

Early Years

Autumn 1

Key Question

*How do we behave?*



DfE Y6 Outcome Links

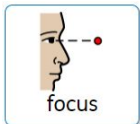
- Families and people who care for me.
- Respectful Relationships

Learning Outcomes

Skills

- I can maintain attention, concentration and sit quietly during appropriate activities. (CL:LA)
- I can listen and respond to ideas expressed by others in conversation or discussion. (CL:U)
- I can take part in making class and playground rules and know how to change rules if they are not working.
- I can identify people who look after and care for me and who I can talk to if I'm worried.

Vocab Widgets



focus



rules



listen



worried

Knowledge

- I know it is important to listen to what others say and respond appropriately. (CL:LA)
- I know the boundaries set, and the behavioural expectations of the setting. (PSED:MFB)
- I know some ways my own actions can affect other people. (PSED:MFB)

Images



Key Resources & Ideas

SEAL New Beginnings, Case study

Children Needing More Support

**Early Years**

**Autumn 2**

**Key Question**

*How are people different?*

**DfE Y6 Outcome Links**

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

**Learning Outcomes**

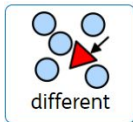
*Skills*

- I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (EAD:BI)
- I can talk about past and present events in my own lives and the lives of family members.
- I can identify people who look after and care for me and who I can talk to if I'm worried or feeling bullied.

*Knowledge*

- I know that other children don't always enjoy the same things and are sensitive to this.
- I know about similarities and differences between themselves and others, and among families, communities and traditions. (UW:P&C:ELG)
- I know what bullying is and that it is unacceptable.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Say No To Bullying, Case study

**Children Needing More Support**

Early  
Years

Spring 1

## Key Question

*How do we keep safe?*

### DfE Y6 Outcome Links

- Being Safe
- Internet Safety and Harms

### Vocab Widgets



### Learning Outcomes

#### Skills

- I know some ways to keep myself and others safe at home, in school and in public. (Including: Road safety, water safety, online, using equipment like scissors etc)
- I can explain some safety rules for keeping myself and others safe.
- I can practise some appropriate safety measures without direct supervision. (PD:HSC)
- I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.

#### Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know who the emergency services are, how they help people keep safe and how to contact them in an emergency.

### Images



### Key Resources & Ideas

SEAL Good to be me, Case study

### Children Needing More Support

Early Years

Spring 2

Key Question

*How do we keep healthy?*



DfE Y6 Outcome Links

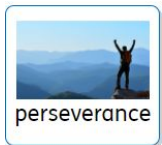
- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

Learning Outcomes

*Skills*

- I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.
- I show an understanding of good practise with regard to exercise, eating, sleeping and hygiene.
- I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD:HSC:ELG)

Vocab Widgets



*Knowledge*

- I know I need to eat healthy food and recognise the need for a variety of food.
- I know ways to care for myself on a daily basis
- I know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy.

Images



Key Resources & Ideas

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>

Children Needing More Support

Early  
Years

Summer 1

**Key Question**

*How am I feeling?*

**DfE Y6 Outcome Links**

- Caring Friendships
- Respectful Relationships



**Learning Outcomes**

*Skills*

- I can begin to show sensitivity to others' needs and feelings (PSED:MR)
- I can play cooperatively as part of a group to develop and act out a narrative.
- I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD:BI)
- I can begin to make positive relationships with children and adults. (PSED:MR)

*Knowledge*

- I know some ways to resolve conflicts with other children, e.g. finding a compromise.
- I can name and describe some different feelings.

**Vocab Widgets**



maturity



feelings



worried



happy



sad

**Images**

**Key Resources & Ideas**

SEAL Getting on and falling out, SEAL Relationships, Case study

**Children Needing More Support**

**Early  
Years**

**Summer 2**

**Key Question**

*How am I growing and changing?*

**DfE Y6 Outcome Links**

- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

**Learning Outcomes**

*Skills*

- I am confident to speak to others about my own needs, interests and opinions. (PSED:SCSA)
- I am beginning to stop and think before I act. (PSED)

*Knowledge*

- See RSE policy and planning
- I know talking helps my thinking, feelings and to solve problems. (CL:S)
- I know it is important to stop and think before I act. (PSED)
- I can describe myself in positive terms and talk about my abilities. (PSED:SCSA)
- I know some ways I have grown and changed over the year.

