
















YEAR ONE						
TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To feel special and safe in my class. To understand the rights and responsibilities as a member of my class. To know that I belong to my class. To recognise how rewards and pride feel. To recognise how consequences feel. 	<ul style="list-style-type: none"> To identify similarities between people in my class. To identify differences between people in my class. To understand bullying. To know what to do about bullying. To know how to make friends. To celebrate our differences. 	<ul style="list-style-type: none"> To identify my successes and achievements. To set goals and work out steps to achieve it. To work towards achieving together. To understand challenges. To work on overcoming obstacles. To celebrate our successes. 	<ul style="list-style-type: none"> To understand the differences between healthy and unhealthy. To understand healthy choices. To know how and why to keep clean and healthy. To understand medicine safety, To understand road safety, To identify the impact of feeling healthy. 	<ul style="list-style-type: none"> To explore different types of families. To know how to make and keep a good friend. To identify appropriate and acceptable physical contact. To identify who can help me. To view myself as my best friend. To celebrate special relationships. 	<ul style="list-style-type: none"> To understand how to look after our bodies. To explore when and how to take medicines safely. To identify who should be able to give us medicine. To know that we can be friends with people who are different to us. To discuss how children grow and change. To explore different types of families and who to ask for help.
TOPIC VOCABULARY	safe, special, calm, rights, responsibilities, belonging, learning charter, rewards, proud, consequences, upset, disappointed	similarity, difference, bullying behaviour, deliberate, on purpose, unfair, included, special, unique	proud, success, achievement, goal, treasure, coins, stepping stones, process, garden, dreams, working together, team work, challenge, feelings, obstacle, overcome, success, celebration	healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, e.g. toothbrush, shampoo and soap, medicines, trust, safe, green cross code, eyes, ears, look, listen, wait	family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, helpful, community, confidence, praise, self-belief, incredible, proud	feelings, happy, nervous, cross, proud, relaxed, new-born, brother, sister, calm, penis, vulva, healthy, unhealthy, medicine, injection, asthma, emergency, pills, long-term care, hospital
SKILLS BUILDER	 Step 0: Learners speak clearly to someone they know.	 Step 0: Learners listen to others without interrupting.	 Step 0: Learners know when they are finding something too difficult.	 Step 0: Learners can tell when they feel positive or negative.	 Step 0: Learners work with others in a positive way.	






YEAR TWO

TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To identify my hopes and fears for this year. To understand the rights and responsibilities for being a member of my class and school. To help to make my class a safe and fair place. To discuss rewards and consequences. 	<ul style="list-style-type: none"> To examine gender stereotypes. To discuss the causes of bullying. To identify how to stand up for myself and others. To know how to make new friends. To celebrate friends' differences. 	<ul style="list-style-type: none"> To set realistic goals and steps to success. To identify my learning strengths. To discuss successes and challenges of working with others. To work cooperatively in a group. To discuss working cooperatively in a group. To celebrate working cooperatively in a group. 	<ul style="list-style-type: none"> To identify how and why to keep healthy. To define relaxation and what it means to me. To explain how to use medicines safely. To know which foods keep me healthy. To identify foods which give me energy. To make and share healthy snacks. 	<ul style="list-style-type: none"> To explain the importance of families. To discuss acceptable and unacceptable physical contact in families. I can identify and problem solve friendship conflicts. To discuss when secrets should be kept and not kept. To identify trustworthy people. To express appreciation for special relationships. 	<ul style="list-style-type: none"> To explore substances and situations that are safe or unsafe To be able to identify some hazardous substances To consider safety rules for at home and at school To discuss gender. To explore some of the differences between male and females and to understand how this is part of the lifecycle. To focus on sexual difference and name body parts.
TOPIC VOCABULARY	worries, hope, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, problem-solving, learning charter	similarities, assumptions, shield, stereotypes, boys girls, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, gender, diversity, male, female, value	realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, partner, team work	healthy choices, lifestyle, motivation, relaxation, tense, calm, dangerous, medicines, safe, balanced diet, portion, proportion, energy, fuel, nutritious	family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, unacceptable, conflict point of view, problem solving, surprise, good secret, worry secret, telling, trustworthy, honesty, reliability, compliments	risk, safe, unsafe, hazardous, substance, harm, rules, matches, dishwasher tablets, lighter, aerosol, bleach, symbol, syringe, stranger, stereotypes, gender, male, female, fixed ideas, body parts, lifecycle, private parts, teats, udder, milk, vagina, vulva, penis, nipple, testicles
SKILLS BUILDER	 <p>Step 1: Learners speak clearly to small groups of people they know.</p>	 <p>Step 1: Learners listen to others and can remember short instructions.</p>	 <p>Step 1: Learners know what doing well looks like for them.</p>	 <p>Step 1: Learners can tell when others feel positive or negative.</p>	 <p>Step 1: Learners work well with others by behaving appropriately.</p>	






