

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	<i>Jeans for Genes (13th-19th Sept)</i> <i>Black History Month (1st Oct-30th Oct)</i>	<i>Remembrance Day (11th Nov)</i> <i>Anti-Bullying Week (11th-19th Nov)</i>	<i>Sport Relief (17th Feb-17th March)</i> <i>Children's Mental Health Week (Fe 1st-7th)</i> <i>LGBT Month 1st Feb-28th Feb)</i>	Autism Awareness (4 th -29 th April)	Deaf Awareness Week (4 th May-9 th) Mental Health Awareness Week (May 10 th -16 th)	RSE Day (June 24 th)
EYFS PSED links in green	<p>Living in the wider world (<i>Link to starting school/life at school</i>)</p> <ul style="list-style-type: none"> -Why do we need rules? -Our Golden Rules and Values at LCA (<i>link to caring friendships: taking turns and sharing</i>) -To identify people who love and care for them -To know and say what I am good at (<i>managing self, building relationships</i>) <p>Recognising emotions:</p> <ul style="list-style-type: none"> -2 point scale -MH: Red and Green card (ok and not ok). -MH: recognising and naming emotions/feelings and knowing our emotions/feelings can change -When do I feel happy? - What makes me sad? (<i>self regulation</i>) <p>Relationships: Caring friendships:</p> <ul style="list-style-type: none"> -Forming friendships with peers -Building relationships with adults (<i>building relationships</i>) <p>Health and Mental Wellbeing</p> <ul style="list-style-type: none"> -Personal Hygiene – Handwashing and the spread of diseases. -washing hands after the toilet/before lunch -protecting ourselves from coughs and sneezes (how germs spread quickly) (<i>managing self</i>) <p>Culture at Carlton:</p> <ul style="list-style-type: none"> -Individuality - my identity – what makes me, me! -Similarities and differences (appearance, race, culture, skin colour, disabilities, families) (<i>managing self</i>) <p>Preventative Education:</p> <ul style="list-style-type: none"> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Recap on 'privates' and 'privacy' (<i>managing self</i>) 	<p>Relationships: Caring Friendships:</p> <ul style="list-style-type: none"> -Listening well to others when learning and playing - What makes a good friend -how to solve conflicts – listening and asking for help -bullying is not acceptable -ask for help if a friend is making them unhappy/worried -kind/unkind behaviour -to know our behaviour can affect others (<i>building relationships</i>) <p>Recognising emotions:</p> <ul style="list-style-type: none"> -Recognise others may not feel the same feelings at the same time -recognise how others may be feeling (empathy/sensitivity) (<i>self regulation</i>) <p>Health and Mental Wellbeing</p> <ul style="list-style-type: none"> -Oral health and looking after our teeth – visiting the dentist -healthy eating and drinking (<i>managing self</i>) <p>Preventative Education:</p> <ul style="list-style-type: none"> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Introduce the term 'privates' and 'privacy. and explore meanings. (<i>managing self</i>) <p>Preventative Education: Basic first aid</p> <ul style="list-style-type: none"> -People Who Help Us -The emergency services (include numbers to dial) - what to do if I needed to call an ambulance/police etc...? (<i>managing self</i>) <p><i>On-line safety: how to stay safe online. What does this look like? What to do when we aren't safe?</i> <i>Strategies if they feel worried online</i></p>	<p>Recognising emotions:</p> <ul style="list-style-type: none"> -to recognise and use some strategies when feeling not ok (red) (<i>self regulation</i>) <p>Health and mental wellbeing</p> <p>To know that living things have needs -Caring for animals (link back to handwashing and protecting ourselves from coughs and sneezes and how germs spread quickly) (<i>self regulation</i>)</p> <p>Preventative Education:</p> <ul style="list-style-type: none"> - Keeping safe around animals/pets - dog bite safety -Keeping myself healthy and safe within the home – medicine safety (<i>managing self</i>) <p>Preventative Education:</p> <ul style="list-style-type: none"> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Recap on 'privates' and 'privacy' (<i>managing self</i>) 	<p>Preventative Education:</p> <p>Stranger Danger</p> <ul style="list-style-type: none"> -Who keeps us safe? -What is the definition of a stranger? - Introduce the concept of good strangers and bad strangers -people who help us vs real strangers -strategies to use in response to a stranger Ring 999 for an emergency (<i>managing self</i>) <p>Road Safety</p> <ul style="list-style-type: none"> -how to cross the road safely/the dangers/ a safe place to cross. -Links to our crossing patrol member of staff (<i>managing self</i>) <p>Getting Lost</p> <ul style="list-style-type: none"> -What should you do if you get lost? -Ways to stay safe – stay close to a grown up, hold hands (strategies to prevent getting lost) (<i>managing self</i>) 	<p>Preventative Education:</p> <p>Preventative Education:</p> <ul style="list-style-type: none"> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Recap on 'privates' and 'privacy' (<i>managing self</i>) <p>Relationships:</p> <p>Understanding our emotions:</p> <p>Resolving conflict -to know and use some strategies.