**Vocab Widgets**



**Images**

**Key Resources & Ideas**

SEAL Changes, Case study, CWP

**Children Needing More Support**

Year 1

Autumn 1

**Key Question**

*How do we decide how to behave?*



**DfE Y6 Outcome Links**

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships

**Learning Outcomes**

*Skills*

- I can identify people who look after and care for me and who I can talk to if I'm worried.
- I can take part in making class and playground rules and know how to change rules if they are not working.
- I know what to do if my needs are not being met and who I can talk to.
- I know what I can do if I think something is unfair or wrong.

**Vocab Widgets**



focus



fair



unfair



right



wrong



needs

*Knowledge*

- I know other people (and animals) need looking after and can name some of the needs of all living things.
- I can explain what the words fair and unfair mean
- I can explain what the words right and wrong mean.

**Images**



**Key Resources & Ideas**

SEAL New Beginnings, Case study,

**Children Needing More Support**

Year 1

Autumn 2

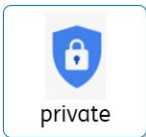
**Key Question**

*What makes me special? (Valuing difference)*

**DfE Y6 Outcome Links**

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

**Vocab Widgets**



**Learning Outcomes**

*Skills*

- I know who I can go to if I am being bullied or if I see someone else being bullied.
- I can name some special people in my life and explain what makes them special.

*Knowledge*

- I know what is meant by keeping something 'private' and can name sometimes it people might want to keep something private.
- I know bullying is wrong and hurtful and can name some ways someone being bullied or teased might feel.
- I know who I can talk to if I feel worried or uncomfortable about something, even if I have been asked to keep it private.
- I can name different groups I belong to and describe what it is like to be part of a group.
- I know that I am 'unique' and there is no-one else like me. This makes me special.
- I know everyone is different in some ways and that everyone has the right to be treated equally.

**Images**



**Key Resources & Ideas**

SEAL Say No To Bullying, Anti-Bullying Alliance - 50 ideas, Case study

**Children Needing More Support**

Year 1

Spring 1

Key Question

*How do we keep safe?*



**DfE Y6 Outcome Links**

- Science Curriculum (No right to withdraw)
- Being Safe
- Mental Well Being
- Internet Safety and Harms

**Learning Outcomes**

*Skills*

- I have some strategies for keeping safe around the risk outlined in the curriculum. Including: Travelling on transport such as trains, boats, bicycles and wearing helmets.
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including knowing some people are not who they say they are online and the use of advertisements online.
- I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.

**Vocab Widgets**



*Knowledge*

- I know some household products can be harmful if misused and can name some people I can trust to tell us to put things in our bodies.
- I can identify the similarities and differences between boys and girls.
- I use the correct words to describe body parts including genitalia.
- I know I have the right to be **'Safe, Strong and Free.'**

**Images**



**Key Resources & Ideas**

SEAL Good to be me, Case study, CWP

**Children Needing More Support**

Year 1

Spring 2

**Key Question**

*How do I stay healthy?*



**DfE Y6 Outcome Links**

- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

**Learning Outcomes**

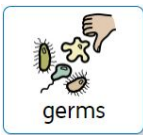
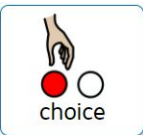
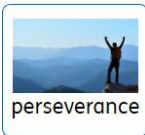
*Skills*

- I can name good and bad things about my local environment.
- I can identify something I can do or not do to help the environment.

*Knowledge*

- I can name foods which are good for me.
- I know ways to care for myself on a daily basis including taking care of my teeth.
- I know some ways germs spread and some ways to stop germs from spreading.
- I know my choices might have good or bad consequences.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>

**Children Needing More Support**

Year 1

Summer 1

**Key Question**

*How do we feel?*



**DfE Y6 Outcome Links**

- Caring Friendships
- Mental Well Being

**Learning Outcomes**

*Skills*

- I can recognise the feelings someone might be having including recognising some facial expressions.
- I can describe how my body feels when I have different feelings and ways to feel better when having bad feelings.
- I explain why it is important to share my feelings with others and who I can share my feelings with.

*Knowledge*

- I can name some good and bad feelings I have had.

