



# **PSHE PLANNING**

**INCLUDING RSE STATUTORY REQUIREMENTS**

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
<b>Y 1</b>	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Y 2</b>	Our similarities and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings	Growing older; different opportunities in life; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Y 3</b>	The importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Y 4</b>	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality; mental wellbeing	Medicines and household products; drugs common to everyday life
<b>Y 5</b>	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines	Keeping safe in different situations including responding in emergencies, first aid; FGM
<b>Y 6</b>	Expressing opinions and respecting other points of view	Romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement	Changes as we grow up; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## YEAR 1

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• About class rules, being polite to others and sharing and taking turns</li><li>• What kind and unkind behaviour mean in and out of school</li><li>• How kind and unkind behaviour can make people feel</li><li>• About what respect means</li></ul>	Rules, responsibilities, sharing, kind, unkind, teasing, wrong, right, acceptable, take turns, borrow, return.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• the conventions of courtesy and manners.</li><li>• 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.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li><li>• The role these different people play in children's lives and how they care for them</li><li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li><li>• About the importance of telling someone — and how to tell them — if they are worried about something in their family</li></ul>	Family, special, respect, differences, similarities, people, treating others, advice, help, communicate.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• 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.</li><li>• that families are important for children growing up because they can give love, security and stability.</li></ul>		

- 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.

TOPIC 3	End points	Key Vocab
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• About situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• About what it means to keep something private, including parts of the body that are private</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• When it is important to ask for permission to touch others and how to ask for and give/not give permission</li> </ul>	Physical contact, comfortable, uncomfortable, acceptable, unacceptable, privacy, dangerous, permission.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships including consent.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• 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</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>		

## **SPRING TERM**

<b>TOPIC 4</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Belonging to a community</b>	<ul style="list-style-type: none"><li>• About examples of rules in different situations, e.g. class rules, rules at home, rules outside</li><li>• That different people have different needs and how rules help support these needs</li><li>• How we care for people, animals and other living things in different ways</li><li>• How they can look after the environment, e.g. recycling</li></ul>	Rules, laws, responsibilities, needs, care, environment, recycling.
<b>RSE LINKS</b>		

<b>TOPIC 5</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"><li>• How and why people use the internet</li><li>• The benefits of using the internet and digital devices</li><li>• How people find things out and communicate safely with others online</li></ul>	Internet, online, digital, device, communicate, email, text, games, computer, iPad, phone, laptop.
<b>RSE LINKS</b>		
<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits</li></ul>		

<b>TOPIC 6</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Money and work</b>	<ul style="list-style-type: none"><li>• That everyone has different strengths, in and out of school</li><li>• About how different strengths/interests are needed to do jobs</li><li>• About people whose job it is to help us in the community</li><li>• About different jobs and the work people do</li></ul>	Similarities, differences, career, job, community, police, firemen/women, nurses, doctors, teachers, lollipop ladies/men.
<b>RSE LINKS</b>		

## SUMMER TERM

TOPIC 7	End points	Key Vocab
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• What it means to be healthy and why it is important</li> <li>• Ways to take care of themselves on a daily basis, e.g. basic hygiene routines (hand washing)</li> <li>• About healthy and unhealthy foods, including sugar intake</li> <li>• About physical activity and how it keeps people healthy</li> <li>• About different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• How to keep safe in the sun</li> <li>• About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> </ul>	Healthy lifestyle, physical, personal hygiene, sun exposure, sugar intake.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• about personal hygiene and the importance of handwashing</li> <li>• what constitutes a healthy diet and the characteristics of a poor diet</li> <li>• the characteristics and physical benefits of an active lifestyle</li> <li>• about safe and unsafe exposure to the sun</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>		

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• How they are the same and different to others</li> <li>• About different kinds of feelings</li> <li>• How to recognise feelings in themselves and others</li> <li>• How feelings can affect how people behave</li> <li>• How to manage and whom to tell when finding things difficult, or when things go wrong</li> </ul>	Special, unique, self-respect, feelings, emotions, recognising feelings, advise, help, happiness, sadness, anger, fear, surprise, nervousness.