</p> <ul style="list-style-type: none"> - How can I be a good friend? -Resolving fall outs and arguments -fair and unfair -understanding other people's feelings -How our behaviour affects others (<i>self regulation</i>) <p>Relationships: Caring friendships:</p> <ul style="list-style-type: none"> -To know which groups they belong to – school planet teams (sports day) - to know how to play and work cooperatively. (<i>building relationships</i>) <p>Caring for our environment – litter/ picking up litter/ what happens when there is litter everywhere? How can we help our environment? (<i>self regulation</i>)</p> <p>Health and mental wellbeing</p> <p>To know that living things have needs – caring for plants and minibeasts</p>	<p>Recognising emotions:</p> <ul style="list-style-type: none"> -Setting simple goals: what do I want to achieve in Year 1? -Prepare for transition to Year 1 – moving on and dealing with changes. -To know about change and feelings associated with this (<i>self regulation</i>) <p>Relationships: caring friendships</p> <p>Winning/losing – Sports day</p> <p>Challenging gender stereotypes (toys for example) (<i>building relationships</i>)</p> <p>Preventative Education:</p> <p>Water safety: keeping safe around water.</p> <p>Sun safety: keeping safe in the sun</p> <p>Expect respect toolkit (domestic violence) (<i>managing self</i>)</p>

		(managing self)				
Year 1	<p><u>Relationships: Families and People who care for me</u></p> <p>-Being part of a family/social group -What groups do I belong to? -Who are the special people in my life? How do they make me feel? How do they care for me? -What is a family? -How are families different? Common features of a family.</p> <p><u>Prevention Education</u> Who are our safeguarding leads in school? Who can help? <i>-Recap: when do I know a person isn't safe for me?</i> <i>-Who should I tell if I feel worried or unhappy about something to do with my family?</i></p> <p><u>Relationships Online (Evolve)</u> <i>Self-Image and Identity</i> -What do relationships look like online? If something happens that makes me feel sad or worried, un-comfy or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p><u>Relationships: Anti-Bullying Week</u> -Caring friendships – Recognise what is fair and unfair, kind, and unkind, right, and wrong. -If someone is unkind, how should you respond and who should you tell? - Recognise that bodies and feelings can be hurt. -Discrimination: what is it and what does it look like? Look at different forms: race, disability, gender etc... -How can we stop discrimination from happening. What part can we play?</p>	<p><u>Health and Mental Wellbeing: Expressing our emotions</u> Describe good and not so good feelings and develop simple strategies to manage them? How can you communicate your feelings to others? What do you do if others show you their feelings and how should you respond?</p> <p><u>Preventative Education: Being safe</u> Who are our safeguarding leads in school? Who can help? <i>RE-cap NSPCC Pants</i> <i>- re-cap on our privates are private (Pants rule).</i> <i>-correct names for genitalia</i> Understand what is meant by privacy, their right to keep things private and the importance of respecting the privacy of others. -Start to look at differences between boys and girl's bodies (body map) -respecting privacy and personal boundaries -The difference between secrets and surprises and keeping adult secrets -Who can help me when I feel unsafe?</p>	<p><u>Preventative Education:</u> <u>Basic first aid</u> Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls. What is an emergency? Do you know your address?</p> <p><u>Preventative Education:</u> Understand that some household products, including medicines, can be harmful if not used properly.</p> <p><u>Living in the Wider World</u> -Caring for our school environment- showing responsibility and respect</p>	<p><u>Living in the Wider World</u> -Caring for our local environment -Caring for our planet - Plastic Pollution including plants and animals. -How do I keep safe in my community? -Recycling challenge</p> <p><u>Preventative Education: Stranger Danger</u> Who are our safeguarding leads in school? Who can help? Revisit the definition of a stranger. What should you do if you get lost? Introduce the concept of a safe building – bank, post office, library, shop, doctor's surgery</p> <p><u>Online safety and strangers (Evolve):</u> - Keeping safe from strangers online: I can explain the rules to keep myself safe when using technology in both the home and beyond.</p>	<p><u>Health and Mental Wellbeing</u> What constitutes a healthy diet? How can a healthy diet be maintained? What can we do to stay healthier?</p> <p><u>Health and Mental Wellbeing</u> <i>Re-cap: Personal Hygiene – The importance of handwashing and the spread of diseases.</i> -Oral care: the importance of keeping our teeth clean. -How to brush my teeth well?</p> <p><u>Recognising emotions:</u> -Setting simple goals: what do I want to achieve in Year 2? -Prepare for transition to Year 2 – moving on and dealing with changes.</p>
