

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, relationship, marriage.</i>	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. what marriage is, including their 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. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	Literacy: Reading with support/independently. Using a dictionary. Talk or write about text/pictures. Ask questions. Answer questions. Give opinion. Listen to an opinion. Develop vocabulary. Comprehend. Research. Practise handwriting. Practise spelling. Write with support/independently. Draft and edit. Write for a purpose. Present work. Correct own work. Use knowledge of the alphabet. Use punctuation. Speak coherently. Take part in discussion. Use new vocabulary. Numeracy: Making connections and comparisons. Sequence events. Statistics skills. SMSC: Explain own beliefs. Interested in other's beliefs. Enjoy learning about themselves. Enjoy learning about others. Enjoy learning about the world around them. Use imagination. Be creative. Reflect on own success. Recognise right and wrong. Respect the law. 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. Cooperate with others.
Autumn 2		Caring Friendships <i>Friend, friendship, trust, loyalty respect, honest, generous, loneliness, exclusion, inclusion, conflict, bullying, cyberbullying, boundaries, stereotype.</i>	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. how stereotypes can cause damage. 	
Spring 1		Respectful Relationships <i>Please, thank you, polite, manners, respect, authority, belief, values, bullying, self-respect, equality, permission.</i>	<ul style="list-style-type: none"> 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. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Spring 2		Online Relationships and Media <i>Internet, media, computer, technology, online, online safety, relationships, risks, information, data.</i>	<ul style="list-style-type: none"> about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online. 	

			<ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online. 	<p>Resolve conflict. Accept British values.</p>
Summer 1		<p>Being Safe</p> <p><i>Privacy, private, trust, safe touch, unsafe, stranger, abuse, emergency, first aid.</i></p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Engage in British values. Demonstrate mutual respect. Show tolerance for those with different faiths and beliefs. Understand own ethnic background. Understand different ethnic backgrounds. Understand the range of cultures in school. Understand the range of cultures in Britain.</p>
Summer 2		<p>Mental Wellbeing</p> <p><i>Emotion, feeling, happy, excited, sad, angry, worried, mental health, physical health, exercise, hobbies, isolation, loneliness.</i></p>	<ul style="list-style-type: none"> • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • that happiness is linked to being connected to others. 	<p>Participate positively in art. Participate positively in music. Participate positively in sport. Participate positively in cultural opportunities. Interest in different faiths. Interest in different cultural diversity. Celebrate diversity. Knowledge of different religions in the local community. Knowledge of different religions in Britain. Knowledge of different religions in the world.</p> <p>Gatsby Benchmarks: Addressing the needs of each pupil. Linking curriculum learning to careers Personal guidance</p>

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