**RSE LINKS**

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- the 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 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

TOPIC 9	End points	Key Vocab
Keeping safe	<ul style="list-style-type: none"><li>• How rules can help to keep us safe</li><li>• Why some things have age restrictions, e.g. TV and film, games, toys or play areas</li><li>• Basic rules for keeping safe online</li><li>• Whom to tell if they see something online that makes them feel unhappy, worried, or scared</li></ul>	Rules, safety, age restriction, computer games, mental health.

**RSE LINKS**

- why 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.

## YEAR 2

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• About the things they have in common with their friends, classmates, and other people</li><li>• How friends can have both similarities and differences</li><li>• How to play and work cooperatively in different groups and situations</li><li>• How to share their ideas and listen to others, take part in discussions, and give reasons for their views</li></ul>	Similarities, differences, unique, cooperative, play, kind, unkind, listen, opinions, diversity.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• the 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.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• How to be a good friend, e.g. kindness, listening, honesty</li><li>• About different ways that people meet and make friends</li><li>• Strategies for positive play with friends, e.g. joining in, including others, etc.</li><li>• About what causes arguments between friends</li><li>• How to positively resolve arguments between friends</li><li>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li></ul>	Kindness, listen, honesty, friends, argument, resolve, lonely, help.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li></ul>		

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.

TOPIC 3	End points	Key Vocab
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• About what bullying is and different types of bullying (including cyber-bullying)</li> <li>• How someone may feel if they are being bullied</li> <li>• How to recognise hurtful behaviour, including online</li> <li>• What to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• How to resist pressure to do something that feels uncomfortable or unsafe</li> </ul>	Bullying, cyber-bullying, hurtful behaviour, happy surprise, uncomfortable, secrets, peer-pressure.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• where and how to seek 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).</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>		

**SPRING TERM**

<b>TOPIC 4</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Belonging to a community</b>	<ul style="list-style-type: none"><li>• About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li><li>• About different rights and responsibilities that they have in school and the wider community</li><li>• About how a community can help people from different groups to feel included</li><li>• To recognise that they are all equal, and ways in which they are the same and different to others in their community</li></ul>	Groups, rights, responsibilities, rules, laws, community, equal, equality, differences, respect.
<b>RSE LINKS</b>		

<b>TOPIC 5</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"><li>• The ways in which people can access the internet e.g. phones, tablets, computers</li><li>• To recognise the purpose and value of the internet in everyday life</li><li>• To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li><li>• That information online might not always be true</li></ul>	Internet, online, work, entertainment, false, fake news, factual.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li></ul>		

TOPIC 6	End points	Key Vocab
<b>Money and work</b>	<ul style="list-style-type: none"> <li>• About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• How money can be kept and looked after</li> <li>• About getting, keeping and spending money</li> <li>• That people are paid money for the job they do</li> <li>• How to recognise the difference between needs and wants</li> <li>• How people make choices about spending money, including thinking about needs and wants</li> </ul>	Coins, notes, cards, Apple Pay, saving, career, needs, wants, careful, salary.
<b>RSE LINKS</b>		

### SUMMER TERM

TOPIC 7	End points	Key Vocab
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• About routines and habits for maintaining good physical and mental health</li> <li>• Why sleep and rest are important for growing and keeping healthy</li> <li>• That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• The importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• About food and drink that affect dental health</li> <li>• How to describe and share a range of feelings</li> <li>• Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• How to manage big feelings including those associated with change, loss and bereavement</li> </ul>	Healthy habits, hobbies, vaccinations, sleep, teeth, dentist, manage feelings, loss, grief, help, emotions.

