



The Big Ideas For PSHE

Key Concepts

KC1 Myself and My Relationships:

- A. Beginning and Belonging
- B. Emotions
- C. Family and Friends
- D. Anti-Bullying
- E. Managing Change
- F. Well-being

KC2 Citizenship:

- A. Rights, Rules and Responsibilities
- B. Working Together
- C. Diversity and Communities
- D. Uniqueness

KC3 Economic Well Being:

- A. Financial Capability

KC4 Healthy and Safer Lifestyles:

- A. Managing Safety and Risk
- B. Drug Education
- C. Digital Lifestyles
- D. Personal Safety
- E. Relationships and Sex Education
- F. Healthier Lifestyles**
- G. Positive Body Image

These are the 2 or 3 letter Codes used in the Cambridgeshire Primary Personal Development Programme (CPDP) objectives covered by health and relationships education:

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe

Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating
 • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body

Progression of teaching and learning about LGBT+ families, identities and relationships

Units of work with relevant content	EYFS (not included in scope of Relationships Guidance) (DfE 2019)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Diversity and communities	Personal, social and emotional development (PSED) involves helping children	Citizenship DC1/2: Spring Term 1. To begin to understand what		Citizenship DC3/4 Diversity and Communities: Spring Term 1.		Citizenship DE5/6 Diversity and Communication: Spring term 2.	

	<p>to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Understanding the world (UTW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people,</p>	<p>builds their sense of identity through exploring similarities and differences (RR) To begin to understand that perceptions of gender may limit personal expression and choice (RR) To express their family's structure, traditions, culture and beliefs and recognise that other families are different (FP)</p>		<p>To explore how perceived similarities and differences contribute to the building of a sense of identity (RR) To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices To know that families are made up in a variety of ways (FP) To understand about the breadth of cultures, traditions and beliefs of people in their locality (RR) To understand the importance of valuing difference and</p>		<p>To explore the elements that make up people's identities and how other's perceptions can influence identity. (RR) To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. (RR) To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. (RR) To understand why people should show respect for those with different lifestyles, beliefs</p>	
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	places, technology and the environment.			diversity (RR) To understand what stereotypes are, their negative effects and ways to challenge them (RR)		and traditions and explore ways to demonstrate respect. (RR) To recognise the negative effects of stereotyping and how they might lead to prejudice. (RR)	
Family and Friends	How Have We Changed? Who is in my family? People who help us. Mothers and Fathers Day	Myself and my relationships FF1/2 Autumn term 2	Myself and my relationships AB1/2 Anti-Bullying Autumn term 2		Myself and my relationships FF3/4 Autumn term 1 Myself and my relationships AB3/4 Anti-Bullying Autumn term 2		
Beginning and Belonging	Principles: Children learn to be strong and independent through positive relationships. Safeguarding requirements: Children learn best when they are healthy, safe and secure, when their individual	Myself and my relationships BB1/2 Autumn term 1 Who can help me at home and at school?		Myself and my relationships BB3/4 Autumn term 1		Myself and my relationships BB5/6 Autumn term 1	

	needs are met, and when they have positive relationships with the adults caring for them.						
Guidance Note: LGBT, Language and sex education:	Sex Education is defined as ‘how a baby is conceived and born’ (DfE Guidance, para 67). In primary schools, sex education is about human conception and birth, not about adult sexual activity for purposes other than reproduction. Mention of LGBT+ relationships and identities is not part of sex education at primary school. Answers to questions asked in whole class settings concerning LGBT+ relationships should remain non-sexual in nature. (Please see Cambs PPDP Teaching Guidance for sample answers to questions.) Even though LGBT+ identities are not mentioned specifically in the outcomes, issues about anti-bullying, respecting difference and understanding different families should be covered and it will be necessary to explain some language concerning LGBT+ families, relationships and identities.						
Healthy and Safer Lifestyles	My Body and Growing Up	Healthy and Safer Lifestyles RS1 Sex and relationships education.	Healthy and Safer Lifestyles RS2 Sex and relationships education.	Healthy and Safer Lifestyles RS3 Sex and relationships education.	Healthy and Safer Lifestyles RS4 Sex and relationships education.	Healthy and Safer Lifestyles RS5 Sex and relationships education.	Healthy and Safer Lifestyles RS6 Sex and relationships education.

