

MILTON SCHOOL

**PSHCE**

SCHEME OF WORK

| EYFS            | FOCUS  | CONTENT  | OUTCOMES  |
|-----------------|--|--|---|
| <b>Autumn 1</b> | <b>Making relationships</b><br><br><b>Self-confidence/self-awareness</b><br><br><b>Managing feelings &amp; behaviour</b> | <i>Base-line assessment of new pupils.</i><br>Play name games to welcome children to the setting and help them get to know each other and the staff.<br><br>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings.<br><br>Vary activities so that children are introduced to different materials.<br><br>Provide materials for a variety of role play themes.<br><br>Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration. | <i>Record of ability level of pupils for future planning.</i> <ul style="list-style-type: none"> <li>• To be interested in others play and start to join in.</li> <li>• To form a special relationship with another child.</li> <li>• Can select and use resources with help.</li> <li>• To be able to express their own feelings.</li> </ul> |
| <b>Autumn 2</b> | <b>Making relationships</b><br><br><b>Self-confidence/self-awareness</b><br><br><b>Managing feelings &amp; behaviour</b> | <i>Base-line assessment of new pupils.</i><br>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.<br><br>Use activities that require collaboration, such as parachute activities and ring games.<br><br>Involve children in drawing or taking photographs of favourite activities or places.<br><br>Make available a range of music that captures different moods.   | <i>Record of ability level of pupils for future planning.</i> <ul style="list-style-type: none"> <li>• Responds to the feelings and wishes of others.</li> <li>• Can express their own feelings.</li> <li>• Children can play co-operatively.</li> <li>• They will talk about their ideas, choose resources for a given task.</li> </ul>      |
| <b>Spring 1</b> | Making relationships<br><br>Self-confidence/self-awareness   | Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.   | <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour.</li> <li>• Initiates conversations, forms good relationships.</li> </ul>  |

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|                 | Managing feelings & behaviour  | <p>Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</p> <p>Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.</p> <p>Use Persona Dolls to support children in considering fair ways to share and get on with each other.</p>                | <ul style="list-style-type: none"> <li>• They show sensitivity to others needs and feelings.</li> <li>• Seeks out others to share experiences.</li> <li>• Welcomes and values praise for what they have done.</li> </ul>   |
| <b>Spring 2</b> | <b>Making relationships</b><br><br><b>Self-confidence/self-awareness</b><br><br><b>Managing feelings &amp; behaviour</b> | <p>Use picture books and stories that focus on a range of emotions, such as 'I am happy'.</p> <p>Provide materials for a variety of role play themes.</p> <p>Plan activities that help children to develop safe ways of dealing with anger and other strong feelings.</p> <p>Provide practical experiences that encourage children to ask and respond to questions, e.g. Why do I feel sad? What makes me happy?</p>                    | <ul style="list-style-type: none"> <li>• Explains in basic terms how they feel.</li> <li>• Asks appropriate questions of others.</li> <li>• Uses imaginations in basic play/story-telling.</li> <li>• Can identify basic emotions.</li> <li>• Is able to remove self from situations into a more calm environment.</li> </ul>                                    |
| <b>Summer 1</b> | <b>Making relationships</b><br><br><b>Self-confidence/self-awareness</b><br><br><b>Managing feelings &amp; behaviour</b> | <p>Children play co-operatively, taking turns with others.</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour,</p> | <ul style="list-style-type: none"> <li>• Provide activities that involve turn-taking and sharing in small groups.</li> <li>• Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.</li> <li>• Use Persona Dolls to support children in considering fair ways to share and get on with each other.</li> </ul> |

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|                    |   | and its consequences, and know that some behaviour is unacceptable.  |   |
| <b>Summer 2</b>    | <p><b>Making relationships</b></p> <p><b>Self-confidence/self-awareness</b></p> <p><b>Managing feelings &amp; behaviour</b></p> | <p>They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> | <ul style="list-style-type: none"> <li>• Provide a role-play area resourced with materials reflecting children's family lives and communities.</li> <li>• Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings.</li> <li>• Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.</li> <li>• Provide activities that require give and take or sharing for things to be fair.</li> </ul> |
| <b>KEY STAGE 1</b> |   |  |   |
| <b>Year 1/2</b>    | <b>FOCUS</b>  | <b>CONTENT</b>   | <b>OUTCOMES</b>   |
| <b>Autumn 1</b>    | <b>Behaviour for Learning</b>   | <p>Help construct group, class and school rules and to understand how these rules help them.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>   | <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>  |
| <b>Autumn 2</b>    | <b>Social awareness and Relationships</b>   | <p>Know that they are all unique.</p> <p>Know that they belong to different groups and communities such as family and school</p>   | <p>Know... that families are important for children growing up because they can give love, security and stability.</p> <p>Recognise the characteristics of healthy family life, commitment to each other, the importance of spending time together and sharing each other's lives</p>   |

