

## Rose Hill Primary School RSE Curriculum Map

RSE is taught as part of our values programme, with weekly input and discussion sessions. Our values programme also upholds and includes fundamental British values. Our suggested programme is:

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| Monday    | In class assemblies, led by teachers on the value |
| Tuesday   | Whole-school assembly around the week's value     |
| Wednesday | Philosophy (P4C) session in class                 |

| <b>Value 1: Cooperation</b>  |  |
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| <b>Satellites or related values and ideas: Trust; Teamwork; Dealing with conflict; Working across the world.</b> |  |
| <b>Year</b>  | <b>Topic / Theme Details</b>   |
| <b>FS/1</b>  | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>That sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>How to respond safely to adults they don't know</li> <li>About how to respond if physical contact makes them feel uncomfortable or unsafe</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>What money is; forms that money comes in; that money comes from different sources</li> <li>That people make different choices about how to save and spend money</li> </ul>   |
| <b>2</b>   | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>About knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>About the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>That money needs to be looked after; different ways of doing this</li> </ul> |
| <b>3</b>   | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>About the different ways to pay for things and the choices people have about this</li> <li>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> </ul>  |
| <b>4</b>   | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>To recognise that people make spending decisions based on priorities, needs and wants</li> </ul>   |
| <b>5</b>   | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>About seeking and giving permission (consent) in different situations</li> <li>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>Different ways to keep track of money</li> <li>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul>   |
| <b>6</b>   | <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul> <p><b>Economic Wellbeing: Money</b></p> <ul style="list-style-type: none"> <li>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>To identify the ways that money can impact on people's feelings and emotions</li> </ul>   |

## Value 2: Rights and Responsibilities

Satellites or related values and ideas: Children's rights; Rules; Freedom; Human rights; Refugees.

| Year | Topic / Theme Details   |
|------|---|
| FS/1 | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>About rules and age restrictions that keep us safe</li> <li>To recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>That household products (including medicines) can be harmful if not used correctly</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>About what rules are, why they are needed, and why different rules are needed for different situations</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About the different groups they belong to</li> </ul>  |
| 2    | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>About the people whose job it is to help keep us safe</li> <li>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>About what to do if there is an accident and someone is hurt</li> <li>How to get help in an emergency (how to dial 999 and what to say)</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>How people and other living things have different needs; about the responsibilities of caring for them</li> <li>About things they can do to help look after their environment</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About the different roles and responsibilities people have in their community</li> <li>To recognise the ways they are the same as, and different to, other people</li> </ul>                   |
| 3    | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>How to predict, assess and manage risk in different situations</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About the different groups that make up their community; what living in a community means</li> <li>To value the different contributions that people and groups make to the community</li> </ul>  |
| 4    | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>To recognise there are human rights, that are there to protect everyone</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> </ul>  |
| 5    | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>About the relationship between rights and responsibilities</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> </ul>  |
| 6    | <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>About what is meant by first aid; basic techniques for dealing with common injuries</li> <li>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul> |

**Value 3: Respect**

Satellites or related values and ideas: The environment (local and across the world); Tolerance; Understanding others; Respecting ourselves - keeping healthy

| Year | Topic / Theme Details   |
|------|---|
| FS/1 | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>About different feelings that humans can experience</li> <li>How to recognise and name different feelings</li> <li>How feelings can affect people's bodies and how they behave</li> <li>How to recognise what others might be feeling</li> <li>To recognise that not everyone feels the same at the same time, or feels the same about the same things</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>About how people make friends and what makes a good friendship</li> <li>About how to recognise when they or someone else feels lonely and what to do</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>About what is kind and unkind behaviour, and how this can affect others</li> <li>About how to treat themselves and others with respect; how to be polite and courteous</li> </ul>   |
| 2    | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>About ways of sharing feelings; a range of words to describe feelings</li> <li>About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>Simple strategies to resolve arguments between friends positively</li> <li>How to ask for help if a friendship is making them feel unhappy</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>To recognise the ways in which they are the same and different to others</li> <li>How to listen to other people and play and work cooperatively</li> <li>How to talk about and share their opinions on things that matter to them</li> </ul>   |
| 3    | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>That personal behaviour can affect other people; to recognise and model respectful behaviour online</li> </ul>  |
| 4    | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>To recognise that feelings can change over time and range in intensity</li> <li>About everyday things that affect feelings and the importance of expressing feelings</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>The importance of seeking support if feeling lonely or excluded</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul>  |
| 5    | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> </ul>   |
| 6    | <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> <li>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> <li>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul> <p><b>Respecting Myself and Others</b></p> <ul style="list-style-type: none"> <li>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul> |