YEAR THREE

TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To value myself and know how to make someone else feel welcome and valued. To recognise my own and others' different emotions. To understand why rules are needed and how they relate to rights and responsibilities. To understand that my behaviour brings rewards/consequences. To work cooperatively in a group. To recognise other points of views. 	<ul style="list-style-type: none"> To understand that everybody's family is different and important to them. To discuss family conflict and solutions. To identify how bullying feels for victims and witnesses. To problem solve bullying as a witness. To discuss words that cause harm. To explore the impact of compliments. 	<ul style="list-style-type: none"> To celebrate people who have thrived during challenge. To identify a dream that is important to me. To plan how to achieve a goal. To show motivation for a collaborative challenge. To identify how to overcome challenges. To celebrate and evaluate my own learning. 	<ul style="list-style-type: none"> To set a fitness goal. To understand how exercise affects my body. To discuss my understanding of drugs. To know how to keep myself safe. To know how to keep safe at home. To celebrate and appreciate the complexity of my body. 	<ul style="list-style-type: none"> To identify family roles and responsibilities. To practise good friendship skills. To practise strategies for keeping safe. To explain how some of the actions and work of people around the world help and influence my life. To compare my life with children around the globe. To know how to express appreciation for friends and family. 	<ul style="list-style-type: none"> To know and respect the body differences between ourselves and others. To consider appropriate and inappropriate physical contact and consent. To explore different types of families and who to go to for help and support. To consider smoking and its effects. To understand the impact of smoking and passive smoking. To know some strategies to prevent smoking.
TOPIC VOCABULARY	welcome, values, achievements, proud, personal goal, praise, acknowledge, affirm, emotions, feelings, fears, worries, solutions, support, rights, responsibilities, learning charter, behaviour, rewards, consequences, fairness, choices, co-operate, group dynamics, teamwork, view point, belong	family, loving caring, safe, connected, difference, special, solve, solutions, resolve, witness, bystander, bullying, homophobic, unkind, special, compliment, unique, similarity	perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, enterprise, design, cooperation, motivated, strengths, efficient, responsible, frustration, solution, review, evaluate	oxygen, energy, calories, kilojoules, heart, lungs, fitness, sugar, fat, saturated, drugs, attitude, safe, anxious, strategy, advice, emergency, ambulance, fire engine, police car, coastguard, helicopter	male, female, unisex role, responsibilities, stereotype, respect, conflict, solution, problem solving, social media, gaming, global citizen, climate, trade, inequality, deprivation, united nations, equality, justice	smoking, facts, breath, passive smoking, quit, health, moderation, tobacco, vaping, lungs, heart, dizzy, addictive, nicotine, habit, stress, circulation, stomach, asthma, pneumonia, emphysema, pleurisy, lung cancer, bronchitis, veins, arteries, fitness, heart attack, stroke, ulcers
SKILLS BUILDER	 <p>Step 1: Learners speak clearly to small groups of people they know.</p>	 <p>Step 2: Learners listen to others and can ask questions if they don't understand.</p>	 <p>Step 2: Learners work with care and attention to detail.</p>	 <p>Step 2: Learners keep trying when something goes wrong.</p>	 <p>Step 3: Learners work well with others by taking responsibility for completing their tasks.</p>	