	<ul style="list-style-type: none"> <li>• When and how to ask for help, and how to help others, with their feelings</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• 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.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>		

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• About the human life cycle and how people grow from young to old</li> <li>• About how different opportunities and milestones in life might fit into this life cycle, e.g. learning to walk, starting high school, getting your first job, travelling, going to university</li> <li>• About different responsibilities that arise as we grow up, e.g. looking after younger siblings, keeping bedroom tidy, help out at home, save pocket money</li> <li>• Preparing to move to a new class and setting goals for next year</li> </ul>	Young, old, milestones, life cycle, birth, death, age, responsibilities, goal setting, ambitions, success, determination.
<b>RSE LINKS</b>		

TOPIC 9	End points	Key Vocab
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• How to respond if there is an accident and someone is hurt</li> <li>• About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p>Risk, safe, unsafe, police, teacher, doctor, fireman/woman, fire safety, medicine, accident, 999, details, address, emergency.</p>
<p><b>RSE LINKS</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>		

## YEAR 3

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• To recognise respectful behaviours e.g. helping or including others, being responsible</li><li>• How to model respectful behaviour in different situations e.g. at home, at school, online</li><li>• The importance of self-respect and their right to be treated respectfully by others</li><li>• What it means to treat others, and be treated, politely</li><li>• The ways in which people show respect and courtesy in different cultures and in wider society</li></ul>	Respect, authority, equal, self-respect, polite, kind, cultures, society, rights.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• how to recognise and display respectful behaviour online and the importance of keeping personal information private</li><li>• 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.</li><li>• 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</li><li>• the importance of self-respect and how this links to their own happiness.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li><li>• That being part of a family provides love, support and stability</li><li>• About the positive aspects of being part of a family, such as spending time together and caring for each other</li></ul>	Family, differences, similarities, diversity, love, support, stability, characteristics of family, unsafe relationship, advise, help.

	<ul style="list-style-type: none"> <li>• About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• To identify if/when something in a family might make someone upset or worried</li> <li>• What to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	
<b>RSE LINKS</b>		
<ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• 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.</li> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>		

<b>TOPIC 3</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• About what privacy and personal boundaries are, including online</li> <li>• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• That bullying and hurtful behaviour is unacceptable in any situation</li> <li>• About the effects and consequences of bullying for the people involved</li> <li>• About bullying online, and the similarities and differences to face-to-face bullying</li> </ul>	Appropriate, privacy, boundaries, passwords, privacy settings, bullying, unacceptable, consequences, mental wellbeing, bystanders responsibility, help.

	<ul style="list-style-type: none"> <li>• What to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• 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.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• 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</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>		

**SPRING TERM**

<b>TOPIC 4</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>• The reasons for rules and laws in wider society</li> <li>• The importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• What human rights are and how they protect people</li> <li>• To identify basic examples of human rights including the rights of children</li> <li>• About how they have rights and also responsibilities</li> <li>• That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	Rules, laws, human rights, responsibilities, equality, consequences, police, court, prison.
<b>RSE LINKS</b>		

TOPIC 5	End points	Key Vocab
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"> <li>• How the internet can be used positively for leisure, for school and for work</li> <li>• To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• Strategies to recognise whether something they see online is true or accurate</li> <li>• To evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• To make safe, reliable choices from search results</li> <li>• How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	Altered images, true, accurate, inaccurate, false, suitable, appropriate, reliable, report, concern.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• how to critically consider their online sources of information</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>		

TOPIC 6	End points	Key Vocab
<b>Money and work</b>	<ul style="list-style-type: none"> <li>• About jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• That people can have more than one job at once or over their lifetime</li> </ul>	Career sectors, misconceptions, stereotypes, role model, skills, achievements, hobbies, goal setting.

