel happy and secure, and how people choose and make friends., ▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties., ▪ how to 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 help or advice from others, if needed., ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact., ▪ (Year 4) how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Physical Health and Wellbeing Education</p> <p>Year 4</p> <ul style="list-style-type: none"> ▪ (Science link Human body) ▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Children have learnt the correct terminology for their body parts in KS1 and how to keep themselves safe in Y3 (for Y4 pupils) and this unit builds on that knowledge.</p> <p>Children will build on this knowledge while learning about healthy relationships. Y3 children will be introduced to basic first age. Y4 children will build on knowledge about their body from KS1 and science learning and will learn about puberty and menstruation so that they will know about the changes their bodies will go through over the next few years.</p> <p>This unit links with our overarching school value of respect and our termly value of joy and reflection. It also has links to the British values of individual liberty and respect and tolerance.</p>

		<p>Year 3</p> <ul style="list-style-type: none"> ▪ how to make a clear and efficient call to emergency services if necessary., ▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
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Year 5			
Autumn Term 1	Me & My Relationships	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ 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 ▪ how to 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 help or advice from others, if needed. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ the importance of self-respect and how this links to their own happiness. ▪ 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. ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they 	<p>To build on the knowledge learnt about relationships in LKS2 about making and keeping friendships and learn about developing healthy relationships through articulating feelings, compromise and the need at times to be assertive.</p> <p>This unit links with our overarching school value of respect and our termly value of kindness.</p> <p>To provide the children the building blocks for positive relationships and the start of the school year.</p>

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		are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	
Autumn Term 2	Being My Best	<p>Relationships Education</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>To build on the knowledge learnt about relationships and health education in LSK2 about friendships, bullying and keeping healthy including online. Children will build on the basic first aid skills they learnt in Y3.</p> <p>In addition, this unit builds on and reinforces the science learning on diet and healthy eating and the human body. It includes</p> <p>This links with our overarching school value of respect and our termly value of love.</p> <p>In addition, this unit links with the British value of individual liberty and making our own choices.</p>
Spring Term 1	Valuing Difference	<p>Relationships Education</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. how to 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 help or advice from others, if needed. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. 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. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>To build on the knowledge learnt about valuing difference in LKS2 and about respecting and valuing difference in our society. Children will be introduced to the idea of stereotypes and the issues surrounding pressure from social media.</p> <p>This unit links with our overarching school value of respect and our termly value of integrity.</p> <p>In addition, this unit makes links with the British Values of respect and tolerance.</p>

		<ul style="list-style-type: none"> ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ 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. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	
<p>Spring Term 2</p>	<p>Keeping Safe</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to 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 help or advice from others, if needed. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ the importance of self-respect and how this links to their own happiness. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ the importance of permission-seeking and giving in relationships with friends, peers and adults. ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>To build on the knowledge learnt in LKS2 about keeping safe in their daily life. This unit builds on prior learning about internet safety and looking at online safety in greater depth including the impact of choices we make about our online presence and how to keep ourselves safe.</p> <p>This unit links with our overarching school value of respect and our termly value of forgiveness. It also links to the British values of individual liberty. and rule of law in the choices we make and the rules that apply to us.</p>

		<ul style="list-style-type: none"> ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ how information and data is shared and used online. ▪ what sort of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know., <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ that for most people the internet is an integral part of life and has many benefits. ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ why social media, some computer games and online gaming, for example, are age restricted. ▪ 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. ▪ where and how to report concerns and get support with issues online ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
<p>Summer Term 1</p>	<p>Rights & Respect</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Non-Statutory economic education</p> <ul style="list-style-type: none"> ▪ To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’. 	<p>Children have learnt about rights and respect in LKS2 and this unit builds on that knowledge.</p> <p>The children will be introduced to wider rights and responsibilities linked to their economic wellbeing (money, tax etc) and the choices they will need to make in their lives going forward. In addition, this unit builds on learning in LKS2 and</p>

		<ul style="list-style-type: none"> ▪ That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ the risks associated with an inactive lifestyle (including obesity). ▪ what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>science about the rights and responsibilities linked to health.</p> <p>This unit links with our overarching school value of respect and our termly value of perseverance. It also has links to the British values of democracy (our right to choose our government) and respect and tolerance.</p> <p>The unit looks at rights and responsibilities and is placed in Term 5 to link with our rights and responsibilities as voters due to various elections taking place in May.</p>
<p>Summer Term 2</p>	<p>Growing & Changing</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ the importance of self-respect and how this links to their own happiness. ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ 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. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 	<p>Children have learnt about puberty and menstruation in Year 4 and this unit builds on that knowledge with a focus on how puberty affects emotions and the importance of hygiene.</p> <p>This unit links with our overarching school value of respect and our termly value of joy and reflection. It also has links to the British values of individual liberty and respect and tolerance.</p>

		<ul style="list-style-type: none"> ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ about menstrual wellbeing including the key facts about the menstrual cycle. 	
Year 6			
Autumn Term 1	Me & My Relationships	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ 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 ▪ how to 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 help or advice from others, if needed. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ the importance of self-respect and how this links to their own happiness. ▪ 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. ▪ the importance of permission-seeking and giving in relationships with friends, peers and adults. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact., ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>To build on the knowledge learnt about relationships in LKS2 and Year 5 about making and keeping friendships and learn about developing healthy relationships articulating feelings, compromise and the need at times to be assertive. Children will learn in more depth about cooperation and assertiveness (particularly linked to dealing with unsafe situations)</p> <p>This unit links with our overarching school value of respect and our termly value of kindness.</p> <p>To provide the children the building blocks for positive relationships and the start of the school year and strategies to keep themselves safe from peer pressure as they move on towards their secondary education.</p>