Year EYFS Autumn Term 1 - Block 1 - How Do We Change As We Grow?	
Key Knowledge and vocabulary	
<p>Big Ideas - UTW: <u>Classroom rules/ making friends</u></p> <p>Key Vocabulary- Sharing, Friend</p> <p>Know that when we play with our friends we should share resources by taking turns.</p> <p>Know that it’s good to listen to each other and this helps us to form good relationships with friends and adults.</p> <p>Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them.</p> <p>Know that in play you need to develop the confidence to talk to others.</p>	<p>Big Ideas - PSED:</p> <p>Classroom rules</p> <p>Classroom expectations</p> <p>Taking turns and sharing with peers.</p> <p>Managing personal hygiene- toileting, handwashing etc</p>

Know that it's okay to ask for help.

Who am I?

Key Vocabulary- Like, Dislike, Similar, Different, Unique

Know about some things I like and be able to talk about them in a small group
Know about some things I don't like and be able to talk about them in a small group
Know about the similarities they have between them and their friends in relation to religion, family , appearance, communities, traditions and interests and are beginning to be able to talk about them.
Know about how they are different to their friends in relation to religion, family, appearance,communities, traditions and interests.

How have we changed?

Key vocabulary- Teenager, Toddler, Adult, Baby, Child

Know that I have changed since I was born
Knoa that when I was a born I was a baby
Know that when babies are born they cannot speak or walk and drink milk
Know that babies need lots of care and looking after
Know what they looked like as a baby
Know some things they can do now that I couldn't do when I was born- walk, run, skip, jump etc
Know that we are a baby first, then a toddler, then a child, then a teenager and then an adult
Know who my family members are from the past and present and be able to talk about them by looking at photographs
Know that the future is time to come

Senses

Key Vocabulary- Sight, Touch, Hear, Smell, Taste

Know the five senses - touch, taste, smell, sight, hearing.
Know that senses are the way we learn about the world.
Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind.
Know that they might be born this way or that this might happen as a result of being injured in some way.

Vocabulary

Tier 3 Vocabulary: unique	Tier 2 Vocabulary: Sharing, friend,like, dislike, similar, different, baby, toddler, child, teenager, adult, Sight, Touch, Hear, Smell, Taste
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Year EYFS Autumn Term 2 - Block 2 - How Do We Light Up The World?

Key Knowledge and vocabulary

Big Ideas - UTW:

People Who Help us (2 weeks)

Key Vocabulary- Arrested, Siren, Injection, Stethoscope, Emergency, Extinguish, Blaze, Postage, Envelope, stamp

Know the names of different people in the community that can help them if they need it

Know that there are 3 emergency services (Police, Fire Brigade and Ambulance) plus Mountain rescue and the coast guard

Know that we phone 999 to contact the emergency services

Know that we must only phone 999 in a real emergency

Police

Know what the job of a police officer is

Know some reasons why we may need to call the police for help- a lost child, a car accident, a burglary etc

Know some of the equipment that a police officer would use- handcuffs, trunjen, police car, police dog, radio

Doctor/ Nurse/ Paramedic

Know that a nurse or a doctor can help us if we are unwell

Know the difference between a doctors surgery and a hospital

Know that a paramedic would come and help us in an emergency and then take us to the hospital

Know that a paramedic normally travels in an ambulance

Know some of the equipment that a doctor might use to check we are ok- stethoscope, thermometer, syringe, x ray, bandage

Know that medicine is something that can make us better

Know that medicine must always be given by a grown up we trust

Know that medicine can make us poorly if we don't take the right amount

Fire Fighter

Know what the job of a firefighter is

Know when we may need to call the fire brigade

Know some of the equipment that firefighters use- hose, fire proof clothing, torch, radio, fire engine

Post office

Know that we can post a letter in a post box or at a post office

Know that we must put a stamp on the letter or parcel to post it

Know that we must write the address that we want it to go to

Know their own address- house number, street name

Know that the letter or parcel is picked up and delivered by a postal worker

Big Ideas - PSED:

Know that when we play with our friends we should share resources by taking turns

Know that it's good to listen to each other and this helps us to form good relationships with friends and adults

Know about the boundaries and behavioural expectations in setting and that we need to follow them (sharing, class charter, being kind)

Know that in play you need to develop the confidence to talk to others

Know that it's okay to ask for help

Big Ideas: Festivals: (SMSC and British Values links)

Remembrance day, Christmas, Diwali, traditions.

