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| Year group  | Objectives covered in other areas of curriculum  | When/How they are covered within the curriculum | Objectives to be covered as a separate lesson  |
| R | **H1.** about what keeping healthy means; different ways to keep healthy**H7.** about dental care and visiting the dentist; how to brush teeth correctly; foodand drink that support dental health**H8.** how to keep safe in the sun and protect skin from sun damage**H9.** about different ways to learn and play; recognising the importance of knowingwhen to take a break from time online or TV |  |  |
| 1 | **Health and Wellbeing** **H2.** about foods that support good health and the risks of eating too much sugar**H3.** about how physical activity helps us to stay healthy; and ways to be physicallyactive everyday**H4.** about why sleep is important and different ways to rest and relax**H5.** simple hygiene routines that can stop germs from spreading**H10.** about the people who help us to stay physically healthy**H11.** about different feelings that humans can experience**H12.** how to recognise and name different feelings**H13.** how feelings can affect people’s bodies and how they behave**H14.** how to recognise what others might be feeling**H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things**H16.** about ways of sharing feelings; a range of words to describe feelings**H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)**H18.** different things they can do to manage big feelings, to help calm themselvesdown and/or change their mood when they don’t feel good**H21.** to recognise what makes them special**H22.** to recognise the ways in which we are all unique**H23.** to identify what they are good at, what they like and dislike**H24.** how to manage when finding things difficult**H25.** to name the main parts of the body including external genitalia (e.g. vulva,vagina, penis, testicles)**H26.** about growing and changing from young to old and how people’s needschange**H27.** about preparing to move to a new class/year group**H28.** about rules and age restrictions that keep us safe**H29.** to recognise risk in simple everyday situations and what action to take to minimise harm**H34.** basic rules to keep safe online, including what is meant by personalinformation and what should be kept private; the importance of telling a trustedadult if they come across something that scares them**Relationships** **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives**R2.** to identify the people who love and care for them and what they do to help them feel cared for**R3.** about different types of families including those that may be different to their own**R4.** to identify common features of family life**R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried**R6.** about how people make friends and what makes a good friendship**R7.** about how to recognise when they or someone else feels lonely and what to do**R8.** simple strategies to resolve arguments between friends positively**R9.** how to ask for help if a friendship is making them feel unhappy **R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online**R11.** about how people may feel if they experience hurtful behaviour or bullying**R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**R14.** that sometimes people may behave differently online, including bypretending to be someone they are not**R15.** how to respond safely to adults they don’t know**R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe**R18.** about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)**R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to**R21.** about what is kind and unkind behaviour, and how this can affect others**R22.** about how to treat themselves and others with respect; how to be polite and courteous**R23.** to recognise the ways in which they are the same and different to others**R24.** how to listen to other people and play and work cooperatively**R25.** how to talk about and share their opinions on things that matter to them**Living in the wider world** **L1.** about what rules are, why they are needed, and why different rules are neededfor different situations**L2.** how people and other living things have different needs; about theresponsibilities of caring for them**L3.** about things they can do to help look after their environment **L4.** about the different groups they belong to**L5.** about the different roles and responsibilities people have in their community**L6.** to recognise the ways they are the same as, and different to, other people**L7.** about how the internet and digital devices can be used safely to find thingsout and to communicate with others**L8.** about the role of the internet in everyday life**L9.** that not all information seen online is true**L10.** what money is; forms that money comes in; that money comes from differentsources**L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want**L14.** that everyone has different strengths**L15.** that jobs help people to earn money to pay for things**L16.** different jobs that people they know or people who work in the community do**L17.