



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Curriculum Strand: Relationships Overarching Question: What is the same and different about us? Lesson Outcomes: To recognise what makes us special and unique To identify what we are good at, what we like and dislike To recognise ways in which we are the same and different to others To recognise that everyone has different strengths The correct names for the main body	Curriculum Strand: Relationships Overarching Question: Who is special to us? Lesson Outcomes: To understand that hat family is one of the groups we belong too, as well as maybe school or a club To discuss the different people in our family/those who love and care for us To identify that our family members or special people to us, what they do to	Curriculum Strand: Health and Well-being Overarching Question: What helps us stay healthy? Lesson Outcomes: To know what being healthy means and who helps us to stay healthy To recognise that the things people put into their bodies can affect how they feel To understand how medicines can help some people stay healthy	Curriculum Strand: Living in the Wider World Overarching Question: What can we do with money? Lesson Outcomes: To know what money is – that it comes in different forms To learn how we get money (earn it, present, win it etc) To discuss how people make choices about what to do with money To know the differences between needs and wants – that some people	Curriculum Strand: Health and Well-being Overarching Question: Who helps to keep us safe? Lesson Outcomes: To know that people have different roles in the community to help us To identify who can help us in different places and situations To know how to attract someone’s attention or ask for help – what to say To know how to respond safely to	Curriculum Strand: Living in the Wider World Overarching Question: How can we look after each other and the world? Lesson Outcomes: To recognise how kind and unkind behaviour can affect others, how to be polite and courteous and work together To identify the responsibilities we have in and out of the classroom To know how people and animals need to be looked after To understand what can harm the



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	parts and that some parts of our bodies are private (hidden by our underwear)	make us feel loved and cared for. To recognise how families are all different but share common features To learn about the different features of family life To know that it is important to tell someone (perhaps a teacher) if our family makes us feel unhappy or worried	To know why hygiene is important and how routines can help stop germs from spreading To identify what we can do to help ourselves stay healthy on a daily basis e.g: wash our face and brush our teeth.	may not always be able to have they things they want To learn how to keep money safe and the different ways to do this	adults we don't know To know what to do if we feel unsafe or worried for ourselves or others and the importance of keeping on asking until they are heard To identify how to get help if there is an accident or someone is hurt include how to dial 999 in an emergency and what to say.	environment and how they and others can help care for it To recognise how people grow and change and how people's needs change as they grow To understand how to manage change when moving to a new year group
Year 2	Curriculum Strand: Relationships Overarching Question: What makes a good friend? Lesson Outcomes:	Curriculum Strand: Relationships Overarching Question: What is bullying? Lesson Outcomes:	Curriculum Strand: Living in the Wider World Overarching Question: What jobs do people do? Lesson Outcomes:	Curriculum Strand: Health and Well-being Overarching Question: What helps us to stay safe? Lesson Outcomes:	Curriculum Strand: Health and Well-being Overarching Question: What can help us grow and stay healthy? Lesson Outcomes:	Curriculum Strand: Health and Well-being Overarching Question: How do we recognise our feelings? Lesson Outcomes:



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	To learn how to make friends with others To recognise when we feel lonely and what we can do about it To recognise how people behave when they’re being friendly and what makes a good friend To know how to resolve arguments that can occur in friendships? To know how to ask for help if a friendship is making us unhappy	To recognise how words and actions can affect how people feel To know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe To understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable To know to respond if this happens in different situations To know how to report bullying or other hurtful behaviour,	To understand that jobs help people earn money to pay for things they need and want To learn about a range of different jobs including those done by people who work in their community To recognise that people have different strengths and interests that enable them to do different jobs To identify how people use the internet and digital devices in their jobs and everyday life	To know how rules and restrictions help us to keep safe (e.g basic road, fire, cycle, water safety, medicines, online) To know how to identify risky and potential unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove ourselves from them To learn how to resist pressure to do something that makes us feel uncomfortable, including keeping secrets To understand how not everything we see online is true or trustworthy and	To understand that different things help our bodies to be healthy, including food and drink, physical activity, sleep and rest To know that eating and drinking too much sugar can affect our health, including dental health To know the importance of being physically active and how much rest and sleep we should have everyday To know that there are different ways to learn and play; how to know when to take a break from screen time To recognise how sunshine helps bodies to grow and	To recognise, name and describe a range of feelings To identify what helps us to feel good or better if we are not feeling good To identify how different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) To learn how feelings can affect people in their bodies and their behaviour To recognise ways to manage big feelings and the importance of sharing our feelings with someone we trust To recognise when we might need help with
--	---	---	---	--	--	--



