

Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<u>Safety – Being safe – Feeling safe</u>	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify situations, which are safe or unsafe; • Suggest strategies for keeping safe. 	<p>INK situations, which are safe or unsafe.</p> <p>INK strategies for keeping safe (children to specify)</p>
Lesson 2	<u>Safety – Being safe – Protecting ourselves (Inc Consent)</u>	<ul style="list-style-type: none"> • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Know the correct terminology for their genitalia; • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; 	<p>INK who to ask for help if I feel uncomfortable or unsafe (children to specify).</p> <p>INK what a dare is.</p>
Lesson 3	CONSENT	<ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Understand what is meant by the term body space (or personal space); 	<p>INK what my personal body space is and that I have the right to protect it.</p>
Lesson 4	<u>SAFETY: Internet safety and harms – Online risks</u>	<ul style="list-style-type: none"> • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • How information and data is shared and used online. 	<p>INK how to share images and information safely online.</p>
Lesson 5	<u>SAFETY: Drugs, alcohol and tobacco</u>	<ul style="list-style-type: none"> • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • Explain safety issues for medicine use; 	<p>INK what a drug is and that they can be helpful or harmful.</p>

		<ul style="list-style-type: none"> Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	
Lesson 6	<u>SAFETY: Basic First Aid</u>	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. 	INK how to call an emergency service if needed.

Autumn 2	Concepts and components	Statement	INK
Lesson 1	<u>Health and Wellbeing – mental wellbeing – mental health</u>	<ul style="list-style-type: none"> Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; 	INK that people can experience a wide range of feelings.
Lesson 2	<u>Health and Wellbeing – mental wellbeing – understanding emotions</u>	<ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation. Describe some of the changes that happen to people during their lives. 	INK that losing something important or changes can cause a range of feelings.
Lesson 3	<u>Health and Wellbeing – mental wellbeing – community</u>	<ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; 	INK that being responsible means... INK what responsibilities people in my community have to help me be healthy and safe.
Lesson 4	<u>Health and Wellbeing – mental wellbeing – trusted adults</u>	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; 	INK some changes that may happen during my life (children to specify).

Lesson 5	<u>Health and Wellbeing – physical health and fitness – healthy living/sleep hygiene</u>	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;	INK the things that give my body energy and are important to my health (children to specify).
Lesson 6	<u>Health and Wellbeing – physical health and fitness – health risks</u>	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; 	INK the difference between "danger", "risk" and "hazard".

Spring 1	Concepts and components	Statement	INK
Lesson 1	<u>Relationships – families and people who care for me – special people</u>	<ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); 	INK that I have different relationships with people I know.
Lesson 2	<u>Relationships – families and people who care for me – family life</u>	<ul style="list-style-type: none"> Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; 	INK some positive and negative emotions I may have at home and how these can have an impact of my relationships (with my parents).
Lesson 3	<u>Relationships – families and people who care for me – sense of belonging</u>	<ul style="list-style-type: none"> Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. 	INK what is meant by "adoption", "fostering" and "same-sex relationships".
Lesson 4	<u>Relationships – families and people who care for me – difference</u>	<ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; 	INK some similarities and differences between people living in the UK with varying national, regional, ethnic and religious backgrounds.

Lesson 5	<u>Relationships – families and people who care for me – unions</u>	<ul style="list-style-type: none"> Recognise that marriage includes same sex and opposite sex partners; 	INK that marriage includes same sex and opposite sex partners.
Lesson 6	<u>Relationships – families and people who care for me – feeling safe</u>	<ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. 	INK how my feelings can impact my physical state.

Spring 2	Concepts and components	Statement	INK
Lesson 1	<u>SAFETY: Fire</u> <i>Safety (London Fire Brigade resources KS2)</i>	<ul style="list-style-type: none"> Be able to spot and name difference hazards (including fire risks) that may cause harm, injury or risk in the home. 	INK how to spot and name difference hazards (including fire risks) that may cause harm, injury or risk in the home.
Lesson 2	<u>SAFETY: Money Management (including jobs/ aspirations)</u>	<ul style="list-style-type: none"> Understand the terms "income, saving and spending" and recognise that there are times that we buy items we want and we save for items we want. Explain that people earn their income through their jobs and the amount they are paid is due to a range of factors. 	<p>INK what income, saving and spending means.</p> <p>INK when it is appropriate to save and when to spend.</p>

Year 3

Lesson 3	SAFETY: Road Safety (Based on https://www.think.gov.uk/)	<ul style="list-style-type: none"> • Pupils will have reviewed the Stop, Look, Listen, Think sequence and discussed how it can be applied in a range of settings. • Pupils will have discussed how distractions such as mobile phones and pressure from peers may cause dangerous situations 	INK that distractions around the road are dangerous and can stop us from being able to Stop, Look, Listen, Think.
Lesson 4	SAFETY: Water safety https://rnli.org/youth-education/ (water safety passport 2 resource)	<ul style="list-style-type: none"> • To know that to minimise my chances of getting into danger in the water I need to identify potential hazards • To know that it is safer to enter the water when I am with an adult 	INK that it is safer to be in the water when an adult is around. INK how to find potential hazards when around water.
Lesson 5	SAFETY: Gang culture/ CCE/ CSE (https://www.london.gov.uk/what-we-do/health/healthy-schools-london)	<ul style="list-style-type: none"> • To face new challenges positively by collecting information, looking for help, making responsible choices and taking action • To reflect on spiritual, moral, social and cultural issues, using imagination To understand other people's experiences 	INK that it is important to face new challenges positively through a variety of ways (children to specify at least one way).
Lesson 6			

Summer 1	Concepts and components	Statement	INK
Lesson 1	Health and Wellbeing – healthy eating – healthy diet	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; 	INK that a balanced diet includes a mix of food groups.

Lesson 2	<u>Health and Wellbeing – keeping healthy – sun safety</u>	<ul style="list-style-type: none"> • The benefits of sun exposure and risks of overexposure, how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer 	INK how to keep safe in the sun and why it is important.
Lesson 3	<u>Health and Wellbeing – keeping healthy – dental hygiene</u>	<ul style="list-style-type: none"> • How to maintain good oral hygiene (including correct brushing and flossing); 	INK ways to look after my teeth.
Lesson 4	<u>Health and Wellbeing – keeping healthy – personal hygiene</u>	<ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. 	INK simple hygiene routines and how this can stop the spread of illness.
Lesson 5			
Lesson 6			

Summer 2	Concepts and components	Statement	INK
Lesson 1	<u>Relationships – caring friendships – making friends</u>	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again 	INK special friendships I have and ways to have a positive relationship with them. INK some strategies and skills for making up with a friend if we fall out.
Lesson 2	<u>Relationships – caring friendships – communication</u>	<ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; 	INK ways to say “no” to a friend and when I might need to.

		<ul style="list-style-type: none"> Describe appropriate assertive strategies for saying 'no' to a friend. 	
Lesson 3	<u>Relationships – respectful relationships - respectfulness</u>	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. 	INK that good teamwork, collaboration and rules are key to being respectful.
Lesson 4	<u>Relationships – respectful relationships - responsibilities</u>	<ul style="list-style-type: none"> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; 	INK the role of the bystander can influence bullying.
Lesson 5	<u>Relationships – respectful relationships - bullying</u>	<ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	INK some reasons why people may be bullied.
Lesson 6	<u>Relationships – online relationships – online relationships</u>	<ul style="list-style-type: none"> Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	INK what behaviour is appropriate online including not sharing personal information.