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|                 |  | <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>Know about good and not so good feelings.</p> <p>Develop a vocabulary (key words) to describe their feelings.</p> <p>Develop simple strategies for managing feelings</p> | <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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 judge whether what they are feeling and how they are</p> |
| <b>Spring 1</b> | <b>Independence and Self Help</b><br><br><b>(Health)</b> | <p><i>Learn how to make real, informed choices that improve their physical and emotional health.</i></p> <p><i>Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</i></p> <p>Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.</p>                                     | <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><i>Learn 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.</i></p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>                        |
| <b>Spring 2</b> | <b>Behaviour for Learning</b>                            | <p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise that their behaviour can affect other people.</p> <p>Learn strategies for identifying and accessing appropriate help and support.</p> <p>Resilience (including self-motivation, perseverance and adaptability).</p>  | <p>What can I do well?</p> <p>What are my learning goals? (where possible).</p> <p>How can I get help in class? Who from?</p> <p>How can I get help at home? In the community?</p>  |

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| <b>Summer 1</b> | <b>Social awareness and Relationships</b> | <p>Learn ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> | <p>To know...</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> |
| <b>Summer 2</b> | <b>Independence and Self Help</b>         | <p>Think about themselves and learn from their experiences.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Learn about the ways that they can help the people who look after them to more easily protect them. Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>              | <p>To know...</p> <p>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.</p> <p>About different types of bullying.</p>   |

| KEY STAGE 2 Year 3 |  |   |   |
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| Year 3             | FOCUS                                      | CONTENT   | OUTCOMES  |
| Autumn 1           | Behaviour for Learning                     | <p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>To recognise that choices can have good and not so good consequences.</p>  | Can recognise what is fair and unfair, kind and unkind, what is right and wrong.  |
| Autumn 2           | Social awareness and Relationships         | <p>Learn ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>Develop skills and attributes to build and maintain healthy relationships of all kinds.</p>  | <p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds, choices).</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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.</p> |
| Spring 1           | Independence and Self Help<br><br>(Health) | <p><i>Learn how to make real, informed choices that improve their physical and emotional health.</i></p> <p><i>Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</i></p> <p>Learn rules for keeping physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> | <p>Know...<br/>the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br/><i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</i></p>            |

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| <b>Spring 2</b> | <b>Behaviour for Learning</b>             | <p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise that their behaviour can affect other people.</p> <p>Learn strategies for identifying and accessing appropriate help and support.</p>  |  |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b> | <p>Know that they are all unique; understand that there has never been and will never be another 'them'</p> <p>Know that they belong to different groups and communities such as family and school.</p> <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> | <p>Know that families are important for children growing up because they can give love, security and stability.</p> <p>Recognise 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.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>Learn that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> |
| <b>Summer 2</b> | <b>Independence and Self Help</b>         | <p>Think about themselves and learn from their experiences.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Learn about the ways that pupils can help the people who look after them to more easily protect them.</p>  | <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable.</p>   |



| KEY STAGE 2 Year 4 |   |  |   |
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| Year 4             | FOCUS   | CONTENT  | OUTCOMES  |
| <b>Autumn 1</b>    | <b>Behaviour for Learning</b>                       | <p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>Know how they can contribute to the life of the classroom and school.</p>   | <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>   |
| <b>Autumn 2</b>    | <b>Social awareness and Relationships</b>           | <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>Know about good and not so good feelings, and develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> | <p>To know...<br/>that families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> |
| <b>Spring 1</b>    | <b>Independence and Self Help<br/><br/>(Health)</b> | <p><i>Learn how to make real, informed choices that improve their physical and emotional health.</i></p> <p><i>Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</i></p> <p>Learn rules for keeping physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>   | <p>To know...<br/>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>  |