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

		including online, to a trusted adult and the importance of doing so		that people can pretend to be someone they are not To know to tell a trusted adult if we are worried for ourselves or others, worried that something is unsafe or if we come across something that scares or concerns us.	how to keep safe and well in the sun	feelings and how to ask for it
Year 3	Curriculum Strand: Relationships Overarching Question: How can we be a good friend? Lesson Outcomes: To recognise that friendships support wellbeing and the importance of	Curriculum Strand: Health and Well-being Overarching Question: What keeps us safe? Lesson Outcomes: To recognise hazards that may cause harm or	Curriculum Strand: Relationships Overarching Question: What are families like? Lesson Outcomes: To identify how families differ from each other (including that not	Curriculum Strand: Living in the Wider World Overarching Question: What makes a community? Lesson Outcomes: To learn how we belong to different groups and communities e.g:	Curriculum Strand: Health and Well-being Overarching Question: Why should we eat well and look after our teeth? Lesson Outcomes: To know the importance of eating a healthy diet and the	Curriculum Strand: Health and Well-being Overarching Question: Why should we keep active and sleep well? Lesson Outcomes: To understand how regular physical activity benefits bodies and feelings



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	seeking support if feeling lonely or excluded To recognise if others are feeling lonely or excluded and strategies to use to include them To know how to build good friendships, including identifying qualities that contribute to positive friendships To know that friendships sometimes have difficulties and how to manage when there is a problem or argument between friends To recognise if a friendship is making us unhappy, feel uncomfortable or unsafe and how to ask for support	injury and how we can reduce the risk To know how to keep our body protected and safe (wearing a seat belt, protective clothing) To know that their body belongs to them and should not be touched or hurt without their permission, what to do and who to tell if they feel uncomfortable To recognise and respond to pressure to do something that makes us feel uncomfortable, including online To identify how everyday health and hygiene routines help people stay safe	every family has the same structure) To recognise common features of positive family life often include shared experiences (celebrations, special days and holidays) To recognise how people within families should care for each other and the different ways they demonstrate this To know how to ask for help or advice if family relationships are making us feel unhappy, worried or unsafe	friendships, clubs, classes To understand what is meant by a diverse community; how different groups make up the wider/local community To recognise how the community helps everyone to feel included and values the contribution people make To know how to be respectful towards people who may be different to us	benefits of nutritionally rich foods To learn how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist To understand how not eating a balanced diet can affect health, including the impact of too much sugar on dental health To recognise that people make choices about what to eat and drink including who or what influences these To know how, when and where to ask for advice and	To recognise how to be active on a daily and weekly basis, how to balance time online with other activities To learn how to make choices about physical activity, including what and who influences decisions To understand how the lack of physical activity can affect health and wellbeing To understand how lack of sleep can affect the body and mood and how simple routines can support good quality sleep To know how to seek support in relation to physical activity, sleep and rest and who to talk to if we are worried
--	---	--	--	--	---	--