**Vocab Widgets**



maturity



feelings



expression

**Images**



**Key Resources & Ideas**

SEAL Getting on and falling out, SEAL Relationships, Case study

**Children Needing More Support**

Year 1

Summer 2

### Key Question

*How do we grow & change?*

#### DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being
- Changing Adolescent Body

#### Learning Outcomes

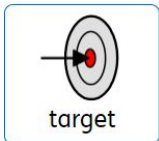
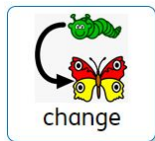
##### Skills

- I can name sometimes things change in our lifetime. (new sibling, new class etc) and describe how that makes me feel.
- I can make suggestions to help people on the playground.
- I can describe what it feels like to be listened to.
- I can name some things I am good at and things I need to get better at.
- I can explain how my needs have changed since I was a baby.
- I can set myself simple targets and celebrate achieving my targets.
- I can describe what it feels like when others offer help and give examples of times it is good to offer others help.
- I can take part in class discussions, listening to other people's ideas and thoughts and take turns when sharing my ideas and opinions.

##### Knowledge

- See RSE policy and planning
- I can name some changes which have happened to me since I was a baby and some things I can do now that I couldn't before.
- I can name some ways to help someone feeling nervous or unhappy about a loss or change.

#### Vocab Widgets



#### Images



#### Key Resources & Ideas

SEAL Changes, Case study, Queen Elizabeth II, CWP

#### Children Needing More Support

Year 2

Autumn 1

Key Question

*How can we help?*



**DfE Y6 Outcome Links**

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

**Learning Outcomes**

*Skills*

- I can perform acts of kindness and describe how it makes me and the other person feel.
- I can ask for help when I need it.
- I can take part in making class and playground rules and know how to change rules if they are not working.

*Knowledge*

- I can identify people who look after and care for me and who I can talk to if I'm worried.
- I can explain what the words fair and unfair mean.
- I can explain what the words right and wrong mean.
- I know what I can do if I think something is unfair or wrong.
- I know how my behaviour may make others feel.

**Vocab Widgets**

 focus	 fair	 unfair	 right	 wrong	 kindness
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**Images**



**Key Resources & Ideas**

SEAL New Beginnings, Mother Teresa, Case study

**Children Needing More Support**

Year 2

Autumn 2

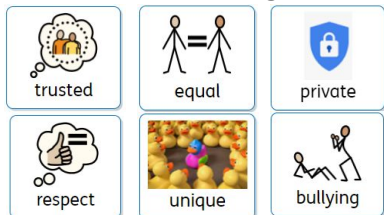
Key Question

*What is bullying?*

**DfE Y6 Outcome Links**

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Well Being
- Internet Safety and Harms

**Vocab Widgets**



**Learning Outcomes**

*Skills*

- I know what to do I am being bullied or see someone else being bullied.
- I know that if I have been asked to keep something private which makes me uncomfortable, I should tell a trusted adult.
- I can identify special things about other people.

*Knowledge*

- I know what the word unique means and can give examples of things which make me unique.
- I know everyone has the right to be treated equally.
- I know what the word privacy means and can give some examples of when it is important to keep some things private. (e.g. Online Safety)
- I know it is important to respect people's differences.
- I know what bullying is, that it can hurt physically or hurt feelings and that it is wrong.

**Images**



**Key Resources & Ideas**

SEAL Say No To Bullying, Case study

**Children Needing More Support**

Year 2

Spring 1

**Key Question**

*How do we keep safe?*



**DfE Y6 Outcome Links**

- Science Curriculum (No right to withdraw)
- Being Safe
- Mental Well Being
- Internet Safety and Harms
- Changing Adolescent Body

**Learning Outcomes**

*Skills*

- I can give reasons and ways people might save money, knowing how money is spent and saved.
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including keeping passwords private, 'lootboxes' and overuse leading to sleep issues.

*Knowledge*

- I know that some household products and medicines can be dangerous is not used properly.
- I can identify some simple hazards around the home such as boiling water and tripping hazards.
- I know there are parts of my body which are private.
- I can use the correct names for the body parts of boys and girls.
- I know some biological differences between boys and girls. (RSE Link)
- I can describe some strategies for dealing with things which make me uncomfortable including knowing I have the right to say NO and who I can talk to if I am worried about anything.
- I know I have the right to be **'Safe, Strong and Free.'**
- I know where money comes from and some ways money can be used.
- I know how to stay safe in the sun.

**Vocab Widgets**



honesty



uncomfortable



medicine



dangerous

**Images**



**Key Resources & Ideas**

SEAL Good to be me, Case study, CWP

**Children Needing More Support**

Year 2

Spring 2

**Key Question**

*How can we be healthy?*



**DfE Y6 Outcome Links**

- Physical Health and Fitness
- Healthy Eating
- Prevention

**Vocab Widgets**



perseverance



hygiene



Physical Health



Mental Health



consequences

**Learning Outcomes**

*Skills*

- I can describe what being healthy means and can name some things which keep us healthy. (food, exercise, sleep, rest, love)
- I can describe some daily hygiene routines.
- I can describe some of the benefits of good personal hygiene.