** about some of the strengths and interests someone might need to dodifferent jobs | **H2 2A Superheroes – DT Cooking and Nutrition – Superfoods****H3 Daily Mile/PE****H4 Guided Med/Yoga****H5 Handwashing** **H10 PE****H11 Circle Time****H12 Circle Time****H13 Circle Time****H14 Guided Reading****H15 Circle Time****H16 English Oracy****H17 Circle Time/Show & Tell****H18 Breathing Exercises/Guided Meditation/Yoga****H21 Show & Tell****H22 Circle Time****H23 Circle Time****H24 Wellbeing Week****H25 SRE Curriculum****H26 Childhood 1B****H27 Transition Weeks****H28 Circle Time****H29 Circle Time****H34 Computing – E-safety****R1 Childhood 1B****R2 Childhood 1B****R3 Childhood 1B****R4 Childhood 1B****R5 Circle Time****R6 Circle Time****R7 Circle Time****R8 Circle Time****R9 Circle Time****R10 Circle Time/ Computing – E-safety****R11 Circle Time****R12 Circle Time/ Anti-bullying week****R13 SRE Curriculum****R14 Computing – E-safety****R15 Circle Time/SRE****R16 SRE Curriculum****R18 SRE Curriculum****R20 SRE Curriculum/Circle Time****R21 Circle Time****R22 British Values/Rights Respecting/Assemblies****R23 Circle Time****R24 School Values/Rights Respecting****R25 British Values/Circle Time****L1 KS Assemblies – PictureNews/British Values****L2 Paws, Claws and Whiskers 2B****L3 Eco council****L4 Assemblies/Circle Time****L5 Aspirations Week****L6 British Values/ Circle Time****L7 Computing – E-safety****L7 Computing – E-safety****L9 Computing – E-safety****L10 Maths – money 3B****L12 Circle Time****L14 Circle Time****L15 Aspirations Week****L16 Aspirations Week****L17 Aspirations Week** |  |
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| 3 | Health and Wellbeing **H1.** how to make informed decisions about health**H2.** about the elements of a balanced, healthy lifestyle**H3.** about choices that support a healthy lifestyle, and recognise what mightinfluence these**H4.** how to recognise that habits can have both positive and negative effects ona healthy lifestyle**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits tohealth and wellbeing of eating nutritionally rich foods; risks associated with noteating a healthy diet including obesity and tooth decay.**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g.walking or cycling to school, daily active mile); recognise opportunities to bephysically active and some of the risks associated with an inactive lifestyle**H12.** about the benefits of sun exposure and risks of overexposure; how to keepsafe from sun damage and sun/heat stroke and reduce the risk of skin cancer**H13.** about the benefits of the internet; the importance of balancing time onlinewith other activities; strategies for managing time online**H14.** how and when to seek support, including which adults to speak to in andoutside school, if they are worried about their health**H16.** about strategies and behaviours that support mental health — including howgood quality sleep, physical exercise/time outdoors, being involved in communitygroups, doing things for others, clubs, and activities, hobbies and spending timewith family and friends can support mental health and wellbeing**H19.** a varied vocabulary to use when talking about feelings; about how to expressfeelings in different ways;**H20.** strategies to respond to feelings, including intense or conflicting feelings;how to manage and respond to feelings appropriately and proportionately indifferent situations**H21.** to recognise warning signs about mental health and wellbeing and how toseek support for themselves and others**H30.** to identify the external genitalia and internal reproductive organs in malesand females and how the process of puberty relates to human reproductionH36. strategies to manage transitions between classes and key stages**H37.** reasons for following and complying with regulations and restrictions(including age restrictions); how they promote personal safety and wellbeing withreference to social media, television programmes, films, games and online gaming**H42.** about the importance of keeping personal information private; strategies forkeeping safe online, including how to manage requests for personal informationor images of themselves and others; what to do if frightened or worried bysomething seen or read online and how to report concerns, inappropriate contentand contactRelationships **R12.** to recognise what it means to ‘know someone online’ and how this differsfrom knowing someone face-to-face; risks of communicating online with othersnot known face-to-face**R18.** to recognise if a friendship (online or offline) is making them feel unsafe oruncomfortable; how to manage this and ask for support if necessary**R19.** about the impact of bullying, including offline and online, and theconsequences of hurtful behaviour**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offlineand online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support**R23.** about why someone may behave differently online, including pretending tobe someone they are not; strategies for recognising risks, harmful content andcontact; how to report concerns**R24.** how to respond safely and appropriately to adults they may encounter (in allcontexts including online) whom they do not know**R27.** about keeping something confidential or secret, when this should (e.g. abirthday surprise that others will find out about) or should not be agreed to, andwhen it is right to break a confidence or share a secret**R29.** where to get advice and report concerns if worried about their own orsomeone else’s personal safety (including online)**R30.** that personal behaviour can affect other people; to recognise and modelrespectful behaviour onlineLiving in the Wider World **L11.** recognise ways in which the internet and social media can be used bothpositively and negatively**L12.