## Value 4: Love, Care and Compassion

Satellites or related values and ideas: Our family; Friendship; Appreciation; Forgiveness; Love; People's emotions; Empathy

| Year | Topic / Theme Details   |
|------|---|
| FS/1 | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>To identify the people who love and care for them and what they do to help them feel cared for</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>About how people make friends and what makes a good friendship</li> <li>About how to recognise when they or someone else feels lonely and what to do</li> </ul>   |
| 2    | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>About different types of families including those that may be different to their own</li> <li>To identify common features of family life</li> <li>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>Simple strategies to resolve arguments between friends positively</li> <li>How to ask for help if a friendship is making them feel unhappy</li> </ul>   |
| 3    | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> </ul> |
| 4    | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>The importance of seeking support if feeling lonely or excluded</li> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> </ul>  |
| 5    | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends</li> </ul>  |
| 6    | <p><b>Families and Close Positive Relationships</b></p> <ul style="list-style-type: none"> <li>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul>   |

**Value 5: Honesty and Integrity**Satellites or related values and ideas: **Telling the truth; Being trustworthy; Making mistakes; Courage**

| Year | Topic / Theme Details  |
|------|--|
| FS/1 | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>About how the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>That everyone has different strengths</li> <li>That jobs help people to earn money to pay for things</li> </ul>  |
| 2    | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>About the role of the internet in everyday life</li> <li>That not all information seen online is true</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>Different jobs that people they know or people who work in the community do</li> <li>About some of the strengths and interests someone might need to do different jobs</li> </ul>  |
| 3    | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>Recognise ways in which the internet and social media can be used both positively and negatively</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> </ul>   |
| 4    | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>About some of the different ways information and data is shared and used online, including for commercial purposes</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>About stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> </ul> |
| 5    | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul>                                    |
| 6    | <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul> <p><b>Economic Wellbeing: Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>To identify the kind of job that they might like to do when they are older</li> <li>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>   |

## Value 6: Individuality and Tolerance

Satellites or related values and ideas: Prejudice and discrimination; Individual liberties; Freedom to be yourself; Making healthy choices; Tolerating other people's choices; Understanding other places; Heroes; Transitions

| Year | Topic / Theme Details  |
|------|--|
| FS/1 | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>About what keeping healthy means; different ways to keep healthy</li> <li>About foods that support good health and the risks of eating too much sugar</li> <li>About how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>About why sleep is important and different ways to rest and relax</li> <li>Simple hygiene routines that can stop germs from spreading</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To recognise what makes them special</li> <li>To recognise the ways in which we are all unique</li> <li>To identify what they are good at, what they like and dislike</li> <li>How to manage when finding things difficult</li> </ul>  |
| 2    | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>How to keep safe in the sun and protect skin from sun damage</li> <li>About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>About the people who help us to stay physically healthy</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To name the main parts of the body</li> <li>About growing and changing from young to old and how people's needs change</li> </ul> <p><b>Drugs Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>About things that people can put into their body or on their skin; how these can affect how people feel</li> </ul>   |
| 3    | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>How to make informed decisions about health</li> <li>About the elements of a balanced, healthy lifestyle</li> <li>About choices that support a healthy lifestyle, and recognise what might influence these</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>That for some people gender identity does not correspond with their biological sex</li> <li>To recognise their individuality and personal qualities</li> </ul> <p><b>Drugs Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>   |
| 4    | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>About what good physical health means; how to recognise early signs of physical illness</li> <li>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul> <p><b>Drugs Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> </ul>  |
| 5    | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> </ul> <p><b>Drugs Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>About why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> </ul>   |
| 6    | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> </ul> <p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>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</li> <li>About where to get more information, help and advice about growing and changing, especially about puberty</li> <li>About the new opportunities and responsibilities that increasing independence may bring</li> <li>Strategies to manage transitions between classes and key stages</li> </ul> <p><b>Drugs Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>About the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> </ul> |