		<ul style="list-style-type: none"> ▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard, ▪ 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. ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	
<p>Autumn Term 2</p>	<p>Being My Best</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to 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 help or advice from others, if needed. ▪ the importance of self-respect and how this links to their own happiness. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know., ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) 	<p>To build on the knowledge learnt about relationships and health education in LSK2 and Year 5 about friendships, bullying and keeping healthy including online. Children will look at managing risk, aspirations and goal setting to prepare them for transferring to secondary school</p> <p>Children will build on the basic first aid skills they learnt in Y3 and Y5 and will learn about sepsis.</p> <p>.</p> <p>This links with our overarching school value of respect and our termly value of love.</p> <p>In addition, this unit links with the British value of individual liberty and making our own choices.</p>

		<p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ the risks associated with an inactive lifestyle (including obesity). ▪ how and when to seek support including which adults to speak to in school if they are worried about their health ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ▪ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ how to make a clear and efficient call to emergency services if necessary. ▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
<p>Spring Term 1</p>	<p>Valuing Difference</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ 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 ▪ how to 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 help or advice from others, if needed. 	<p>To build on the knowledge learnt about valuing difference in LKS2 and about respecting and valuing difference in our society. In Y5 children were introduced to the idea of stereotypes and the issues surrounding pressure from social media, this unit takes these themes deeper looking at the issues and impact of stereotypes in the media and bystander behaviour.</p>

		<ul style="list-style-type: none"> ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ 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. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>This unit links with our overarching school value of respect and our termly value of integrity.</p> <p>In addition, this unit makes links with the British Values of respect and tolerance.</p>
Spring Term 2	Keeping Safe	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ how to 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 help or advice from others, if needed. ▪ the importance of permission-seeking and giving in relationships with friends, peers and adults. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or 	<p>To build on the knowledge learnt in LKS2 and Year 5 about keeping safe in their daily life including online.</p> <p>This unit reinforces internet safety messages and the importance of the choices made, it looks at peer pressure related to drugs, alcohol and tobacco and how children can keep themselves safe. This will equip them with strategies</p>

		<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ how information and data is shared and used online. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard, ▪ how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. ▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ 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>to help as they move to secondary school.</p> <p>This unit links with our overarching school value of respect and our termly value of forgiveness. It also links to the British values of individual liberty and rule of law in the choices we make and the rules that apply to us.</p>
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		<ul style="list-style-type: none"> ▪ 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 ▪ 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. ▪ that for most people the internet is an integral part of life and has many benefits. ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ why social media, some computer games and online gaming, for example, are age restricted. ▪ 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. ▪ where and how to report concerns and get support with issues online ▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
<p>Summer Term 1</p>	<p>Rights & Respect</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ the importance of permission-seeking and giving in relationships with friends, peers and adults. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) ▪ Wider PSHE curriculum (not covered by DfE statutory requirements) <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ why social media, some computer games and online gaming, for example, are age restricted. 	<p>In Year 5 the children were introduced to wider rights and responsibilities linked to their economic wellbeing (money, tax etc) and the choices they will need to make in their lives going forward and this unit builds on that knowledge. Children will be introduced to the concept of media bias and how to spot this.</p> <p>The unit looks at rights and responsibilities and is placed in Term 5 to link with our rights and responsibilities as voters due to various elections taking place in May.</p> <p>This unit links with our overarching school value of respect and our termly value of perseverance. It also has links to the British values of democracy (our</p>

		<ul style="list-style-type: none"> ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>right to choose our government) and respect and tolerance.</p>
<p>Summer Term 2</p>	<p>Growing & Changing</p>	<p>Relationships Education</p> <ul style="list-style-type: none"> ▪ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ▪ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ the importance of self-respect and how this links to their own happiness. ▪ importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ how to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard, ▪ 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. <p>Physical Health and Wellbeing Education</p> <ul style="list-style-type: none"> ▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 	<p>Children have learnt about menstruation, puberty and its emotional impact in LKS2 and Year 5. This unit tackles the concepts of self-esteem and body image and how these are affected by media and peer pressure – in preparation for the impact these issues may have on them as they move to secondary school</p> <p><u>Non-statutory Sex and Relationships education.</u> Children will have learnt about puberty in PRHE and the human life cycle in Science. They will have the opportunity to learn about conception, gestation and responsibilities linked with this within the context of a loving relationship; the legal rules and how to keep themselves safe.</p> <p>This unit links with our overarching school value of respect and our termly value of joy and reflection. It also has links to the British values of individual liberty and respect and tolerance.</p>

PRHE Long Term Plan – Curriculum Links and Placement

		<ul style="list-style-type: none">▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.▪ about menstrual wellbeing including the key facts about the menstrual cycle.▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.▪ 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>Non-statutory Sex Education</p> <ul style="list-style-type: none">▪ About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.)	
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Quick Key

Relationships

FPC – Families who care for me

CF – Caring Friendships

RR – Respectful relationships

OR – Online relationships

BS – Being Safe