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| <b>Spring 2</b> | <b>Behaviour for Learning</b>             | <p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To recognise that their behaviour can affect other people</p> <p>Learn strategies for identifying and accessing appropriate help and support</p> <p>Resilience (including self-motivation, perseverance and adaptability)</p> | <p>To know...</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p>   |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b> | <p>Learn ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>To identify and respect the differences and similarities between people.</p> <p>Develop skills and attributes to build and maintain healthy relationships of all kinds.</p>  | <p>To know...</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> |
| <b>Summer 2</b> | <b>Independence and Self Help</b>         | <p>Think about themselves and learn from their experiences.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Learn about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>  | <p>To know...</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>  |

| KEY STAGES 2 Year 5 |  |   |  |
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| Year 5              | FOCUS                                      | CONTENT   | OUTCOMES   |
| Autumn 1            | Behaviour for Learning                     | <p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To work collaboratively towards shared goals.</p>   | <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>To recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>               |
| Autumn 2            | Social awareness and Relationships         | <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>Know that their actions affect themselves and others.</p>                                    | <p>To know...</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>  |
| Spring 1            | Independence and Self Help<br><br>(Health) | <p>Learn rules for keeping physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p><i>Learn what positively and negatively affects their physical, mental and emotional health.</i></p> <p>Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept</p> | <p>To critically examine what is presented to them in social media and why it is important to do so.</p> <p>To understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> |
| Spring 2            | Behaviour for Learning                     | <p>Celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>   | <p>To know...</p> <p>Where and how to report concerns and get support with issues online.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>  |

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|                 | <b>(Health)</b>                           | <p>Learn strategies for identifying and accessing appropriate help and support.</p> <p>Resilience (including self-motivation, perseverance and adaptability)</p>   | <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity).</p>   |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b> | <p>Develop skills and attributes to build and maintain healthy relationships of all kinds.</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> | <p>To be aware of the similarities, differences and diversity among people of different race, culture, disability, sex, gender identity, age, sexual orientation and the impact of prejudice on individuals and communities.</p> <p>To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.</p>   |
| <b>Summer 2</b> | <b>Independence and Self Help</b>         | <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Learn about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>                                | <p>To know...</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice from e.g. family, school and/or other sources.</p> |
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| <b>Sex and Relationships</b>                                   |   |
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| <b>FOCUS</b>   | <b>CONTENT</b>  |
| <b>Girls and Boys Can...<br/>(Year 6)</b>                      | Learn:<br>To understand and respect the differences and similarities between people<br>Are able to define difference and similarity<br>Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that<br>What is Male and Female?                       |
| <b>Growing Up<br/>(Year 6)</b>                                 | Learn:<br>The way they grow and change throughout the human life cycle<br>Can identify changes during the human life cycle<br>Understand that change is ongoing   |
| <b>All Change<br/>(Year 7)</b>                                 | Learn<br>About the physical changes associated with puberty<br>Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults<br>Know that puberty happens differently for everyone and begins and ends at different times<br>Understand that body changes at puberty are linked to human reproduction           |
| <b>Understanding Menstruation and Wet Dreams.<br/>(Year 8)</b> | Learn about menstruation and wet dreams<br>Can describe menstruation and wet dreams<br>Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams<br>Know and can explain effective methods for managing menstruation and wet dreams   |
| <b>Changing the Way, We Keep Clean<br/>(Year 9)</b>            | Learn:<br>The impact of puberty on physical hygiene and develop strategies for managing this<br>Can explain how changes at puberty affect body hygiene<br>Can describe how to care for their bodies during puberty<br>Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming |
| <b>Changing Feelings and Changing Lives.<br/>(Year 10)</b>     | Learn:<br>How puberty effects emotions and behaviour<br>Strategies for dealing with the changes associated with puberty<br>Are able to describe how feelings and behaviour change during puberty.   |