*Knowledge*

- I know how germs spread and ways germs can be stopped including personal hygiene routines, medication and vaccination.
- I know what an allergy is and some common allergies.
- I know some consequences of making good or bad choices about my health.
- Know the effects of exercise on our bodies in promoting physical and mental health.

**Images**



**Key Resources & Ideas**

SEAL Going for Goals, Mary Seacole, Case study, <https://www.e-bug.eu/>

**Children Needing More Support**

Year 2

Summer 1

### Key Question

*How do we show our feelings?*



### DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Mental Well Being

### Vocab Widgets



experience



maturity



sensitive



special

### Learning Outcomes

#### Skills

- I know my feelings can affect how I behave.
- I can recognise how others might be feeling.
- I can name some special people in my life and explain why I think they are special.
- I know some strategies for managing my feelings.
- I have practised ways to respond sensitively to how others are feeling.

#### Knowledge

- I can name and describe a range of different feelings.
- I know when people might experience some of these different feelings.
- I recognise it is important to share my feelings with others.

### Images

### Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

### Children Needing More Support

Year 2

Summer 2

**Key Question**

*What do I think?*

**DfE Y6 Outcome Links**

- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

**Learning Outcomes**

*Skills*

- I can name some things I am good at and things I want to get better at.
- I can make a plan to reach my target.
- I can explain some ways I have become more independent and responsible now I am older.
- I can explain why it is important to work collaboratively and listen to others.
- I can listen to other people's ideas respectfully.

**Vocab Widgets**



*Knowledge*

- See RSE policy and planning
- I can name some types of loss people might experience in their lives.
- I can describe some ways I have grown and changed since birth.
- I can identify groups I belong to in school and outside and my role in these groups.
- I know that change can affect how people behave.

**Images**



**Key Resources & Ideas**

SEAL Changes, Neil Armstrong, Case study, CWP

**Children Needing More Support**

Year 3

Autumn 1

**Key Question**

*What are we responsible for?*



**DfE Y6 Outcome Links**

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms

**Learning Outcomes**

*Skills*

- I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world.
- I know ways to ask for support, including online, helplines and trusted people.
- I can take part in making class and playground rules and know how to change rules if they are not working.
- I know why it is important to ‘think before we act’ and practice thinking of the consequences of actions.

*Knowledge*

- I know how my choices and actions have impacted myself and others.
- I can name some rights, responsibilities and duties I have.
- I know ways in which laws and rules keep us safe.

**Vocab Widgets**



consequences



focus



rights



responsibility



duties



support

**Images**



**Key Resources & Ideas**

SEAL New Beginnings, Barack Obama, Case study,

**Children Needing More Support**

Year 3

Autumn 2

Key Question

What can we do about bullying?

DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Well Being

Learning Outcomes

Skills

- I can recognise bullying and bullying behaviour and some of the effects it has on those involved.
- I can recognise feelings which suggest negative pressure from others *e.g. wanting approval.*
- I can recognise feelings which suggest negative pressure from within *e.g. self-criticism.*
- I know some things I can do when feeling negative pressure.
- I have practised the **3 R's** to deal with negative pressure: **Resist, Reverse, Remove.**

Knowledge

- I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination and bullying.
- Know what to do when feeling negative pressure using the language of a 'self-coach' and 'self-bully'.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Say No To Bullying, Rosa Parks, Case study

Children Needing More Support

Year 3

Spring 1

Key Question

What rules keep us safe?

DfE Y6 Outcome Links

- Families and people who care for me.
- Respectful Relationships
- Being Safe
- Mental Well Being
- Internet Safety and Harms



Learning Outcomes

Skills

- I have some strategies for keeping safe around the risk outlined in the curriculum including water safety for swimming, rivers and the coast.
- I am beginning to develop risk assessing strategies for activities I take part in.
- I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming) including a lack of sleep, inactivity and remembering the SMART rules for online use.
- I know some things should be kept private and how to keep these boundaries.
- I know how to stay safe in the countryside and can recognise some of the hazards such as animals, plants and farming in our local community.
- I know some of the Countryside code and why it is in place.

