

	Autumn				Spring			Summer		
	Boot Camp	Relationships			Health and Wellbeing			Living in the Wider World		
Topics	New class activities and Resilience	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and Aspirations
Y1	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Roles of different people; people who love and care for them; different types of families; common features of family life; sharing worries	Effects of words and actions; privacy; responding to unknown adults and situations; permission	Kind and unkind behaviour; how to treat themselves and others	Keeping healthy; foods; physical activity; hygiene routines; dental care; sun safety	Different feelings; recognising feelings; how feelings affect bodies; feelings differing; what makes them special and unique; likes and dislikes; managing feelings; preparing to move to a new class/year group (Term 3)	Rules and age restrictions; keeping safe at home; use of household products; online safety	Rules; caring for people, living things and environment	Safe use of internet and digital devices	Different jobs; strengths and interests

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Y2	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Friendships; recognising loneliness; strategies to resolve arguments; asking for help	Hurtful behaviours; online behaviour; secrets; techniques for resisting pressure; seeking help	Similarities and differences to others; listening to others; sharing opinions	Sleep; medicines; learning and playing; people who help physical health; sharing feelings; things that help us feel good; managing feelings; seeking help	Change and loss; body parts; needs differing as you age; preparing to move to a new class/year group (Term 3)	Everyday risks; familiar and unfamiliar environments; people who keep us safe; accidents and emergencies; things put into bodies or on skin	Caring for people and living things; groups; roles and responsibilities; similarities and differences to others	Internet and reliability of online information	What money is; forms of money; needs and wants; looking after money

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Y3	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Different types of relationships; caring for one another; characteristics of healthy family life; seeking help; importance of friendships; friendship strategies	Impact of bullying and hurtful behaviour; privacy and personal boundaries; responding safely and appropriately	How behaviours affect others; online behaviour; self-respect; respecting others; being respected by others; strategies to support relationships	Informed decisions; balanced, healthy lifestyle; sleep; oral hygiene/ dental care; sun safety; importance of taking care of mental health; vocabulary about feelings; expressing feelings	Recognising individuality and personal qualities; managing setbacks; strategies to manage transitions between classes (Term 3)	Predicting, assessing and managing risk; taking medicines correctly; using household products safely	Rules and laws; human rights; rights and responsibilities	Positive and negative use of internet and social media; assessing reliability of online information	Recognising positive qualities and achievements; setting goals; range of jobs; stereotypes; skills that will help them in their future careers

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Y4	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Committed relationships; living situations; positive family life; different family structures; positive, healthy friendships; online friendships; seeking support if feeling lonely	Strategies to respond to hurtful behaviour; understanding and strategies for online behaviour; secrets; recognising pressure from others	Respecting differences and similarities	Choices that support a healthy lifestyle; healthy diet; risks inc. obesity and tooth decay; benefits of exercise; opportunities to be active; strategies and behaviours that support mental health; recognising feelings can change over time; everyday things that affect feelings; importance of expressing feelings; warning signs; seeking support	Personal identity; gender identity; strategies to manage transitions between classes (Term 3)	Reasons for regulations and restrictions; keeping personal information private; online safety; how to respond and react in an emergency situation; risks and effects of legal drugs	Compassion; shared responsibilities; groups within their community	Different ways information and data is shared; how information on the internet is ranked, selected and targeted	Different ways to pay for things; the effects of spending decisions; priorities, needs and wants; tracking money; skills that will help them in their future careers

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Y5	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Healthy family life; seeking help; healthy friendships; peer influence; how friendships can change over time	Recognising and responding to physical contact; secrets; seeking advice and reporting concerns	Discrimination; self-respect; respecting others; being respected by others; strategies to support relationships; listening and responding respectfully	Positive and negative habits; bacteria and viruses; personal hygiene; benefits of internet; balancing time online; strategies and behaviours that support mental health; strategies to respond to feelings; recognising that anyone can experience mental ill health and resolving difficulties	Genitalia, reproductive organs and puberty; physical and emotional changes; hygiene routines; strategies to manage transitions between classes (Term 3)	Keeping personal information private; online safety; first aid; female genital mutilation (FGM)	Compassion; shared responsibilities; ways of carrying out shared responsibilities in school and at home; valuing contributions that people and groups make to the community	Assessing the reliability of sources online; recognising things appropriate to share and things that should not be shared; rules surrounding distribution of images	Stereotypes in the workplace; things that influence people's decisions about a job or career; job pay and unpaid voluntary work; identifying jobs for the future; recognising a variety of routes into careers

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Y6	<ul style="list-style-type: none"> <li>• Class contract – routines and expectations</li> <li>• Golden rules</li> <li>• Learning behaviours</li> <li>• Growth Mindset</li> <li>• School motto</li> <li>• British and HEART values</li> <li>• Class/ individual identity</li> <li>• Transition expectations</li> <li>• Wellbeing baseline – emotions</li> </ul> <p><b>Basics</b> Healthy diet; personal hygiene (dental health focus); exercise and fresh air; enough sleep; being free from prejudice and discrimination</p> <p><b>Belonging</b> Find somewhere for the child to belong; celebrating everyone's individuality, diversity and culture; qualities of good friendships/ relationships; identifying responsibilities; focus on good times and places</p> <p><b>Learning</b> Research/ consider career (school motto focus); organising themselves; highlight achievements</p> <p><b>Coping</b> Being brave; solving problems; gratitude (putting on rose-tinted glasses); calming and self-soothing strategies; remember tomorrow is another day; lean on others when necessary (link to bullying – 5 people on hand)</p> <p><b>Core Self</b> Knowing themselves and understanding their own and other people's feelings</p>	Being attracted to someone; marriage and civil partnership; positive healthy friendships online and face-to-face; how friendships can change over time; friendship ups and downs	Seeking and giving permission; recognising pressure; seeking advice and reporting concerns	Effects of personal behaviour; how to discuss and debate topical issues	What good physical health means; how medicines, vaccinations and immunisations contribute to health; seeking support; strategies and behaviours that support mental health; recognising that anyone can experience mental ill health and resolving difficulties	Problem-solving strategies; transition to new school, key stage, class (Term 3); where to seek information, help and advice about growing and changing	Reasons for regulations and restrictions; Keeping personal information private; online safety; risks and effects of legal drugs; laws surrounding drugs; why people choose to use or not use drugs; mixed messages in the media	Valuing diversity; challenging stereotypes; recognising and responding to prejudice	Positive and negative use of the internet and social media; recognising things appropriate to share and things that should not be shared; how texts and images can be manipulated and invented; strategies to evaluate reliability of sources	Recognising attitudes towards saving and spending money; risks associated with money and keeping it safe; risks involved in gambling; how money can impact people's feelings and emotions; recognising positive things about themselves and their achievements; setting goals to help achieve personal outcomes