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

		and healthy, including medicines To know how to act and respond if there is an accident and how to deal with injuries To know what to do in an emergency, including calling for help and speaking to the emergency services			help about healthy eating and dental care	
Year 4	Curriculum Strand: Health and Well-being Overarching Question: What strengths, skills and interests do we have? Lesson Outcomes:	Curriculum Strand: Relationships Overarching Question: How do we treat each other with respect? Lesson Outcomes: To recognise how people’s behaviour	Curriculum Strand: Health and Well-being Overarching Question: How can we manage our feelings? Lesson Outcomes: To understand how everyday things can	Curriculum Strand: Health and Well-being Overarching Question: What makes up our identity? Lesson Outcomes: To recognise and respect similarities	Curriculum Strand: Living in the Wider World Overarching Question: How can our choices make a difference to others and the environment? Lesson Outcomes: To understand how people have a	Curriculum Strand: Health and Well-being Overarching Question: How can we manage risk in different places? Lesson Outcomes:



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	To recognise personal qualities and individuality To develop self-worth by identifying positive things about ourselves and our achievements – how our personal attributes strengths, skills and interests contribute to our self-esteem To learn how to set goals for ourselves To recognise how to manage when there are set backs, learn from mistakes and reframe unhelpful thinking	affects ourselves and others, including online To model being polite and courteous in different situations and recognise the respectful behaviour we should receive in return To learn about the relationship between rights and responsibilities To learn about the right to privacy and how to recognise when a confidence or secret should be kept (such as a birthday surprise) or not agreed to and when to tell (if someone is being hurt) To learn about the rights children have and why it is	affect feelings, how feelings can change over time and can be experienced at different levels of intensity To know the importance of expressing feelings and how these can be expressed in different ways To know how to respond proportionately to and manage feelings in different circumstances To recognise ways of managing feelings at times of loss, grief and change To know how to access advice and support to help manage our own and other’s feelings	and difference between people and what we have in common with others To know that there are a range of factors that contribute to a person’s identity (ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) To understand how individuality and personal qualities make up someone’s identity To hear about stereotypes and that they are not always accurate and can negatively influence behaviours and attitudes towards others	shared responsibility to help protect the world around them To learn how everyday choices can affect the environment To identify how what people choose to buy or spend money on can affect others or the environment (fair-trade, single use plastics, giving to charity) To positively use skills and vocabulary to share our thoughts, ideas and opinions in discussions about topical issues To know how to show care and concern for others (people and animals)	To recognise, predict, assess and manage risk in different situations To know how to keep safe in the local environment and less familiar locations (near rail, water, road, fire safety, sun safety, safe use of digital devices) To understand how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence To understand how people’s online actions can impact on other people To know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
--	---	---	--	---	--	--



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

		important to protect these To understand that everyone should feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination To know how to respond to aggressive or inappropriate behaviour (including online or unwanted physical contact)		To know how to challenge stereotypes and assumptions about others	To know how to carry out personal responsibilities in a caring and compassionate way	To know how to report concerns, including about inappropriate online content and contact To understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Year 5	Curriculum Strand: Living in the Wider World Overarching Question:	Curriculum Strand: Health and Well-being Overarching Question:	Curriculum Strand: Relationships Overarching Question:	Curriculum Strand: Health and Well-being Overarching Question:	Curriculum Strand: Health and Well-being Overarching Question:	Curriculum Strand: Living in the Wider World Overarching Question: What jobs would we like to do?