Vocab Widgets

Stress Bucket	anxiety	stress	honesty
hazard	risk	private	dangerous

Images



Key Resources & Ideas

SEAL Good to be me, Gandhi, Case study

Children Needing More Support

Year 3

Spring 2

### Key Question

*How can we keep our bodies well?*



### DfE Y6 Outcome Links

- Physical Health and Fitness
- Health and Prevention

### Learning Outcomes

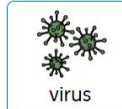
#### Skills

- I recognise the shared responsibility in maintaining a clean environment.

#### Knowledge

- I know the effects of exercise on our bodies and the benefits of regular exercise.
- I know what bacteria and viruses are, how they spread and how to help prevent their spread.
- I know I am responsible for my own personal hygiene. (cc RSE)

### Vocab Widgets



### Images



### Key Resources & Ideas

SEAL Going for Goals, Edward Jenner, Case study, <https://www.e-bug.eu/>

### Children Needing More Support

Year 3

Summer 1

### Key Question

*How can we describe our feelings?*



### DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

### Vocab Widgets



### Learning Outcomes

#### Skills

- I know some ways to respond to how others are feeling and have practised these skills.
- I know some positive ways of sharing feelings and managing them.

#### Knowledge

- I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.
- I can recognise and name a range of good and bad feelings.
- I recognise a range of feelings in others.
- I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel **safe, strong and free** in a relationship.
- I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.






### Images



### Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study

### Children Needing More Support

<p><b>Year 3</b></p>	<p><b>Summer 2</b></p>	<p><b>Key Question</b> <i>How are we growing &amp; changing?</i></p>
	<p><b>DfE Y6 Outcome Links</b></p> <ul style="list-style-type: none"> <li>➤ Respectful Relationships</li> <li>➤ Science Curriculum (No right to withdraw)</li> <li>➤ Changing Adolescent Body</li> </ul>	<p><b>Learning Outcomes</b></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.</li> <li><input type="checkbox"/> I have found ways to manage disagreements which might arise in collaborative work.</li> <li><input type="checkbox"/> I know why it is important to listen to other's points of view and can constructively challenge other people's' points of view.</li> </ul>
<p><b>Vocab Widgets</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; width: 40px;">   <small>contribute</small> </div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; width: 40px;">   <small>collaborate</small> </div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; width: 40px;">   <small>cooperation</small> </div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; width: 40px;">   <small>challenge</small> </div> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; width: 40px;">   <small>encourage</small> </div> </div>		<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> See RSE policy and planning</li> <li><input type="checkbox"/> I can identify a range of payment forms, not just coins and notes and the role of money in people's lives.</li> </ul>
<p><b>Images</b></p>		
<p><b>Key Resources &amp; Ideas</b></p> <p>SEAL Changes, Case study, CWP</p>		<p><b>Children Needing More Support</b></p>

Year 4

Autumn 1

### Key Question

*What rights and responsibilities do children have?*



### DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Being Safe

### Learning Outcomes

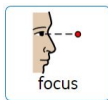
#### Skills

- I can explain why it is important to ‘think before we act’ and practice thinking of the consequences of actions.
- I know ways in which laws and rules keep us safe.
- I can take part in making class and playground rules and know how to change rules if they are not working.
- I know ways to ask for support, including online, helplines and trusted people.

#### Knowledge

- I can name some rights, responsibilities and duties I have.
- I know how my choices and actions have impacted myself and others.
- I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world.

### Vocab Widgets



focus



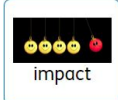
trusted



consequences



reform



impact



sustainability

### Images



### Key Resources & Ideas

SEAL New Beginnings, Dr. Barnardo, Case study, <https://www.e-bug.eu/>

### Children Needing More Support

Year 4

Autumn 2

Key Question

What is diversity?

DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships

Vocab Widgets



anti-social



community



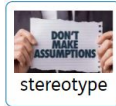
discrimination



respect



Human Right



stereotype

Learning Outcomes

Skills

- I recognise and challenge *stereotyping* and *discrimination*.
- I know what is meant by 'community'.
- I can recognise bullying and bullying behaviour and some of the effects it has on those involved.
- I know that we all belong to different communities and can name some.

Knowledge

- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.
- I know the importance of human rights.
- I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination, anti-social behaviour and bullying.

Images



Key Resources & Ideas

SEAL Say No To Bullying, Civil Rights – Martin Luther King Jr, Case study,

Children Needing More Support

Year 4

Spring 1

Key Question

How can we keep safe?