** how to assess the reliability of sources of information online; and how tomake safe, reliable choices from search results**L13.** about some of the different ways information and data is shared and usedonline, including for commercial purposes**L14.** about how information on the internet is ranked, selected and targeted atspecific individuals and groups; that connected devices can share information**L15.** recognise things appropriate to share and things that should not be sharedon social media; rules surrounding distribution of images**L16.** about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformation**L19.** that people’s spending decisions can affect others and the environment (e.g.Fair trade, buying single-use plastics, or giving to charity) | **1a Scrumdiddlyumptious** **1a Scrumdiddlyumptious****1a Scrumdiddlyumptious****1a Scrumdiddlyumptious****1a Scrumdiddlyumptious****1a Scrumdiddlyumptious****3a - Science- Light****Computing – E-safety****SRE – online safety****Mental health and wellbeing week****SRE curriculum****SRE curriculum****Mental health and wellbeing week****SRE Curriculum****SRE – online safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****SRE/E-safety****1a Scrumdiddlyumptious** |  |
| 4 | **Health and Wellbeing** H1. how to make informed decisions about healthH7. 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 H9. 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 itH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelingsH25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H31. 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)H34. about where to get more information, help and advice about growing and changing, especially about pubertyH36. strategies to manage transitions between classes and key stagesH39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe**Relationships**R11. 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 relationshipsR22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);**Living in the wider world**L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyoneL3. about the relationship between rights and responsibilities L4. 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 L5. 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)L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the communityL8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiencedL17. about the different ways to pay for things and the choices people have about thisL18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe | **H1. Burps, bottoms and bile 2A****H7. Daily mile****H9. Circle time****H10 Burps, bottoms and bile 2A****H11. Burps, bottoms and bile 2A****H15. Mindfulness, Circle time****H17. Mindfulness, Circle time****H18. Mindfulness, Circle time****H25.****H27. British Values****H29.** **H31. SRE curriculum 3B****H34. SRE curriculum 3B****H36 Transition weeks****H39****R11. British Values, Circle time, school values, SRE curriculum****R22. SRE curriculum 3A****L1. British values, school values/rules****L2. SRE curriculum, Rights Respecting Schools****L3.Rights Respecting Schools****L4. SRE curriculum, school values, British values****L5. Blue Abyss 1A****L6. British Values****L7. British Values****L8. British Values****L9. British Values****L10. British Values****L17 – L22 Barclays Money Workshops** |  |
| 5 | **Health and Wellbeing** H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence theseH8. 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 learnH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16. 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 wellbeingH25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualitiesH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. 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) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH33. 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 for¹ H34. about where to get more information, help and advice about growing and changing, especially about pubertyH36. strategies to manage transitions between classes and key stagesH37. 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 gamingH38. how to predict, assess and manage risk in different situationsH41 safe use of digital devices when out and aboutH42. 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**Relationships**R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. 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 differentR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. 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 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or adviceR10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. 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 relationshipsR19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge itR22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)**Living in the wider world** L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilitiesL6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the communityL11. recognise ways in which the internet and social media can be used both positively and negativelyL12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search resultsL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. 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 lifeL27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. 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) L29. 