YEAR FOUR

TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To reflect on being a team. To discuss being a school citizen. To examine rights, responsibilities and democracy. To examine how rewards and consequences motivate people's behaviour. To work collaboratively in a team and make decisions. To reflect on the impact of democracy and rules on the school community. 	<ul style="list-style-type: none"> To explore how assumptions can be based on appearance. To question why we make assumptions based on looks. To know how to spot bullying and what to do about it. To problem solve bullying situations. To identify my special features. To celebrate differences in looks. 	<ul style="list-style-type: none"> To explain my hopes, dreams and feelings. To know that sometimes dreams do not come true and discuss how this feels. To identify coping strategies for disappointment. To practise resilience. To work collaboratively on steps to achieve a goal. To evaluate group successes. 	<ul style="list-style-type: none"> To recognise different friendship groups and apply them to my life. To discuss group dynamics. To discuss the impact of smoking and reasons people start to smoke. To discuss the impact of alcohol and reasons people drink alcohol. To understand peer pressure. To explore my inner strength and assertiveness. 	<ul style="list-style-type: none"> To discuss my relationship web. To understand how most people feel when they lose someone or something they love. To understand that we can remember people even if we no longer see them. To debate on animal rights. To understand people's relationships to special pets. To know how to celebrate the people and animals who are special to me 	<ul style="list-style-type: none"> To understand the effect alcohol has on the body. To understand the risks related to drinking alcohol. To consider how society limits the drinking of alcohol. To explore the human lifecycle and puberty. To explore how puberty is linked to reproduction. To discuss the characteristics of healthy relationships.
TOPIC VOCABULARY	included, excluded, welcome, valued, team, role, job description, community, responsibility, rights, democracy, reward, consequence, authority, observer, un conventions on rights of the child	assumption, judgement, appearance, accept, influence, appearance, bullying, secret, deliberate, on purpose, bystander, witness, cyber bullying, troll, impression	dream, goal, hope, determination, perseverance, resilience, disappointment, cope, plan, self-belief, commitment, enterprise, cooperation, evaluate	healthy, unhealthy, value, friendship, groups, leader, follower, assertive, group dynamic, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, opinion	relationship, jealousy, problem-solve, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, memories, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend	alcohol, addictive, risk, cancer, drugs, substances, culture, non-alcoholic, influence, wine, beer, spirit, units, percentage, community, awareness, lifecycle, puberty, changes, reproduction, physical, emotional, adolescent, respect, teenager, male female, body hair, spots, breasts, private parts, sperm, menstruation, ovum, penis, armpits, uterus, vulva, nipples, testicles, periods, hormones, deodorant, wet dream
SKILLS BUILDER	 <p>Step 3: Learners speak effectively by making points in a logical order.</p>	 <p>Step 3: Learners listen to others and can tell someone else what it was about.</p>	 <p>Step 3: Learners work with pride when they are being successful.</p>	 <p>Step 3: Learners keep trying and stay calm when something goes wrong.</p>	 <p>Step 4: Learners work well with others by supporting them if they can do so</p>	

YEAR FIVE

TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To set personal goals for the school year. To reflect on being a British citizen. To reflect on my Year 5 responsibilities. To make choices about my own behaviour because I understand how rewards and consequences feel. To understand how an individual's behaviour can impact on a group. To understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> To discuss different cultures. To discuss racism. To examine rumours and name-calling. To explain the different types of bullying. To explore differences in wealth. To celebrate difference across the world. 	<ul style="list-style-type: none"> To explore the link between my dream lifestyle and money. To investigate jobs and careers. To identify my dream job and the steps to get there. To describe dreams and goals of young people in other cultures. To identify how to support young people in other cultures. To rally support for others. 	<ul style="list-style-type: none"> To know the health risks of smoking and how to resist pressure. To know the social and health risks of alcohol misuse and how to resist pressure. To practise basic emergency aid. To reflect on body image. To describe the different healthy and unhealthy roles that food can play in people's lives. To identify healthy lifestyle and healthy eating choices that I make to keep myself happy. 	<ul style="list-style-type: none"> To recognise my characteristics and personal qualities. To identify how to manage getting on and falling out with friends. To define having a boyfriend/girlfriend. To identify how it feels to be attracted to someone. To reflect on the role of technology in healthy and unhealthy relationships. To explain how to stay safe when using technology to communicate with my friends. 	<ul style="list-style-type: none"> To explore a range of legal and illegal drugs, their risks and effects To consider attitudes and beliefs about drug use and drug users. To consider strategies to resist drug use. To explore the emotional and physical changes occurring in puberty. To understand male and female puberty changes in detail. To explore the impact of puberty on the body and the importance of physical hygiene.
TOPIC VOCABULARY	appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibilities, citizen, refugee, persecution, conflict, asylum, migrant, poverty, prejudice, privilege, collaboration, participation, motivation	culture, conflict, difference, similarity, belong, racism, colour, discrimination, bullying, rumour, name calling, racist, homophobic, cyber bullying, problem solving, indirect, direct, continuum, artefacts	dream, hope, goal, achievement, money, adult, lifestyle, job, career, profession, salary, contribution, society, determination, perseverance, motivation, culture, aspiration, sponsorship	healthy, unhealthy, choices, smoking, informed decision, pressure, media, influence, vaping, alcohol, emergency, recovery position, calm, level-headed, body image, celebrity, social media, altered, self-respect, comparison, eating disorder, respect, debate, opinion, fact	characteristics, personal qualities, attributes, self-esteem, age restriction, social network, community, violence, appropriate, grooming, trolled, gambling, betting, trustworthy, risk, screen time, mental health, physical health, personal, vulnerable, grooming	risk, hazard, danger, unacceptable, risky, unhealthy, media, alcohol, tobacco, smoking, cannabis, addictive, harm, police, brain, relax, hungry, blood pressure, cancer, mood, brain damage, depression, dementia, coma, needles, cannabis, heroin, ecstasy, volatile substances, cocaine, puberty, physical, emotional, hormones, breasts, pubic hair, ovaries, uterus, vagina, penis, testicles, sperm, tampons, sanitary towels, reusable product, menstrual wellbeing, erection, wet dream, foreskin, semen, ejaculation
SKILLS BUILDER	 Step 5: Learners speak effectively by using appropriate language	 Step 3: Learners listen to others and can tell someone else what it was about.	 Step 4: Learners work with a positive approach to new challenges.	 Step 4: Learners keep trying when something goes wrong, and think about what happened.	 Step 5: Learners work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.	