DfE Y6 Outcome Links

- Caring Friendships
- Online Relationships
- Being Safe
- Mental Well Being
- Internet Safety and Harms

Learning Outcomes

Skills

- I have built strategies to manage stress levels including using the imagery of a 'stress-bucket'.
- I have some strategies for keeping safe around electricity.
- I am beginning to develop risk assessing strategies for activities I take part in.
- I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything.

Vocab Widgets

A collection of seven icons representing different concepts: a bucket with a red liquid (Stress Bucket), a boy looking worried (anxiety), a sad face (stress), a blue footprint with a computer chip (digital footprint), a flame and a bottle (hazard), a stick figure falling (risk), and a speech bubble with a green checkmark and a red tongue (honesty).

Knowledge

- I know what stress and anxiety look and feel like.
- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including sharing private information, harassment, for example trolling and how to report things they are concerned by.

Images



HOLOCAUST  
MEMORIAL  
DAY TRUST



Key Resources & Ideas

SEAL Good to be me, Case study,

Children Needing More Support

Year 4

Spring 2

### Key Question

*What things are good and bad for our bodies?*

### DfE Y6 Outcome Links

- Being Safe
- Mental Well Being
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Changing Adolescent
- Health and Prevention

### Learning Outcomes

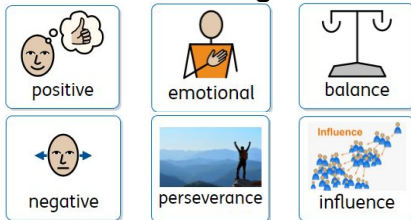
#### Skills

- I can describe what influences our choices about food.
- I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health.

#### Knowledge

- I know how to maintain healthy teeth. (cc Science)
- I know what a 'balanced diet' includes.
- I know some risks around food preparation and storage and how to prevent them making us unwell.
- I know some help available to help those wanting to stop unhealthy habits.
- I know what a habit is and can give some examples which are healthy and some are not.
- I know the effects of exercise on our bodies and the benefits of regular exercise.

### Vocab Widgets



### Images



### Key Resources & Ideas

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>

### Children Needing More Support

Year 4

Summer 1

### Key Question

*How do I express my feelings and opinions?*

#### DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Mental Well Being



#### Learning Outcomes

##### Skills

- I know some positive ways of sharing feelings and managing them.
- I recognise a range of feelings in others.
- I know some ways to respond to how others are feeling and have practised these skills.

##### Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know everyone has the right to feel **safe, strong and free** in a relationship.
- I can recognise and name a range of good and bad feelings.
- I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.
- I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships.

#### Vocab Widgets



#### Images

#### Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships, Case study,

#### Children Needing More Support

Year 4

Summer 2

**Key Question**

*How do we grow & change?*

**DfE Y6 Outcome Links**

- Caring Friendships
- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Internet Safety and Harms
- Changing Adolescent Body

**Learning Outcomes**

*Skills*

- I know how to set targets for the future including setting small steps toward achieving a goal.
- I know why it is important to listen to other's points of view and can constructively challenge other people's' points of view.
- I have found ways to manage disagreements which might arise in collaborative work.

*Knowledge*

- See RSE policy and planning.
- I can describe some times which involve change or transition including puberty.
- I can identify a range of feelings people might have when going through these.
- I know what key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.
- Describe how to listen well to others
- Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Changes, Stephen Hawking, Case study, CWP

**Children Needing More Support**

Year 5

Autumn 1

**Key Question**

*What makes a community?*



**DfE Y6 Outcome Links**

➤ Respectful Relationships

**Learning Outcomes**

*Skills*

- I can explain the importance of stopping, taking a step back and asking 'what if...'

*Knowledge*

- I know ways to ask for support, including online, helplines and trusted people.
- I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this.
- I can name some rights, responsibilities and duties I have.
- I know there is a limited supply of these environmental and monetary resources, so decisions have to be made about how to allocate them.
- I know who makes decisions about the allocation of resources sharing my thoughts on how they could be used.

**Vocab Widgets**



focus



democracy



environmental



reflections



financial



monetary

**Images**



**Key Resources & Ideas**

SEAL New Beginnings, Elizabeth Fry, Case study,

**Children Needing More Support**

Year 5

Autumn 2

**Key Question**

*What does discrimination mean?*



**DfE Y6 Outcome Links**

- Respectful Relationships
- Mental Well Being

**Learning Outcomes**

*Skills*

- I can research a topical issue linked to health or mental well-being with evidence for my opinions.
- I respect the opinions of others during a discussion or debate.
- I recognise and challenge *stereotyping* and *discrimination*.
- I know it is important to speak out about things which make me uncomfortable or are not ok.