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 L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | **H1 Sow and grow 2B****H2 Sow and grow 2B****H3 SRE 1A****H8 SRE 1A****H15 SRE 1A****H16 SRE 1A****H25 SRE 3A****H26 SRE 3A****H27 SRE 3A****H30 SRE 2B****H31 SRE 2B****H32 SRE 2B****H33 Science 1A****H34 SRE 2B****H36 Transition day/week/mixing classes for special event days****H37 SRE 1A****H38 SRE 1A****H41 Safer Internet Day/SRE 1A****H42 SRE 1A****R1 SRE 3A****R2 SRE 3A****R6 SRE 3A****R7 SRE 3A****R8 SRE 3A****R9 SRE 3A****R10 SRE 3A****R11 SRE 3A/Safer Internet Day****R19 SRE 3B/Anti-bullying week****R20 SRE 3B/Anti-bullying week****R21 SRE 3B****R22 SRE 3B****R25 SRE 3A****R29 SRE 1A****L1 Greeks 3A****L2 Greeks 3A****L3 Rights Respecting** **L6 Pharaohs 2A Greeks 3A****L7 Pharaohs 2A Greeks 3A****L11 SRE 1A****L12 SRE 1A****L15 SRE 1A****L25-L32 Aspirations Week**  |  |
| 6 | **Health and Wellbeing** H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. 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. H7. 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 H8. 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. 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 wellbeingH25. about personal identity; 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how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situationsH39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H41. 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 H42. 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 contactH43. about what is meant by first aid; basic techniques for dealing with common injuries²H44. 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 sayH45. 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 risk³H46. 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 H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to othersH48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);**Relationships**R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R2. 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 R3. 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 R4. 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 R5. 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 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. 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 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; 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to recognise the effect of online actions on othersR18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR23. 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 R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26. about seeking and giving permission (consent) in different situations**Living in the wider world**L1. to recognise reasons for rules and laws; consequences of not adhering to rules and lawsL11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search resultsL13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. 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 misinformationL17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL26. 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 L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. 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) L29. 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 L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university | **H1-8 Bloodheart 3B****H10 Bloodheart 3B****H13 Computing – E-safety****H15 Wellbeing Week/Circle Time****H16 Bloodheart 3B****H25 SRE Curriculum****H26 SRE Curriculum****H30-35 SRE 3B****H36 Transition week****H37 Computing – E-safety****H38 Computing/SRE****H39 Safe Squad****H40 Bloodheart 3B****H41 Safe Squad****H42 Computing – E-safety****H43 Safe Squad****H44 Safe Squad****H45 Removed from curriculum****H46-48 Bloodheart 3B/DATE curriculum****R1-11 SRE Curriculum****R12 Computing – E-safety****R14 SRE Curriculum****R15 SRE Curriculum****R18 SRE/Computing E-safety****R23 SRE/Computing E-safety****R25 SRE Curriculum****R26 SRE Curriculum****L1 Magistrates visit 3B****L11-16 Computing – E-safety****L17-22 Maths – Natwest 3B****L26-32 Aspirations week** |  |
|  | **Objectives not currently covered through curriculum****Key stage 1****H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**H19.** to recognise when they need help with feelings; that it is important to askfor help with feelings; and how to ask for it**H20.** about change and loss (including death); to identify**H30.** about how to keep safe at home (including around electrical appliances) andfire safety (e.g. not playing with matches and lighters)**H31.** that household products (including medicines) can be harmful if not usedcorrectly**H32.** 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 roadsafely**H33.** about the people whose job it is to help keep us safe**H35.** about what to do if there is an accident and someone is hurt**H36.** how to get help in an emergency (how to dial 999 and what to say) **H37.** about things that people can put into their body or on their skin; how thesecan affect how people feel**R17.** about knowing there are situations when they should ask for permission andalso when their permission should be sought**R19.** basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe**L11.** that people make different choices about how to save and spend money**L13.** that money needs to be looked after; different ways of doing this**Key Stage 2** |  |  |