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|  | <ul style="list-style-type: none"><li>• About common misconceptions and gender stereotypes related to work</li><li>• To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li><li>• About some of the skills needed to do a job, such as teamwork and decision-making</li><li>• To recognise their interests, skills and achievements and how these might link to future jobs</li><li>• How to set goals that they would like to achieve this year e.g. learn a new hobby</li></ul> |  |
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**RSE LINKS**

- what a stereotype is, and how stereotypes can be unfair, negative or destructive

## SUMMER TERM

TOPIC 7	End points	Key Vocab
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• About the choices that people make in daily life that could affect their health</li> <li>• To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• What can help people to make healthy choices and what might negatively influence them</li> <li>• About habits and that sometimes they can be maintained, changed or stopped</li> <li>• The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• About the things that affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language</li> <li>• To recognise how feelings can change overtime and become more or less powerful</li> </ul>	Healthy, unhealthy, habits, balanced diet, Eatwell Plate, calories, obesity, exercise, physical health, mental health, body language, feelings, powerful.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• 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).</li> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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.</li> </ul>		

- the risks associated with an inactive lifestyle (including obesity)
- 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.

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make</li> <li>• To recognise how strengths and interests form part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	Individuality, valuable, special, unique, strengths, challenges, self-worth, setbacks, motivation, determination.
<b>RSE LINKS</b>		

TOPIC 9	End points	Key Vocab
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• How to identify typical hazards at home and in school</li> <li>• How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• About fire safety at home including the need for smoke alarms</li> <li>• The importance of following safety rules from parents and other adults</li> <li>• How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	Hazards, risks, predict and assess, fire safety, rules, road safety, water safety.
<b>RSE LINKS</b>		

## YEAR 4

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• To recognise differences between people such as gender, race, faith</li><li>• To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li><li>• About the importance of respecting the differences and similarities between people</li><li>• A vocabulary to sensitively discuss difference and include everyone</li></ul>	Differences, law, discrimination, similarities, differences, equality, stereotypes, individuality.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• the 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li><li>• Strategies to build positive friendships</li><li>• How to seek support with relationships if they feel lonely or excluded</li><li>• How to communicate respectfully with friends when using digital devices</li><li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li></ul>	Mutual respect, trust, kindness, loyalty, positive friendships, communication, online, inappropriate/appropriate contact, advise, support.

	<ul style="list-style-type: none"> <li>• What to do or whom to tell if they are worried about any contact online</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• 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.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• how to critically consider their online friendships including awareness of the risks associated with people they have never met.</li> </ul>		

TOPIC 3	End points	Key Vocab
Safe relationships	<ul style="list-style-type: none"> <li>• To differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• How to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• How to manage pressures associated with dares</li> <li>• When it is right to keep or break a confidence or share a secret</li> <li>• How to recognise risks online such as harmful content or contact</li> <li>• How people may behave differently online including pretending to be someone they are not</li> <li>• How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	Bullying, teasing, cyber-bullying, dares, peer-pressure, likes, shares, secrets, uncomfortable, harmful content, concerned.
<b>RSE LINKS</b>		

- 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. 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.
- 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 people sometimes behave differently online, including by pretending to be someone they are not
- 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).

**SPRING TERM**

TOPIC 4	End points	Key Vocab
<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>• The meaning and benefits of living in a community</li> <li>• To recognise that they belong to different communities as well as the school community</li> <li>• About the different groups that make up and contribute to a community</li> <li>• About the individuals and groups that help the local community, including through volunteering and work</li> <li>• How to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	Community, society, volunteering, compassion, responsibilities.
<b>RSE LINKS</b>		

TOPIC 5	End points	Key Vocab
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"> <li>• That everything shared online has a digital footprints</li> <li>• That organisations can use personal information to encourage people to buy things</li> <li>• To recognise what online adverts look like</li> <li>• To compare content shared for factual purposes and for advertising</li> <li>• Why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• That search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	Digital footprint, personal information, privacy, adverts, popularity, search result, personalised advertisement, targeted, online shopping.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>		

TOPIC 6	End points	Key Vocab
<b>Money and work</b>	<ul style="list-style-type: none"> <li>• How people make different spending decisions based on their budget, values and needs</li> <li>• How to keep track of money and why it is important to know how much is being spent</li> <li>• About different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• That how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	Spending, money, saving, track, cash, cards, Apple Pay, charities, value, budgeting.
<b>RSE LINKS</b>		