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|  | <p>Understand how changes during puberty can affect relationships with other people</p> <p>Can devise strategies for managing some of these changes</p>  |
| <b>Feeling, Thinking and Doing – Changing Relationships. (Year 11)</b> | <p>Learn:</p> <p>Strategies to deal with feelings in the context of relationships</p> <p>Are able to identify feelings and understand how they affect behaviour</p> <p>Show awareness that feelings change during puberty and these changes can affect our relationships</p> <p>Can practise strategies for managing some of these relationships and changes</p> <p>Can empathise with other people’s feelings in relationships, including parents and carers.</p> |
| <b>Your Questions Answered. (Y6 – Y11).</b>                            | <p>Learn:</p> <p>To answer each other’s questions about puberty with confidence</p> <p>To seek support and advice when they need it</p> <p>Can answer their own questions about puberty and growing up</p> <p>Can use appropriate language to discuss puberty and growing up with confidence</p> <p>Can identify sources of information, support and advice for children and young people</p>  |

| KEY STAGES 2 Year 6 |  |   |   |
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| Year 6              | FOCUS  | CONTENT   | OUTCOMES  |
| <b>Autumn 1</b>     | <b>Sex &amp; relationships education (SRE)</b> | <p><b>Girls and boys can....</b></p> <p>To understand and respect the differences and similarities between people.</p> <p>Are able to define difference and similarity.</p> | <ul style="list-style-type: none"> <li>Individual learning outcomes.</li> </ul> |
| <b>Autumn 2</b>     | <b>Sex &amp; relationships</b>                 | <b>Growing up ....</b>  | <ul style="list-style-type: none"> <li>Individual learning outcomes.</li> </ul> |

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|                 | <b>education (SRE)</b>                    | The way they grow and change throughout the human life cycle.   |   |
| <b>Spring 1</b> | <b>Social awareness and Relationships</b> | <p>To research, discuss and debate topical issues, problems and events.</p> <p>To reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> | <ul style="list-style-type: none"> <li>• Use websites e.g. 'Newsround' and 'Espresso' to research and debate as a class.</li> <li>• What are your thoughts and beliefs? And why? Accepting the views of others.</li> <li>• Understanding own and others behaviour and the effects of their behaviour both positive and negative.</li> <li>• Looking at conflict and mediation.</li> </ul> |
| <b>Spring 2</b> | <b>Independence and Self Help</b>         | <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>   | <ul style="list-style-type: none"> <li>• Becoming an independent learner.</li> <li>• Who can help me; in school? At home? In the community?</li> <li>• Conversational and negotiation skills and practise.</li> <li>• Debating relevant issues in the classroom. Carrying out surveys.</li> <li>• School council.</li> </ul>  |

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| <b>Summer 1</b> | <b>Behaviour for Learning</b>                                    | <p>To reflect on spiritual, moral, social and cultural issues</p> <p>Use imagination to understand other people's experiences.</p> <p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help.</p>                                    | <ul style="list-style-type: none"> <li>• Celebrating festivals of local and national and world significance.</li> <li>• Feelings of a pupil. What pressures do they feel and how do they cope? Who can help with these issues?</li> <li>• Society. How should we act and be responsible?</li> </ul>   |
| <b>Summer 2</b> | <b>Social awareness and Relationships</b><br><br><b>(Health)</b> | <p>Which commonly available substances and drugs are legal and illegal and what the effects and risks are.</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help.</p> | <ul style="list-style-type: none"> <li>• What are drugs?<br/>What are legal and illegal drugs.</li> <li>• What are the dangers of illegal drugs?<br/>What are the benefits of legal drugs?</li> <li>• Dangers in society and how to keep your self safe.</li> <li>• What are the school rules? What set of class rules can we agree on and why?</li> <li>• Basic first aid for children.</li> </ul> |
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| KEY STAGE 3 Year 7 |   |  |   |
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| Year 7             | FOCUS   | CONTENT  | OUTCOMES  |
| Autumn 1           | Behaviour for Learning                                | To be aware of the qualities and behaviours expected to be exhibited in a variety of positive relationships and to further develop the skills of team building. Understand that relationships can cause strong emotions and the importance of family life.   | To understand the features of a positive and stable relationship (trust, mutual respect, honesty, equality) and those which are unhealthy (imbalance of power, coercion, control, exploitation, abuse of any kind).   |
|                    | Sex & Relationship education (SRE)                    | All change... (see content table above under SRE)  |   |
| Autumn 2           | Social awareness and Relationships                    | Understand that the media portrayal of relationships may not reflect real life and that there are different types of relationships.  | To know...<br>That marriage is a commitment, entered into freely.<br><br>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.<br><br>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.<br><br>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br><br>How information and data is shared and used online. |
|                    | (Relationships)                                       | That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>To know...<br>that people sometimes behave differently online, including by pretending to be someone they are not.<br><br>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |   |
| Spring 1           | Independence and Self Help<br><br>(Health& wellbeing) | To recognise their personal strengths and how this affects self-confidence and self-esteem. To research ways of taking increased responsibility for their physical health and personal hygiene.  | To Know...<br>The risks and myths of female genital mutilation (FGM), its status as a criminal act and strategies to access a source of support for themselves or peers at risk.  |