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	What decisions can people make with money? Lesson Outcomes: To understand how people make decisions about spending and saving money and what influences them To know how to keep track of money so people know how much they have to spend or save To understand how people make choices about ways of paying for things they want and need (from current accounts/savings, store card, credit cards, loans)	How can we help in an accident or emergency? Lesson Outcomes: To know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions To know that if someone has experienced a head injury they should not be moved To know when it is appropriate to use first aid and the importance of seeking adult help To understand the importance of remaining calm in and emergency and providing clear information about	How can friends communicate safely? Lesson Outcomes: To learn about the different types of relationships people have in their lives To understand how friends and family communicate together; how the internet and social media can be used positively To recognise how knowing someone online differs from knowing someone face-to-face To recognise risk in relation to friendships and keeping safe To learn about the types of content (including images)	How will we grow and change? Lesson Outcomes: To learn about puberty and how bodies change during puberty To identify how puberty can affect emotions and feelings To understand how personal hygiene routines change during puberty To know how to ask for advice and support about growing, changing and puberty	How can drugs common to everyday life, affect health? Lesson Outcomes: To know how drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and well-being To recognise that some drugs are legal (but may have laws or restrictions against them) and other drugs are illegal To understand how laws surrounding the use of drugs exist to protect them and others	Lesson Outcomes: To learn that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime To know that some jobs are paid more than others and some may be voluntary (unpaid) To learn about the skills, attributes, qualifications and training needed for different jobs To know that there are different ways into jobs and careers, including college, apprenticeships and university To understand how people choose a career/job and what influences their decision
--	---	--	---	---	---	---



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	To recognise what makes something ‘value for money’ and what this means to them To understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions	what has happened to an adult or the emergency services	that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family To know how to respond if a friendship is making us feel worried, unsafe or uncomfortable To know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety		To understand why people choose to use or not use different drugs To know how people can prevent or reduce the risks associated with them To understand that for some people, drug use can become a habit which is difficult to break To learn how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use To know how to ask for help from a trusted adult if we have any worries or concerns about drugs	including skills, interests and pay To know how to question and challenge stereotypes about the types of jobs people can do To think about how they might choose a career/job for themselves when they are older, why they wouldn’t choose it and what might influence their decisions
--	--	--	---	--	---	---



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

Year 6	Curriculum Strand: Health and Well-being	Curriculum Strand: Living in the Wider World	Curriculum Strand: Relationships
	Overarching Question: How can we keep healthy as we grow?	Overarching Question: How can the media influence people?	Overarching Question: What will change as we become more independent? How do friendships change as we grow?
	Lesson Outcomes: To identify how mental and physical health are linked To know how positive friendships and being involved in activities such as clubs and community groups support well-being To know how to make choices that support a healthy, balanced lifestyle including: - how to plan a healthy meal, - how to stay physically active, - how to maintain good dental health, - how to benefit from and stay safe in the sun, - how and why to balance time spent online and other activities, - how sleep contributes to a healthy lifestyle, - how to manage the influence of friends and family on health choices To understand that habits can be healthy and unhealthy including strategies to help break an unhealthy habit or take up a new one	Lesson Outcomes: To know how the media, including online experiences, can affect people’s wellbeing- their thoughts, feelings and actions To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions To learn how texts and images can be manipulated or invented and strategies to recognise this To evaluate how reliable different types of online content and media are e.g. blogs, videos, news, reviews and adverts To recognise unsafe or suspicious content online and what to do about it	Lesson Outcomes: To know that people have different kinds of relationships in their lives, including romantic or intimate relationships To know that people who are attracted to and love each other can be of any gender, ethnicity or faith To understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership To know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime To understand how puberty is related to growing from childhood to adulthood To learn about the reproductive organs and process – how babies are conceived and born and how they need to be cared for – that there are ways to prevent a baby being made



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

	To recognise how legal and illegal drugs can affect health To recognise the early signs of physical and mental ill-health and what to do about this including who to speak to in and outside school To understand that health problems, including mental health, can build up if they are not recognised, managed or if help is not sought early enough To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult To learn that FMG is illegal and goes against human rights	To understand how information is ranked, selected and targeted to meet the interests of individuals and groups and can be used to influence them To know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range To know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have To discuss and debate what influences people’s decisions, taking into consideration different viewpoints	To understand how growing up and becoming more independent comes with increased opportunities and responsibilities To recognise how friendships may change as they grow and how to manage this To know how to manage change, including moving to secondary school; how to ask for help or support or where to seek further advice regarding growing up and changing
--	---	---	--