

**Intent:**

To put in place, the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. To give pupils the knowledge and capability to take care of themselves and receive support if problems arise. To foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society. To improve pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1		Families <i>Family, mother, father, sister, brother, grandfather, grandmother, aunty, uncle, cousin, carer, stepmother, stepfather, relative, secure, protection, love.</i>	<ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that other's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	<b>Literacy:</b> Talk or write about text/pictures. Reading with support/independently. Ask questions. Answer questions. Role play. Give opinion. Develop vocabulary. Use new vocabulary. Comprehend. Make marks on material. Practise handwriting. Practise spelling. Write with support/independently. Start to use punctuation. Make sounds to communicate. Speak coherently. <b>Numeracy:</b> Making connections and comparisons. Sequence events. Statistics skills. <b>SMSC:</b> Enjoy learning about themselves. Enjoy learning about others. Enjoy learning about the world around them. Use imagination. Be creative. Recognise right and wrong. Understand consequences. Offer reasoned views. Socialise with other pupils and other people. Mix with pupils or other people from different ethnic backgrounds. Visit other communities.
Autumn 2		Caring Friendships <i>Friend, friendship, trust, loyalty respect, honest, generous, loneliness, exclusion, inclusion, conflict, bullying, cyberbullying.</i>	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>	Cooperate with others. Resolve conflict. Engage in British values. Show tolerance for those with different faiths and beliefs. Understand own ethnic background. Understand different ethnic backgrounds. Understand the range of cultures in school. Participate positively in art. Participate positively in music. Participate positively in sport.
Spring 1		Respectful Relationships <i>Please, thank you, polite, manners, respect, authority, belief, values, bullying, self-respect.</i>	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>the importance of respecting others, even when they are very different from them (for example; physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	

			<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	Participate positively in cultural opportunities. Interest in different faiths. <b>Gatsby Benchmarks:</b> Addressing the needs of each pupil. Linking curriculum learning to careers Personal guidance
<b>Spring 2</b>		Online Relationships and Media  <i>Internet, media, computer, technology, online, online safety, relationships, risks, information, data.</i>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> </ul>	
<b>Summer 1</b>		Being Safe  <i>Privacy, private, trust, safe touch, unsafe, stranger, abuse.</i>	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	
<b>Summer 2</b>		Mental Wellbeing  <i>Emotion, feeling, happy, excited, sad, angry, worried, mental health, physical health, exercise, hobbies.</i>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	

			<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	
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**Intended impact:**  
 For pupils to become successful and happy adults who make a meaningful contribution to society.  
 For pupils to develop key learning behaviours, in particular forming positive relationships with others.

**Health Education covered as part of the existing curriculum in the following subjects:**

- Internet Safety and Harms – Computing
- Physical Health and Fitness – PE
- Healthy Eating – Food Technology
- Drugs, Alcohol and Tobacco – Science
- Health and Prevention – Science
- Changing Adolescent Body – Science