Year 2	<p><u>Relationships:</u> <u>Families and people who care for me/Respectful relationships</u> Who are our safeguarding leads in school? Who can help? -People who look after us -Special people -What makes them special? -How do those people make us feel? -Dealing with uncomfortable feelings when it might be someone in your family. -Who can I tell? Who can help me?</p>	<p><u>Relationships Anti-Bullying Week</u> <u>Caring friendships/respectful relationships</u> Recognise that your behaviour can affect other people. Recognise different types of bullying and teasing and understand these are unacceptable. Consider strategies to resist bullying or teasing, responsibilities as a bystander and who to tell. -Being a good friend -friendships break downs and resolving conflict -feeling associated with this</p> <p><u>Online Bullying (Evolve):</u> -What is bullying online? What does it look like? -How bullying online can make someone feel. -How can I get help?</p>	<p><u>Health and Mental Wellbeing</u> <u>Physical Health and Fitness</u> What are the mental and physical benefits of an active lifestyle? Why is it important to build regular exercise into daily and weekly routines and how can this be done? What are the consequences of an inactive lifestyle and who would you speak to if you were worried about your health?</p> <p><u>Health and Prevention</u> Sleep – Why is it important to get sufficient good quality sleep and how do poor sleeping habits affect weight, mood, and ability to learn? What hinders sleeps (sugary foods, technology before bed etc...).</p>	<p><u>Preventative Education</u> -antisocial behaviour -Recognise that we have a shared responsibility for keeping ourselves and each other safe – Know when to say yes or no and when to ask for help or tell.</p> <p><u>Basic first aid</u> Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls.</p>	<p><u>Living in the Wider World</u> Contributing to the life of the class What does everyone bring to the class? What is your role?</p> <p><u>Living in the Wider World</u> Spending and saving Setting a budget Bank Accounts Pocket Money</p> <p><u>Living in the Wider World and having an Online Reputation (Evolve):</u></p> <ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who can talk to if something has been put online without consent or if it is incorrect. 	<p><u>Preventative Education:</u> <u>Being safe</u> Who are our safeguarding leads in school? Who can help? Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes you feel uncomfortable or anxious. -Truth and lies -Adults secrets and surprises and the difference</p> <p><u>Sun and water safety</u> <u>Recap: NSPCC PANTS Rules</u></p> <p><u>Relationships</u> Coping with change and loss – transition to Year 3</p> <p><u>Recognising emotions:</u> -Setting simple goals: what do I want to achieve in Year 3? -Reflection of time in Year 2</p>
Year 3	<p><u>Relationships: Families and People who care for me</u> Who are our safeguarding leads in school? Who can help? Recognise the different types of relationships – acquaintances, friends, relatives, and families -consider how people are different – respect differences and know that all families are built on love and care. -forms of abuse specifically domestic abuse</p>	<p><u>Relationships:</u> <u>Anti-Bullying week</u> <u>Caring friendships</u> -Discrimination and prejudiced (explore) -What is bullying, and ways people can bully others -How can it affect others -coping with peer pressure: what is it and how to deal with it</p> <p>-Develop strategies to solve disputes and conflict through negotiation and appropriate compromise</p> <p><u>Online Bullying (Evolve):</u></p>	<p><u>Preventative Education:</u> Who are our safeguarding leads in school? Who can help? Recap: privacy -Link to our own privates/genitals -link to keeping things private and respecting privacy -an awareness of bodily differences - appropriate and inappropriate touch (boundaries) -What is appropriate and inappropriate touching? -How to ask for help if needed? -How do I report inappropriate touching/behaviours? -anti-social behaviour</p>	<p><u>Health and Mental Wellbeing</u> How do you make informed choices (consider the positive, negative, and neutral consequences of a choice) and begin to understand the concept of a balanced lifestyle? <u>Food choices</u> What are the consequences of an inactive lifestyle (including obesity) and who would you speak to if you were worried about your health? Topical discussion: portion sizes/fast food</p> <p><u>Preventative Education: Basic First Aid</u></p>	<p><u>Health and Mental Wellbeing</u> Mental wellbeing is a normal part of daily life, in the same way as physical health. What positively and negatively affects physical, mental, and emotional health? Who should you turn to if you need support for your mental health?</p> <p><u>Health and well-being Online (Evolve):</u></p> <ul style="list-style-type: none"> Spending too much time on technology and how this can have a negative impact on your mental wellbeing. 	<p><u>Living in the Wider World</u> Rules and Laws Human Rights United Nations Declaration of the Rights of a Child Why and how do laws protect us? -What are our duties in school, at home and in our community linked to the above? -Working towards a shared goal (link to LCA, our community and globally)-</p>

		<ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important I can give examples of how bullying behaviour could appear online and how someone can get support. Explain why identify online is important and how you present yourself. Look at how identify can be changed by others and the harm it can have/create. 	Online Reputations (Evolve): Links to privacy <ul style="list-style-type: none"> I can explain how to search for someone online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing personal things. I can explain who someone can ask if they are unsure about putting something online 	Asthma – what is it and what should you do if you suspect someone is having an asthma attack? Choking – what to do if someone is choking?	Preventative Education: Who are our safeguarding leads in school? Who can help? -an awareness of bodily differences -Bodily changes (brief descriptions in prep for year 4) - appropriate and inappropriate touch (boundaries) -What is appropriate and inappropriate touching? -How to ask for help if needed?	