YEAR SIX

TERM	Autumn 1: Being Me in My World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Relationships, Health and Sex Education
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To express my goals, fears and worries for the year ahead. To explore universal rights for children around the world. To understand that my actions affect other people locally and globally. To understand how rewards and consequences feel and how these relate to my rights and responsibilities. To explain how individual behaviour can have consequences on a group. To understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> To discuss the meaning of 'normal'. To understand how disabilities affect people's lives. To the impact of power dynamics. To know why people bully and how to help. To celebrate differences in abilities. To explain how difference can lead to celebration and conflict. 	<ul style="list-style-type: none"> To appropriately stretch the boundaries of my current learning. To set success criteria so that I will know whether I have reached my goal. To discuss problems in the world and how I feel about them. To work collaboratively to help make a difference. To explain how I can work collaboratively to make a difference. I can give and receive compliments and praise. 	<ul style="list-style-type: none"> To know how to give my body the best combination of food for my physical and emotional health. To understand different types of drugs, their uses and effects on the body. To evaluate when alcohol is being used responsibly, anti-socially or being misused. To identify how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. To practise different strategies to manage stress. 	<ul style="list-style-type: none"> To identify significant people in my relationship web. To know how people feel and cope when someone dies or leaves. To describe different stages of grief and different types of loss. To recognise when people are trying to gain power or control. To understand the role technology can play in gaining power or control. To know how to use technology positively and safely to communicate. 	<ul style="list-style-type: none"> To understand the effects, risks and law relating to cannabis. To understand the risk of volatile substance abuse (VSA) To be aware of the options for getting help, advise and support. To consider puberty and reproduction. To explore the importance of communication and respect in relationships. To consider different ways people might start a family. To explore positive and negative ways of communicating in a relationship.
TOPIC VOCABULARY	goals, worries, fears, value, welcome, choice, Ghana, west Africa, cocoa plantation, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, global citizen, empathise, legal, illegal, lawful, democracy	normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, biological sex, stereotype, diverse, individuality, equality, fairness, identity, gender, transgender, non-binary, courage, fairness, rights, power, struggle, imbalance, control, harassment, bullying, direct, indirect, argument, para-Olympian, accolade, stamina	dream, hope, goal, learning, strength, stretch, achievement, realistic, unrealistic, success criteria, learning steps, money, global, issue, suffering, empathy, sponsorship	responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over the counter, illegal, volatile, synthetic highs, new psychoactive substances, exploited, vulnerable, drugs, criminal, illegal, gangs, mental health, emotional health, symptoms, stress, triggers, strategies, pressure	mental health, ashamed, stigma, stress, anxiety, support, worried, signs, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, assertive, pressure, influences, self-control, judgement, cyberbullying, abuse	cannabis, volatile substance abuse, first aid, pressure, emergency services, bullying, alcohol, puberty, reproduction, adolescent, communication, respect, healthy, unhealthy, conception, pregnancy, inappropriate, sex, consent, intercourse, sperm, egg, womb, foster, adopt, IVF
SKILLS BUILDER	 Step 5: Learners speak effectively by using appropriate language.	 Step 6: Learners show they are listening by how they use eye contact and body language.	 Step 5: Learners set goals for themselves.	 Step 5: Learners keep trying when something goes wrong and help cheer others up.	 Step 5: Learners work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.	