Vocabulary

Tier 3 Vocabulary:

Tier 2 Vocabulary: Ar
Injection, Stethoscope
Extinguish, Blaze, Post
stamp

Year EYFS Spring Term 1 - Block 3 - What Makes A House A Home?

Key Knowledge and vocabulary

Big Ideas - UTW:

Who is in my Family?

Key Vocabulary- Sister, brother, Grandparent, Auntie, Uncle

Know about members of their family in regard to brother, sister, son, daughter, father (dad/daddy), mother (mum/mummy), grandmother (grandma), grandfather (grandad), aunt (auntie), uncle, cousin, niece and nephew

Know who their parents are and be able to talk about them.

Know who their grandparents are and are able to talk about them.

Know about the similarities they have between them and their friends in relation to religion, family, appearance,

communities, traditions and interests and are able to talk about them confidently.

Know about how they are different to their friends in relation to religion, family, appearance, communities, traditions and interests and are able to talk about them confidently.

Big Ideas - PSED:

Know how to initiate conversations with others and be able to take account of what others say

Know how to take steps to resolve conflicts

Beginning to negotiate and solve problems in provision

Be confident to talk to others about own needs, wants, interests and opinions

Be able to describe themselves in positive terms

Big Ideas: Festivals: (SMSC and British Values links)

Shrove Tuesday, Chinese New Year.

Vocabulary

Tier 3 Vocabulary: Conflict

Tier 2 Vocabulary:

Sister, brother, Grandparent, Auntie, Uncle

Year EYFS Spring Term 2 - Block 4 - Where Can I Go On My Next Adventure?

Key Knowledge and vocabulary

Big Ideas - UTW: mainly History and Science

Big Ideas - PSED:

Know how to initiate conversations with others and be able to take account of what others say

Know how to take steps to resolve conflicts

Know how to negotiate and solve problems when working in school

Know how to be confident to talk to others about own needs, wants, interests and opinions

Know how to describe themselves in positive terms

	Big Ideas: Festivals: (SMSC and British Values links) Mothering Sunday, Easter,	
	<u>Vocabulary</u>	
	Tier 3 Vocabulary: Conflict	Tier 2 Vocabulary: Spring, Jesus