Year 4	Relationships: different types of relationships Who are our safeguarding leads in school? Who can help? -Different types of relationships -civil partnerships -start to introduce the notion of same sex marriages -stable and loving relationships -What do abusive relationships look like/forms of abuse - Where to get help? - Appropriate/ inappropriate relationships and what abuse can look like in different forms. - antisocial behaviour Online relationships (Evolve): <ul style="list-style-type: none"> What do relationships online look like? Strategies for having respectful online relationships Look at the content that can be shared online and how that can make others feel (positive and negative). 	Relationships: Anti-Bullying Week Respectful Relationships -Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, use of prejudice-based language, trolling) and how to respond and ask for help. -understanding difference - deepen understanding of feelings that are good/not so good -acceptable and unacceptable ways to respond to people being unkind -where to seek help and advice Online Bullying (Evolve): -to recognise when someone is upset, hurt or angry online -describe ways people are bullied online -think of ways in which content may affect other people’s feelings.	Health and Mental Wellbeing: Health and Prevention <i>Re-cap: Personal Hygiene – The importance of handwashing and the spread of diseases.</i> -Oral care: the importance of keeping our teeth clean. -How to brush my teeth well? -Implications of not taking care of your teeth -Changing bodies and the link to hormones creating body odours -hormones can make our mood change -keeping ourselves clean Health and well-being and lifestyle (Evolve): <ul style="list-style-type: none"> Using technology and it being a distraction from other things Limiting the amount of technology and strategies to help. 	Health and Mental Wellbeing Tobacco and vaping– What is it and how does it damage immediate and future health? Look at age restrictions and that it is illegal to own, use of give to others if under 18. -making informed choices and safe decisions -look at the effects of smoking Preventative Education: Basic First Aid Anaphylaxis – What is it and what should you do if you suspect it (Epi pens)? Burns and scalds	Preventative Education: Being safe Who are our safeguarding leads in school? Who can help? -Privacy and keeping things private -respecting privacy -peer pressure -appropriate and inappropriate touching (abuse) -how to communicate with others your personal and safe boundaries -Explore the idea of keeping something a secret and when you should and should not agree to this. -When is it right to break a confidence or share a secret? Privacy and security (Evolve): -look at strategies for keeping personal information private -to know that the internet is never fully private	Living in the Wider World Responsibilities, rights, and duties at home, at school and in the community Littering Anti-social behaviour Living in the Wider World Plastic Pollution – damaging environments -Topical issues: what impact does this have on our world, community? Being safe Water Safety – Staying safe around lakes, rivers, and the sea. How can you protect yourself?