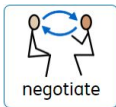
**Vocab Widgets**



respect



discrimination



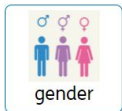
negotiate



compromise



sex



gender



sexual orientation

*Knowledge*

- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.
- I know the importance of human rights.

**Images**



**Key Resources & Ideas**

SEAL Say No To Bullying, William Booth, Case study,

**Children Needing More Support**

Year 5

Spring 1

Key Question

*How can we keep safe online?*



**DfE Y6 Outcome Links**

- Respectful Relationships
- Online Relationships
- Science Curriculum
- Mental Well Being
- Internet Safety and Harms

**Learning Outcomes**

*Skills*

- I can identify situations where physical touch is: acceptable/wanted/appropriate or unacceptable/unwanted/inappropriate.
- I have some strategies for keeping safe around the risk outlined in the curriculum.
- I am continuing to develop risk assessing strategies for activities I take part in.
- I can begin to detect bias in media content.
- I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything

*Knowledge*

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including harassment and scams.
- I know that comments I put online can be traced back to me, even I they are anonymous.
- I know why social media, some computer games and online gaming, for example, are age restricted.
- I know that media and online claims may not always be true.

**Vocab Widgets**

 honesty	 technologies	 acceptable	 Bad Choice inappropriate
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**Images**



**Key Resources & Ideas**

SEAL Good to be me, Case study,

**Children Needing More Support**

Year 5

Spring 2

**Key Question**

*What choices help health?*

**DfE Y6 Outcome Links**

- Mental Well Being
- Physical Health and Fitness
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid

**Learning Outcomes**

*Skills*

- I know how to ask for help or advice around mental health.
- I know what to do in an emergency, including some basic 1<sup>st</sup> aid.

*Knowledge*

- I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health.
- I know what a habit is and can give some examples which are healthy and some are not.
- I know how to contact the emergency services and when this is appropriate.
- I know some help available to help those wanting to stop unhealthy habits.
- How to recognise early signs of physical illness, such as weight loss/gain, or unexplained changes to the body.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Going for Goals, Winston Churchill, Case study, <https://www.e-bug.eu/>,  
<https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/>

**Children Needing More Support**

Year 5

Summer 1

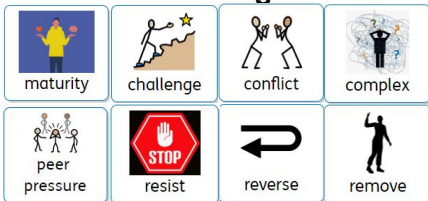
### Key Question

*What makes a positive relationship?*

### DfE Y6 Outcome Links

- Caring Friendships
- Respectful Relationships
- Being Safe
- Mental Well Being

### Vocab Widgets



### Learning Outcomes

#### Skills

- I have practised the 3R's to resist, reverse and remove peer pressure.
- I have some strategies for managing complex and conflicting emotions.
- I know who I can talk to if I am concerned or feel uncomfortable or under pressure to do something I don't want to.

#### Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know everyone has the right to feel **safe, strong and free** in a relationship.
- I know what peer pressure is and can give examples of when this might happen.
- I know the difference between a dare and a positive challenge.

### Images



### Key Resources & Ideas

SEAL Getting on and falling out, SEAL Relationships,

### Children Needing More Support

Year 5

Summer 2

**Key Question**

*How do we grow and change?*

**DfE Y6 Outcome Links**

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being
- Changing Adolescent Body

**Learning Outcomes**

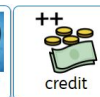
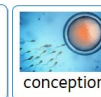
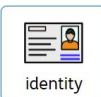
*Skills*

- I can recognise the importance of sharing memories and where I can go for help during times of change, transition and loss.
- I can identify the connection between love, relationships and conception. (RSE)
- I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret.
- I can describe how someone in debt might feel.

*Knowledge*

- See RSE policy and planning
- I can describe some times which involve change or transition.
- I can identify a range of feelings people might have when going through these.
- I know why the government collects taxes and some ways they use them.
- I know the difference between credit and debt.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Changes, Case study, CWP

**Children Needing More Support**

Year 6

Autumn 1

### Key Question

*What responsibilities do I have?*



### DfE Y6 Outcome Links

- Families and people who care for me.
- Respectful Relationships
- Being Safe
- Mental Well Being

### Learning Outcomes

#### Skills

- I know I have a range of responsibilities, for example to myself, my family, the school and the environment and can show this with examples of my own actions.