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| <b>Spring 2</b> | <b>Behaviour for Learning</b><br><br><b>(Health &amp; wellbeing)</b>  | <p>To recognise that your personal qualities and achievements are evaluated by others and how self-esteem can change with circumstances.</p> <p>The characteristics of mental &amp; emotional health and strategies for managing it.</p> <p>what constitutes a healthy diet (including understanding calories, and other nutritional content)</p> <ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <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> </ul> | <p>To be aware that you can choose to reject unhelpful criticism and accept helpful feedback.</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b><br><br><b>(Wider world)</b> | <p>To be aware of the similarities, differences and diversity among people of different race, culture, disability, sex, gender identity, age, sexual orientation and the impact of prejudice on individuals and communities.</p>  | <p>To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.</p>   |
| <b>Summer 2</b> | <b>Independence and Self Help</b><br><b>(Wider world)</b>             | <p>The strategies for safely challenging stereotyping, bullying and discrimination when witnessed or experienced. Personal goal setting skills.</p>   | <p>Potential tensions between human rights, British law and cultural/religious expectations &amp; practices.</p>  |
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| KEY STAGE 3 Year 8 |   |  |  |
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| Year 8             | FOCUS   | CONTENT  | OUTCOMES   |
| <b>Autumn 1</b>    | <b>Behaviour for Learning</b>                 | Understand the responsibilities of parents, carers and children in families.<br>The importance of friendship, beginning to consider love and sexual relationships in this context. Expectations of having a girl/boyfriend. Contraceptive use in healthy relationships. Portrayal of sex in the media. | To acknowledge & respect the right not to have intimate relationships until ready and the benefits of delaying sexual activity.  |
|                    | <b>Sex &amp; Relationship education (SRE)</b> | Understanding menstruation and wet dreams.   | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  |
| <b>Autumn 2</b>    | <b>Social awareness and Relationships</b>     | How to manage or deal with the breakdown of a relationship and the effects of change including loss, separation, divorce and bereavement.  | Laws of consent – legal age/ definition and responsibility that consent has been given. That consent is given freely and if withdrawn to respect the decision.   |
|                    | <b>(Relationships)</b>                        | To consider different levels of intimacy and their consequences. Unprotected sex and unintended pregnancy.   |  |
| <b>Spring 1</b>    | <b>Independence and Self Help</b>             | The benefits of exercise and importance of sleep, what influences their choice of exercise & eating a balanced diet.   | To know...<br>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.   |
|                    | <b>(Health&amp; wellbeing)</b>                | Ways of recognising and reducing risk and strategies for getting help in emergency or risky situations.  | What constitutes a healthy diet (including understanding calories, and other nutritional content)<br><br>The principles of planning and preparing a range of healthy meals.<br>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) |

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| <b>Spring 2</b> | <b>Behaviour for Learning</b><br><br><b>(Health&amp; wellbeing)</b>   | STIs, use of contraception and barrier methods.<br><br>Importance of maintaining a balance between work, leisure and exercise looking at healthy diet.<br><br>How the media portrays young people, body image and how identity can be affected.  | Personal rights to make choices relating to lifestyle resulting in a positive sense of self.   |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b><br><br><b>(Wider world)</b> | To know that everyone has a 'career' which is their pathway through life from education to employment, self-employment and/or voluntary work.<br><br>Know about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace. | To recognise that they have the same rights to opportunities in learning& work as everyone; to recognise and challenge stereotypes/family/cultural expectations that may be limiting aspirations.<br><br>What constitutes sexual harassment and sexual violence and why these are always unacceptable. |
| <b>Summer 2</b> | <b>Independence and Self Help</b><br><b>(Wider world)</b>             | Recognise their preferred style of learning, strengths, skills & qualities and their value in future employability.  | The primacy of human rights, how to safely access sources of support if rights being undermined or ignored.  |