## SUMMER TERM

TOPIC 7	End points	Key Vocab
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"><li>• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li><li>• What good physical health means and how to recognise early signs of physical illness</li><li>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li><li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li><li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li><li>• That mental health is just as important as physical health and that both need looking after</li><li>• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li><li>• How negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li></ul>	Balanced diet, physical illness, doctor, dentist, oral hygiene, flossing, sugary drinks, cavities, mental health support, mental wellbeing.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li><li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li><li>• 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.</li></ul>		

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• How to recognise, respect and express their individuality</li> <li>• Ways to boost their mood and improve emotional wellbeing</li> <li>• About the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	Personal identity, race, sex, gender, family, faith, culture, hobbies, likes/dislikes, respect, individuality, uniqueness, special, emotional wellbeing.
<b>RSE LINKS</b>		
<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends/family and the benefits of hobbies and interests</li> <li>• the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.</li> </ul>		

TOPIC 9	End points	Key Vocab
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• The importance of taking medicines correctly and using household products safely</li> <li>• To recognise what is meant by a 'drug'</li> <li>• That drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• To identify some risks related to drugs common to everyday life</li> <li>• That for some people using drugs can become a habit which is difficult to break</li> <li>• How to ask for help or advice</li> </ul>	Medicines, drugs, cigarettes, alcohol, habit, advice, side effects, prescriptions, doctors, health, illegal, legal.
<b>RSE LINKS</b>		
<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>		

## YEAR 5

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• To recognise that everyone should be treated equally</li><li>• Why it is important 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>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li><li>• To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li></ul>	Equality, discrimination , respect, stereotypes, bullying, trolling, harassment, racism, sexism, homophobia.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• 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.</li><li>• the 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</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• 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.</li><li>• 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.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• What makes a healthy friendship and how they make people feel included</li><li>• Strategies to help someone feel included</li></ul>	Peer influence, peer pressure, permission-seeking, online, likes/shares/retweets,

	<ul style="list-style-type: none"> <li>• About peer influence and how it can make people feel or behave</li> <li>• The impact of the need for peer approval in different situations, including online</li> <li>• Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• That it is common for friendships to experience challenges</li> <li>• Strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• That friendships can change over time and the benefits of having new and different types of friends</li> <li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• When and how to seek support in relation to friendships</li> </ul>	<p>challenges, disputes, reconcile differences, change, support.</p>
<p><b>RSE LINKS</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>		

TOPIC 3	End points	Key Vocab
<p><b>Safe relationships</b></p>	<ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How it feels in a person's mind and body when they are uncomfortable</li> <li>• That it is never someone's fault if they have experienced unacceptable contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> </ul>	<p>Physical touch, appropriate, inappropriate, permission, privacy, fault, contact, secret, persuasion, worried, help, support.</p>

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|  | <ul style="list-style-type: none"><li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li><li>• Whom to tell if they are concerned about unwanted physical contact</li></ul> |  |
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**RSE LINKS**

- 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 each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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 recognise and report feelings of being unsafe or feeling bad about any adult, and how to keep trying until heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

### SPRING TERM

TOPIC 4	End points	Key Vocab
<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>• About how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• The importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• How to show compassion for the environment, animals and other living things</li> <li>• About the way that money is spent and how it affects the environment</li> <li>• To express their own opinions about their responsibility towards the environment</li> </ul>	Sustainability, environment, compassion, resources, renewable, non-renewable, community, money, government, green, recycling.
<b>RSE LINKS</b>		

TOPIC 5	End points	Key Vocab
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"> <li>• To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• That some media and online content promote stereotypes</li> <li>• How to assess which search results are more reliable than others</li> <li>• To recognise unsafe or suspicious content online</li> <li>• How devices store and share information</li> </ul>	Media, advertisement, social media, factual, bias, stereotypes, suspicious content, share, information.
<b>RSE LINKS</b>		
<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>		