Year EYFS SummerTerm 1 - Block 5 - How Can I Be The Best Version Of Me?			
Key Knowledge and vocabulary			
<p>Big Ideas - UTW:</p> <p><u>How do we look after our body?</u></p> <p>Key Vocabulary- exercise, heart, pulse, healthy, unhealthy</p> <p>Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin.</p> <p>Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth.</p> <p>Know the following internal organs - brain (where we think), lungs (fill up with air when we breathe), heart (pumps blood around our bodies).</p> <p>Know that our skeleton protects our internal organs.</p> <p>Know that our heart beats faster when we do exercise.</p> <p>Know that blood flows around our bodies.</p> <p>Know that to survive our bodies need air (oxygen), water, food and shelter</p> <p>Know that we should eat a healthy diet</p> <p>Know how to keep our bodies clean- showering or bathing, washing our bodies/ hair, clean clothes</p> <p>Know that we need to clean our teeth twice a day</p> <p>Know that we should brush our teeth for 2 minutes</p> <p>Know that if we don't keep our teeth clean they could develop holes that would need fillings</p> <p>Know there are parts of our body that are private</p> <p><u>Healthy Eating</u></p> <p>Key Vocabulary- Healthy, Unhealthy, Fat, Vegetable, sugar</p> <p>Know that healthy foods can help to give our bodies the vitamins and nutrients it needs</p>	<p>Big Ideas - PSED:</p> <p>Know how to share resources by taking turns (MR)</p> <p>Know how to make friends by taking turns in conversation (MR)</p> <p>Know how to listen to each other (MR)</p> <p>Know how to be sensitive to the needs and feelings of others (MR)</p> <p>Know how to talk about their own behaviour (MFB)</p> <p>Know how to talk about friends' behaviour (MFB)</p> <p>know about behaviour and consequences (MFB)</p> <p>Know how to confidently talk about their ideas and how to choose resources for chosen activities (SCSA)</p> <p>Big Ideas: Festivals: (SMSC and British Values links) Queen Elizabeth II</p> <p style="text-align: center;"><u>Vocabulary</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Tier 3 Vocabulary: Conflict</td> <td style="width: 70%;">Tier 2 Vocabulary: exercise, heart, pulse, healthy, unhealthy, fat, vegetable, sugar,</td> </tr> </table>	Tier 3 Vocabulary: Conflict	Tier 2 Vocabulary: exercise, heart, pulse, healthy, unhealthy, fat, vegetable, sugar,
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<p>Know that in order to be healthy our bodies needs a balanced diet Know that a balanced diets means eating lots of different food- some we need more of than others Know that some foods- fruits and vegetables- should be eaten 5 times a day Know the names of some foods that are healthy Know that other foods should only be eaten as a treat- sugary foods Know that surgery foods are not good for our teeth Know that different foods are from different food groups Know the following food groups- fruits, vegetables, dairy, fats, sugary food, carbohydrates and some food that are in them.</p>	
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<p>Year EYFS Summer Term 2 - Block 6 - Why should we care about the environment?</p>			
<p>Key Knowledge and vocabulary</p>			
<p>Big Ideas - UTW: <u>Save the planet</u> Key Vocabulary- Recycle, Reduce, Environment, Reuse Know that it is important for us to look after our environment and the wider world. Know that we can help by doing the following -</p> <ul style="list-style-type: none"> ● Not throwing litter on the floor ● Not wasting water - turning taps off after use or while brushing teeth ● Not wasting electricity ● Looking after animals and providing them with places to live ● Help to recycle - putting the correct rubbish in the correct bins ● Reuse plastic bags ● Use plastic water bottles many times (compared to throwing them away after one use) <p>Learn the phrase 'Reduce - Reuse - Recycle' Know that reduce means not using as much of something as you might normally do Know that reuse means to use things again and again rather than throwing away Know that recycle means to turn one thing into another Know that we can recycle lots of things made with glass, plastic and paper. Know the recycle symbol. Know how to find the recycle symbol on a range of products Sometimes small pieces of plastic go into the sea and animals eat them and can become ill and die. Know that it is our responsibility to look after the planet and the animals and plants that live on it</p>	<p>Big Ideas - PSED: <u>Transition to Year 1</u> Know about the changes in Year 1 (no continuous provision and knowing that you sit at the table to complete most of your work). Know the names of the new teachers in year 1. Know where my new classroom will be. Know where the toilets are. Know the new routines/timetable. Know where to go at playtime and dinnertime. Know where I will enter and exit the school. Know some of the children who will be in my class. Big Ideas: Festivals: (SMSC and British Values links) <u>Father's Day</u> <u>Vocabulary</u></p> <table border="1" data-bbox="1102 1177 2029 1331"> <tr> <td data-bbox="1102 1177 1570 1331"> <p>Tier 3 Vocabulary: Conflict</p> </td> <td data-bbox="1570 1177 2029 1331"> <p>Tier 2 Vocabulary: Recycle, Reduce, Environment, Reuse anxious, sad, happy, angry, nervous, excited, surprise</p> </td> </tr> </table>	<p>Tier 3 Vocabulary: Conflict</p>	<p>Tier 2 Vocabulary: Recycle, Reduce, Environment, Reuse anxious, sad, happy, angry, nervous, excited, surprise</p>
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Year 1 Autumn Term 1 - Myself and my relationships - Beginning and Belonging (BB1/2)

These objectives were met before in year N/A

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contributes towards children's learning in terms of the following requirements:

Relationships Education: Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Caring Friendships (CF)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Being Safe (BS)