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|                 |   |   | <p>To understand their right to privacy, responsible use of ICT and data management and e-safety.</p> <p>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.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p> |
| <b>Spring 1</b> | <b>Independence and Self Help</b><br><br><b>(Health&amp; wellbeing)</b> | <p>To understand and manage personal safety - accident prevention, road/cycle safety.</p> <p>Safe use of prescribed/counter medicines. Risks and consequences of 'experimental' &amp; 'occasional' substance use. Cancer/prevention/lifestyles &amp; self-examination.</p>  | <p>To know...</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and to serious mental health.</p> <p>Conditions the physical and psychological consequences of addiction, including alcohol dependency.</p>  |
| <b>Spring 2</b> | <b>Behaviour for Learning</b><br><b>(Health &amp; wellbeing)</b>        | <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>To be aware of basic first aid and CPR. The consequences of inappropriate use of mobile phones.</p> <p>The positive and negative roles of drugs in society and benefits of not/delaying drinking alcohol and not smoking.</p> | <p>To know...</p> <p>How to access local health services and other sources of support e.g. smoking cessation, if concerned about own or others' alcohol or substance abuse.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p>  |

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| <b>Summer 1</b> | <b>Social awareness and Relationships</b><br><br><b>(Wider world)</b> | To be aware of different career pathways/ work roles & the benefit of having ambitions in life.<br><br>The gambling industry, why people choose to gamble and its consequences. To explore social and moral dilemmas about the use of money. | The laws and by-laws relating to young peoples' permitted working hours and minimising health & safety risks.             |
| <b>Summer 2</b> | <b>Independence and Self Help</b><br><b>(Wider world)</b>             | Learn about the choices available to them in KS4 and about the labour market and progression routes.<br><br>Understanding concept of quality, cash flow and profit & how to manage financial decisions.                                      | The importance of protecting reputations, on-line presence and having a 'personal brand' that can be enhanced or damaged. |

|                 |  | <b>Key Stage 4 Year 10</b>  |   |
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|                 | <b>FOCUS</b>   | <b>CONTENT</b>  | <b>OUTCOMES</b>   |
| <b>Autumn 1</b> | <b>Behaviour for Learning (Relationships)</b><br><br><b>Sex &amp; Relationship education (SRE)</b> | To know that marriage, civil partnership & living together demonstrate commitment.<br>To look at parenting skills and their central importance to family life.<br><br>Changing feelings and changing lives. | To know...<br>That there are different types of committed, stable relationships.<br><br>How these relationships might contribute to human happiness and their importance for bringing up children.<br><br>What marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.<br><br>That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other |
| <b>Autumn 2</b> | <b>Social awareness and Relationships</b><br><br><b>(Relationships)</b>                            | To be aware of strategies to manage strong emotions and feelings and the benefits of a positive, equal relationship.  | Understand the age of consent.<br>To recognise when a relationship is unhealthy or abusive and what your personal rights are. Develop an awareness of exploitation and control in relationships and how to manage changes including the ending of relationships.  |

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|                 |   | <p>To understand the impact of domestic abuse/separation/bereavement looking at sources of support and need to adapt to situations.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>   | <p>To look at organisations that support relationships in difficulties and how to access them along with other sources of information, advice and support eg. friends &amp; relatives.</p>  |
| <b>Spring 1</b> | <p><b>Independence and Self Help</b></p> <p><b>(Health &amp; wellbeing)</b></p> | <p>To know...</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>Look at the characteristics and strategies for managing mental health including stress, anxiety and depression.</li> <li>To be able to recognise and manage the triggers (themselves or friends) – self harm, eating disorders etc.</li> </ul> | <p>How to make effective use of constructive feedback differentiating between helpful feedback and unhelpful criticism eg 'tough love'</p> <p>To recognise when help is needed and strategies for accessing it.</p>   |
| <b>Spring 2</b> | <p><b>Behaviour for Learning</b></p> <p><b>(Health &amp; wellbeing)</b></p>     | <p>To be aware of the extent to which their own confidence and self-esteem are affected by judgements of others and ways of managing this.</p> <p>To be increasingly responsible for maintaining and monitoring their own health.</p>   | <p>To identify, evaluate and independently be able to access reliable sources of information, advice &amp; support for all aspects of physical or mental health including sexual health services.</p>   |
| <b>Summer 1</b> | <p><b>Social awareness and Relationships</b></p> <p><b>( Wider world)</b></p>   | <p>To think critically about extremism and intolerance in whatever forms they take.</p> <p>To recognise how social media can offer a variety of views but can also distort situations or issues.</p> <p>To consider harassment in a range of situations.</p>  | <p>To recognise...</p> <p>Bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p> <p>To evaluate personal strengths. To recognise the unacceptability of all forms of discrimination and your shared responsibility to your community.</p> |