TOPIC 6	End points	Key Vocab
<b>Money and work</b>	<ul style="list-style-type: none"> <li>• To identify jobs that they might like to do in the future</li> <li>• About the role ambition can play in achieving a future career</li> <li>• How or why someone might choose a certain career</li> <li>• About what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• The importance of diversity and inclusion to promote people’s career opportunities</li> <li>• About stereotyping in the workplace, its impact and how to challenge it</li> <li>• That there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	Careers, skillset, working conditions, personal interests, strengths, stereotypes, inclusion, equality, rights, apprenticeship, university.
<b>RSE LINKS</b>		

**SUMMER TERM**

TOPIC 7	End points	Key Vocab
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>• How sleep contributes to a healthy lifestyle</li> <li>• Healthy sleep strategies and how to maintain them</li> <li>• About the benefits of being outdoors and in the sun for physical and mental health</li> <li>• How to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• How medicines can contribute to health and how allergies can be managed</li> </ul>	Sleep, rest, sun exposure, skin damage, heat stroke, medicine, allergies, vaccinations, bacteria, virus, disease, prevention, clean.

	<ul style="list-style-type: none"> <li>• That some diseases can be prevented by vaccinations and immunisations</li> <li>• That bacteria and viruses can affect health and can be prevented with everyday hygiene routines</li> <li>• To recognise the shared responsibility of keeping a clean environment</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul>		

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>  <b>COVERED BY EXPERT NURSES</b>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		

TOPIC 9	End points	Key Vocab
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• To identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety</li> <li>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• How to deal with common injuries using basic first aid techniques</li> <li>• How to respond in an emergency, including when and how to contact different emergency services</li> <li>• That female genital mutilation (FGM) is against British law</li> <li>• What to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<p>Unsafe, emergency, dangerous, first aid, 999, police, fire services, ambulance, female genital mutilation, law, concern.</p>
<p><b>RSE LINKS</b></p> <ul style="list-style-type: none"> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>		

## YEAR 6

### AUTUMN TERM

TOPIC 1	End points	Key Vocab
<b>Respecting ourselves and others</b>	<ul style="list-style-type: none"><li>• About the link between values and behaviour and how to be a positive role model</li><li>• How to discuss issues respectfully</li><li>• How to listen to and respect other points of view</li><li>• How to constructively challenge points of view they disagree with</li><li>• Ways to participate effectively in discussions online and manage conflict or disagreements</li></ul>	Role model, respect, listen, constructive feedback, manage conflict.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>		

TOPIC 2	End points	Key Vocab
<b>Families and friendships</b>	<ul style="list-style-type: none"><li>• The difference between gender identity and sexual orientation and everyone's right to be loved - link to prior learning of different families</li><li>• That people who love each other can be of any gender, ethnicity or faith</li><li>• What marriage and civil partnership (CP) mean e.g. a legal declaration of commitment made by two adults (link to CP becoming legal)</li><li>• That people have the right to choose whom they marry or whether to get married</li><li>• That to force anyone into marriage is illegal</li></ul>	Gender identity, sexual orientation, male, female, LGBT, marriage, civil partnership, respect, law, legal, commitment, illegal marriage, forced.

	<ul style="list-style-type: none"> <li>• How and where to report forced marriage or ask for help if they are worried</li> </ul>	
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>		

TOPIC 3	End points	Key Vocab
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• To compare the features of a healthy and unhealthy friendship</li> <li>• About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Strategies to respond to pressure from friends including online</li> <li>• How to assess the risk of different online 'challenges' and 'dares'</li> <li>• How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• How to get advice and report concerns about personal safety, including online</li> <li>• What consent means and how to seek and give/not give permission in different situations</li> </ul>	Dangerous, peer-pressure, online, dares, challenges, consequences, report, consent, permission, privacy.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>		

