

120Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<b><u>Safety – Being safe – Feeling safe</u></b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	INK appropriate boundaries with my peers in real life and online.
Lesson 2	<b><u>Safety – Being safe – Protecting ourselves (Inc Consent)</u></b>	<ul style="list-style-type: none"> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• 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.</li> </ul>	<p>INK some non-verbal signals someone may give if they are uncomfortable with someone in their body space.</p> <p>INK that privacy is important but it is not always safe to keep secrets.</p>
Lesson 3	<b>CONSENT</b>	<ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	INK that my body belongs to me and the difference between appropriate and inappropriate contact.
Lesson 4	<b><u>SAFETY: Internet safety and harms – Online risks</u></b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<p>INK the positives and negatives of the internet.</p> <p>INK the impact that being online can have on my wellbeing.</p>
Lesson 5	<b><u>SAFETY: Drugs, alcohol and tobacco</u></b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	INK the risks of legal and illegal harmful substances.

Lesson 6	<b><u>SAFETY: Basic First Aid</u></b>	<ul style="list-style-type: none"> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>•</li> </ul>	INK concepts of basic first aid, including head injuries

Autumn 2	Concepts and components	Statement	INK
Lesson 1	<b><u>Health and Wellbeing – mental wellbeing – mental health</u></b>	<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>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	INK a self-care strategy. (Children to specify)
Lesson 2	<b><u>Health and Wellbeing – mental wellbeing – understanding emotions</u></b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	INK how to recognise a scale of emotions I may have.
Lesson 3	<b><u>Health and Wellbeing – mental wellbeing – community</u></b>	<ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	INK the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Lesson 4	<b><u>Health and Wellbeing – mental wellbeing – trusted adults</u></b>	<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>	INK when I should seek support for my mental health. (Children to specify).
Lesson 5	<b><u>Health and Wellbeing – physical health and fitness – healthy living</u></b>	<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	INK the benefits of an active lifestyle.
Lesson 6	<b><u>Health and Wellbeing – physical health and fitness – health risks</u></b>	<ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul>	INK the risks of an inactive lifestyle.

Spring 1	Concepts and components	Statement	INK
Lesson 1	<b><u>Relationships – families and people who care for me – special people</u></b>	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security, and stability.</li> </ul>	INK that family is important to us when we are growing up because they give us love, security and stability.
Lesson 2	<b><u>Relationships – families and people who care for me – sense of belonging</u></b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	INK that other families may look different to mine and that it is important to respect those differences.
Lesson 3	<b><u>Relationships – families and people who care for me – unions</u></b>	<ul style="list-style-type: none"> <li>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</li> </ul>	INK that marriage represents a formal and legally recognised commitment of two people to

			each other, which is intended to be lifelong.
Lesson 4	<b><u>Relationships – families and people who care for me – feeling safe</u></b>	<ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	INK how to seek help if family relationships make me feel unhappy and unsafe.
Lesson 5	<b><u>Relationships – caring friendships – making friends</u></b>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	INK that friendships are important in making us feel happy and secure.
Lesson 6	<b><u>Relationships – caring friendships – communication</u></b>	<ul style="list-style-type: none"> <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> </ul>	INK that issues in friendships can be worked through with good communication and can make it stronger.

Spring 2	Concepts and components	Statement	INK
Lesson 1	<b><u>SAFETY: Fire Safety</u></b> (London Fire Brigade Activity booklet resource)	<ul style="list-style-type: none"> <li>Begin to know how to predict, assess and manage risk in different situations.</li> </ul>	INK how to begin assessing risk in a fire safety situation.
Lesson 2	<b><u>SAFETY: Money Management (including jobs/ aspirations)</u></b>	<ul style="list-style-type: none"> <li>The benefits of saving money and describe the different ways money can be saved.</li> <li>Recognise that different jobs have different levels of pay and the factors that influence this.</li> <li></li> </ul>	INK ways to save money and the benefit of doing so.

Year 5

Lesson 3	<b>SAFETY: Road Safety</b> (Based on <a href="https://www.think.gov.uk/">https://www.think.gov.uk/</a> )	<ul style="list-style-type: none"> <li>To know how to travel independently (only with permission) to and from school as a pedestrian, cyclist or on public or school transport.</li> <li>To know the Green Cross Code, and safer crossing places on the road.</li> </ul>	INK how to safely and independently travel to a from school including using safer crossing places.
Lesson 4	<b>SAFETY: Water safety</b> <a href="https://rnli.org/youth-education/">https://rnli.org/youth-education/</a> (Water Safety Passport 2)	<ul style="list-style-type: none"> <li>Strategies for keeping safe in the local environment or unfamiliar places ( rail, water, road) and firework safety.</li> <li>To know the work of the RNLI and their volunteers in providing lifeboat services and seasonal lifeguards.</li> </ul>	INK ways to keep safe when in and around water (and in other situations such as rail safety and firework safety).
Lesson 5	<b>SAFETY: Gang culture/ CCE/ CSE</b> ( <a href="https://www.london.gov.uk/what-we-do/health/healthy-schools-london">https://www.london.gov.uk/what-we-do/health/healthy-schools-london</a> )	<ul style="list-style-type: none"> <li>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these come sometimes conflict with each other</li> <li>To resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>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 and use basic techniques for resisting peer pressure to do wrong</li> </ul>	INK basic techniques to resist peer pressure. Maybe change??
Lesson 6			

Summer 1	Concepts and components	Statement	INK
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Year 5

Lesson 1	<b><u>Health and Wellbeing – healthy eating – healthy diet</u></b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	INK what makes up a healthy diet, including calories and nutritional content.
Lesson 2	<b><u>Health and Wellbeing – keeping healthy – sun safety</u></b>	<ul style="list-style-type: none"> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul>	INK how to reduce the risk of sun damage.
Lesson 3	<b><u>Health and Wellbeing – keeping healthy – dental hygiene</u></b>	<ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	INK the benefits of good oral hygiene.
Lesson 4	<b><u>Health and Wellbeing – keeping healthy – personal hygiene</u></b>	<ul style="list-style-type: none"> <li>• To know and understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul>	INK that good personal hygiene is important to stop the spread of bacteria and viruses.
Lesson 5	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	INK about changes a body goes through during puberty, physically and emotionally.
Lesson 6	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	Personal hygiene	INK ways to look after my personal hygiene.

Summer 2	Concepts and components	Statement	INK
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Lesson 1	<b><u>Relationships – caring friendships – healthy friendships</u></b>	<ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	INK that positive friendships are welcoming and do not exclude others.
Lesson 2	<b><u>Relationships – respectful relationships - respectfulness</u></b>	<ul style="list-style-type: none"> <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>	INK that it is important to respect others, even when they are very different from them.
Lesson 3	<b><u>Relationships – respectful relationships - bullying</u></b>	<ul style="list-style-type: none"> <li>• To know 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> </ul>	INK the impact of bullying and how to be a responsible bystander by getting help.
Lesson 4	<b><u>Relationships – online relationships – online relationships</u></b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>•</li> </ul>	INK that people sometimes behave differently online, including by pretending to be someone they are not.
Lesson 5	<b><u>Relationships – online relationships – online relationships</u></b>	<ul style="list-style-type: none"> <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> </ul>	INK that although being online can be anonymous, the same rules apply as when interacting with someone face-to-face.
Lesson 6			