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| <b>Summer 2</b> | <b>Independence and Self Help<br/>(Wider world)</b> | <p>To be aware...<br/>Of the personal and legal risks of being asked for or sharing intimate images of themselves or others and strategies for managing these risks.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> | <p>To know that their strengths, interests, skills and qualities are changing and relate to future employability.</p> <p>How to access advice, guidance and most appropriate support.</p> <p>How people may curate a specific image of their life online, over-reliance on online relationships (including social media).</p> <p>The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> |
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|          |   | KEY STAGE 4 Y11   |   |
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|          | FOCUS   | CONTENT   | OUTCOMES  |
| Autumn 1 | <p><b>Behaviour for Learning</b></p> <p><b>Sex &amp; Relationship education (SRE)</b></p> | <p>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>To understand the role of sex in the media and its impact on sexuality.</p> <p>To recognise the impact of drugs &amp; alcohol on choices and sexual behaviour. To manage unwanted attention, respect others' cultural expectations and results of unintended pregnancy.</p> <p><b>Feeling, Thinking and Doing – Changing Relationships.</b></p> | <p>To recognise When others are using manipulation or coercion and how to give or withdraw consent to engage in different degrees of sexual activity.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> |
| Autumn 2 | <p><b>Social awareness and Relationships</b></p> <p><b>(Relationships)</b></p>            | <p>To consider the diversity of sexual attraction including sources of support.</p> <p>Beliefs, opinions and legal position of abortion. How fertility levels differ/ can be damaged by STIs.</p> <p>Reasons for adoption/fostering and options for those unable to conceive.</p>   | <p>How to access/the correct use of contraception – including emergency contraception. How to assess readiness for sex within a relationship.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>   |

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|                 |   |   | How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.  |
| <b>Spring 1</b> | <b>Independence and Self Help</b><br><br><b>(Health&amp; wellbeing)</b> | To understand about STIs including HIV/AIDS and how to protect themselves/others.<br><br>How to find sources of emergency help/ perform first aid including CPR.<br><br>Self-checking for cancer and confident user of NHS  | To know...<br>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.<br><br>To be able to recognize and manage feelings/influences on their body image including media's portrayal of idealised/artificial body shapes.<br><br>To assess and manage risks of cosmetic/aesthetic procedures – tattooing, piercing, tanning, Botox etc.               |
| <b>Spring 2</b> | <b>Behaviour for Learning</b><br><br><b>(Health&amp; wellbeing)</b>     | How lifestyle choices affect a developing foetus. How to recognise and follow H&S procedures.<br><br>Personal safety how to reduce risk and minimise harm in different settings. Consequences of substance abuse including 2 <sup>nd</sup> hand smoke– support available.                             | Understand the terms 'habit', 'dependence' and 'addiction' and how to access support. The consequences of legal and illegal substance abuse including personal safety, career, relationships and future lifestyle.<br><br>The physical and psychological consequences of addiction, including alcohol dependency.<br><br>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. |
| <b>Summer 1</b> | <b>Social awareness and Relationships</b><br><br><b>(Wider world)</b>   | To be aware of the career progression opportunities in education, training & employment.<br><br>Attitudes and values in relation to work & enterprise e.g. Customer service, protecting brand image. Recognise the wider implications of their purchasing choices – independent shops, ethical goods. | Be aware of the changing pattern of employment – local to global, how businesses are organised and financed. Their rights at work including roles as workers, employers & unions.<br>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.   |

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|                 |   |   | About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace. |
| <b>Summer 2</b> | <b>Independence and Self Help</b><br><br><b>(Wider world)</b> | To know about employability skills and the opportunities for work experience available. Confidentiality in the workplace (and when to break it).<br><br>How to develop career identity and recognise & manager influences on financial decisions. | Their consumer rights and how to seek redress over goods and services.   |