Year 5	Relationships: Families and people who care for me Who are our safeguarding leads in school? Who can help? -Recognise ways in which a relationship can be unhealthy and whom to talk to if you need support. -issues that can affect family units -divorce/separation/ bereavement - Problem that some families face - domestic abuse and abuse and who can help. Online relationships (Evolve): <ul style="list-style-type: none"> Who do I have an online relationship with and how do I communicate with? Who might want to do me harm? I know how to get help if I have a problem and I can demonstrate how to support others. 	Relationships: Anti-Bullying Week -Realise the consequences of antisocial behaviour, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. -Develop strategies to support yourself and others at risk. -peer pressure and how to deal with this -harassment Online Bullying (Evolve): -recognise online bullying and how this is different to bullying in the physical world -Look at how sometimes banter can be perceived as joking. -I know how to get help if I am being bullied online I know where and how to access support	Living in the Wider World Money Management – What is debt? What is a loan and what is interest? What are the advantages and disadvantages of loans? Where can you go for support? Marketing project Living in the Wider World Rules and Laws linked to anti-social and aggressive behaviours Consequences Democracy and ethnic identities Values and universal rights Topical issues: refugees Basic First Aid -Bone, muscle, and joint injuries -Head injuries	Preventative Education: Alcohol – What is it and how does it damage immediate and future health? Look at age restrictions and that it is illegal to own, use of give to others if under 18. Include energy drinks Drug awareness: illegal and legal -peer pressure -help available Preventative Education: Who are our safeguarding leads in school? Who can help? -an awareness of bodily differences - appropriate and inappropriate touch (boundaries) -What is appropriate and inappropriate touching? -How to ask for help if needed? Preventative Education: Child exploitation	Health and Mental Wellbeing Mind fullness and emotional wellbeing Deepen child’s understanding of good and not so good feelings, to extend their vocabulary and enable them to explain both the range and intensity of feelings. Make links to transition to Year 6 Who should you turn to of you need support for your mental health? Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Health and well-being and lifestyle (Evolve): -describe ways in which technology can affect health -I can describe strategies to promote health and well being -Adult content, seeking permission -Tobacco and Vaping	Health and Mental Wellbeing Sun Safety – Safe and unsafe skin exposure. Use of sunscreen and risks of skin cancer. Preventative Education: Changing adolescent body Who are our safeguarding leads in school? Who can help? -Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. -Human reproduction (Science curriculum) -autonomy rights -inappropriate contact and boundaries -privacy and privates -adult activity: sexual intercourse -forced marriage -coercion

				County lines and CCE (Child criminal exploitation) Grooming Coercion		
Year 6	Relationships: Families and people who care for me Who are our safeguarding leads in school? Who can help? -Antisocial behaviour -Who cares for me? -Civil partnership and marriage as a public demonstration of commitment made between two people who love and care for each other. -How families compromise? -Different representatives of love -Different family dynamics -Factors that can sometimes have a negative impact on families (domestic abuse) -Forced marriage and what this is. -Coercion	Relationships: Anti-Bullying Week Respectful Relationships -Recognise and challenge stereotypes -Reacting to discrimination and prejudice -abuse in different forms: what does this look like? -domestic abuse -How do we help ourselves if we find ourselves in an uncomfortable situation? -peer pressure and moral dilemmas -aggressive behaviours and consequences -Harassment <u>Online Bullying (Evolve):</u> -I can describe how to capture bullying content as evidence -I can explain how someone would report online bullying in different contexts.	<u>Preventative Education</u> <u>Being safe</u> -Anti social behaviour -Judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond. -Understand that you have the right to protect your body from unwanted/inappropriate contact Who are our safeguarding leads in school? Who can help? How to ask for help if needed? -Forms of sexual abuse: what does this look like/how to report this and get help? -Explicit images online, where to get help and how to report. -What is appropriate and inappropriate touching? -Recap on keeping good and bad secrets -FGM Mutilation as a type of abuse and a crime. How would you support a friend if they were fearful of this?	Health and Mental Wellbeing -Tobacco and Vaping -Drugs – What is it and how does it damage immediate and future health? Understand that the use of recreational drugs is illegal. Highlight the consequences. -Legal drugs: The facts and science related to immunisation and vaccination <u>Basic first aid</u> Primary survey, CPR and the recovery position Use of defibrillators <u>Preventative Education</u> -Child exploitation -CCE (Child criminal exploitation) -County lines -Grooming -Coercion	Preventative Education: Growing and changing Who are our safeguarding leads in school? Who can help? <u>Re-cap unit:</u> - Exploring puberty and changes to our bodies (awareness of body differences) -Where to seek advice surrounding questions about puberty, body changes and sex (set up a questions box) -Reproductive organs, names for genitals, functions of each part -Periods: explore what and why they occur, dealing with a period, how they make your body feel? Mention pregnancy. -Explore any further questions about RSE -Talk about caring for their bodies: keeping clean, body odour, oral hygiene, period care. - -	Mental health and Emotional wellbeing: -What contributes to who I am (race, religion, gender etc)? -Gender identity doesn't always correspond to biological sex -Recognising my own personal qualities and skills and identify my own strengths and skills -Make links to transition to secondary school. Dealing with change? Recognising own self worth -setbacks and failures...reframing/managing transitions - Antisocial behaviour linked to transitions <u>Living in the Wider World</u> Money management – tax, VAT and enterprising -Young enterprise task