#### Knowledge

- I know how laws are made.
- I know why laws are made.
- I know how I can take part in making and changing laws.

### Vocab Widgets



focus



campaign



law



legislation



litigation

### Images



### Key Resources & Ideas

SEAL New Beginnings, Emily Pankhurst, Roy Castle, Case study,

### Children Needing More Support

Year 6

Autumn 2






### Key Question

*What are human rights?*

### DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Being Safe

### Vocab Widgets

 respect	 discrimination	 stereotype	 debate	 declaration
---	---	---	---	--

### Learning Outcomes

#### Skills

- I can discuss and debate topical issues with evidence for my opinions.
- I respect the opinions of others during a discussion or debate.
- I know it is important to speak out about things which make me uncomfortable or are not ok.

#### Knowledge

- I know the importance of human rights.
- I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.

### Images



### Key Resources & Ideas

SEAL Say No To Bullying, Harriet Tubman, Case study,

### Children Needing More Support

Year 6

Spring 1

Key Question

How can we manage risk?



DfE Y6 Outcome Links

- > Outcomes Areas
- > Families and people who care for me.
- > Caring Friendships
- > Respectful Relationships
- > Online Relationships
- > Being Safe
- > Mental Well Being
- > Internet Safety and Harms

Learning Outcomes

Skills

- I have some strategies for keeping safe around the risk outlined in the curriculum.
- I am developing risk assessing strategies for activities I take part in.
- I know who I can talk to if I am worried.

Knowledge

- I know I have the right to be **'Safe, Strong and Free.'**
- I know some risks involved in using modern technologies (mobiles/internet/online gaming etc) including managing online relationships and overuse of online platforms.

Vocab Widgets



Images



Key Resources & Ideas

SEAL Good to be me, Case study,

Children Needing More Support

Year 6

Spring 2

**Key Question**

*How can we stay healthy?*



**DfE Y6 Outcome Links**

- Being Safe
- Mental Well Being
- Physical Health and Fitness
- Drugs, Alcohol and Tobacco

**Learning Outcomes**

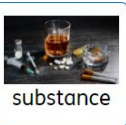
*Skills*

- I know how to ask for help or advice around drugs.
- I know what to do in an emergency including some basic 1<sup>st</sup> aid.

*Knowledge*

- I can name some reasons a person might use a drug (good and bad)
- I recognise there are laws around substances and drugs.
- I know there are risks related to using any drug.
- I can name some of the consequences of substance misuse.
- I know how and when to contact the emergency services.

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Going for Goals, Case study, <https://www.e-bug.eu/>,  
<https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/cpr-training-resources>,  
<https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/>

**Children Needing More Support**

Year 6

Summer 1

### Key Question

*What makes a positive relationship?*



### DfE Y6 Outcome Links

- Families and people who care for me.
- Caring Friendships
- Respectful Relationships
- Mental Well Being

### Learning Outcomes

#### Skills

- I have some strategies for managing complex and conflicting emotions.
- I have practised the 3R's to resist, reverse and remove peer pressure.
- I know who I can talk to if I am concerned or feel uncomfortable.

#### Knowledge

- I know the difference between healthy and unhealthy relationships.
- I know what peer pressure is and can give examples of when this might happen.

### Vocab Widgets



maturity



peer  
pressure



challenge



CAUTION  
PEER  
PRESSURE  
dare

### Images



### Key Resources & Ideas

SEAL Getting on and falling out, Eric Little, Anne Frank, SEAL Relationships, Case study,

### Children Needing More Support

Year 6

Summer 2

**Key Question**

*What changes might we experience?*

**DfE Y6 Outcome Links**

- Families and people who care for me.
- Respectful Relationships
- Online Relationships
- Science Curriculum (No right to withdraw)
- Mental Well Being

**Learning Outcomes**

*Skills*

- I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret.
- I can identify a range of feelings people might have when going through changes.
- I can identify the connection between love, relationships and conception. (RSE)

*Knowledge*

- I can describe some times which involve change or transition.
- See RSE policy and planning

**Vocab Widgets**



**Images**



**Key Resources & Ideas**

SEAL Changes, Case study, CWP

**Children Needing More Support**