**SPRING TERM**

TOPIC 4	End points	Key Vocab
<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>• What prejudice means</li> <li>• To differentiate between prejudice and discrimination</li> <li>• How to recognise acts of discrimination</li> <li>• Strategies to safely respond to and challenge discrimination</li> <li>• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• How stereotypes are perpetuated and how to challenge this</li> </ul>	Prejudice, discrimination, laws, stereotypes, groups, challenge, media, careers, equality, inclusivity, diversity.
<b>RSE LINKS</b> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>		

TOPIC 5	End points	Key Vocab
<b>Media literacy and digital resilience</b>	<ul style="list-style-type: none"> <li>• About the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• Strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• How and why images online might be manipulated, altered, or faked; how to recognise altered images</li> <li>• How online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• How to recognise what is appropriate to share online and how to report inappropriate online content or contact</li> <li>• Why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• That social media sites have age restrictions and regulations for use and why some content is not appropriate for children</li> </ul>	Internet, online, social media, TikTok, Instagram, Snapchat, excessive time, appropriate, manipulation, age restrictions/ratings, Netflix, movies, passwords, safe decisions, report content.

	<ul style="list-style-type: none"> <li>• About the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• Why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> </ul>	
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**RSE LINKS**

- 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.
- 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.

<b>TOPIC 6</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Money and work</b>	<ul style="list-style-type: none"> <li>• About the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• About value for money and how to judge if something is good value</li> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• How having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• About common risks associated with money, including debt, fraud and gambling</li> <li>• How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• How to get help if they are concerned about gambling or other financial risks</li> </ul>	Money, value, critical consumer, debt, fraud, gambling, phishing, scams, help.

**RSE LINKS**

- how to ask for advice or help for themselves or others, and to keep trying until they are heard

**SUMMER TERM**

<b>TOPIC 7</b>	<b>End points</b>	<b>Key Vocab</b>
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"><li>• About the changes that may occur in life including death, and how these can cause conflicting feelings</li><li>• That changes can mean people experience feelings of loss or grief</li><li>• About the process of grieving and how grief can be expressed</li><li>• About strategies that can help someone cope with the feelings associated with change or loss</li><li>• To identify how to ask for help and support with loss, grief or other aspects of change</li><li>• To understand that mental wellbeing is just as important as physical health</li><li>• How feelings can often be helpful, whilst recognising that they sometimes need to be overcome, e.g. if someone is feeling negatively most of the time</li><li>• Identify where they and others can ask for help and support with mental wellbeing in and outside school</li><li>• The importance of asking for support from a trusted adult</li></ul>	Death, loss, grief, bereavement, change, mental wellbeing, trusted adult, negative feelings, managing emotions, sadness, anger.
<b>RSE LINKS</b> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li><li>• 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.</li></ul>		

TOPIC 8	End points	Key Vocab
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• To recognise some of the changes as they grow up e.g. increasing independence</li> <li>• About what being more independent might be like, including how it may feel</li> <li>• About the transition to secondary school and how this may affect their feelings</li> <li>• About how relationships may change as they grow up or move to secondary school</li> <li>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> </ul>	Change, independence, responsibilities, transition, secondary school, new, different, accepting change, nervousness is normal.
<b>RSE LINKS</b>		

TOPIC 9	End points	Key Vocab
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• How to protect personal information online</li> <li>• To identify potential risks of personal information being misused</li> <li>• To identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• What to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• How to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• About the risks and effects of different drugs and the laws relating to those common to everyday life and illegal drugs</li> </ul>	Personal information, privacy settings, misuse, share, retweet, screenshot, spread, digital footprint, career, images, comments, drugs, illegal, media.

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li><li>• About the organisations where people can get help and support concerning drug use</li><li>• About mixed messages in the media relating to drug use and how they might influence opinions and decisions</li></ul> |  |
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**RSE LINKS**

- how information and data is shared and used online.
- 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 facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.