- where to get advice e.g. family, school and/or other sources.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Health Education: Mental Wellbeing (MW)

Key Knowledge and vocabulary

Big Ideas KC1 Myself and My Relationships

- F - Feeling safe and happy
- A - Belonging in the class / school / community
- A - Ground rules / class charters
- E - Doing new things
- E - Resilience
- F - Asking for help

Revision All about me in FS (Foundation stage)

New Learning and Vocabulary

<p>Tier 3 Vocabulary:</p>	<p>Tier 2 Vocabulary: Changing emotions, Anxious, Sad, Happy, Angry, Nervous, Excited, Surprise, Trusted adults, Speaking out.</p>
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Children will be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn

- understand the agreed ground rules
- be able to name the other children in their class and to take part in relationship building activities
- be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome

<p>Objectives: Do I understand simple ways to make sure my school is a safe, happy place? RR How can I get to know the people in my class? CF How do I feel when I am doing something new? MW How can I make someone feel welcome in class? MW What helps me manage in new situations? MW Who can help me at home and at school? BS <u>Big Questions</u>: Lesson 1: Do I understand simple ways to make sure my school is a safe, happy place? Adapted: When am I happy in school? Lesson 2: How can I get to know the people in my class? Adapted: How can I make friends? Lesson 3: How do I feel when I am doing something new? Lesson 4: How can I make someone feel welcome in my class? Lesson 5: Who helps me to manage in new situations? Lesson 6: Who can help me at home and at school?</p>	<ul style="list-style-type: none"> • be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help. (Safety Circle) • be able to show some simple strategies for helping other people who need support.
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Year 1 Autumn Term 2- Myself and my relationship : My Emotions (ME1/2)	
These objectives were met before in year 1: Beginning and belonging	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:</p> <p>Relationships Education: Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. <p>Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p><u>Big Ideas KC1 Myself and my relationships</u></p> <p>A - Self awareness A - Assertiveness B - Identifying & naming emotions B - Coping with feelings B - Feelings, thoughts & behaviour F - Likes & dislikes F - Impulsive behaviour F - Calming down & relaxing F - Seeking support</p> <p><u>Revision</u> Describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome</p>

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health.

Objectives:

What am I good at and what is special about me? RR

How can I stand up for myself? RR

Can I name some different feelings? MW

Can I describe situations in which I might feel happy, sad, cross etc? MW

How do my feelings and actions affect others? MW

How do I manage some of my emotions and associated behaviours? MW

What are the different ways people might relax and what helps me to feel relaxed? MW

Who do I share my feelings with? MW

Big Questions: Lesson 1: How do we know what a person is feeling?

Lesson 2: What can I do if I feel worried?

3. How can stopping and thinking change my behaviour?
4. What am I good at and what do I find difficult?
5. How does it feel to be calm and relaxed? What does it mean?
6. How can I solve problems that happen with my friends?

New Learning and Vocabulary

<p>Tier 3 vocabulary: Relationships, wellbeing</p>	<p>Tier 2 Vocabulary: Well being, Changing emotions, Anxious, Sad, Happy, Angry, Nervous, Excited, Surprise, Trusted adults, Speaking out.</p>
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Children will be able to describe how they are feeling, including how strong that feeling is

- be able to recognise feelings in others
- have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves
- know that there is a link between thoughts, feelings and behaviour
- begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind
- have developed some understanding of the difference between behaviour which is impulsive and that which is considered
- know what it feels and looks like to be assertive.

Year 1 Spring Term 1- Citizenship: Key Concept: Working together (WT1/2)

These objectives were met before in year N/A

Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. This unit contributes to these agendas, alongside other themes within the Personal Development Programme and within the school's ethos and approach to a range of areas of school life. In particular, this unit includes activities that address self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution</p> <p>Objectives: What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? Why is it important to take turns? How can I work well in a group? How can I negotiate to sort out disagreements? How are my skills useful in a group? Can I evaluate what I did well and what I can do better next time?</p> <p>Big Questions: What am I and other people good at? How can I listen well to other people? Why is it important to work in a group? What new skills would I like to learn? How can I work well in a group? Can I take turns and share? What did I do well and how can I do better in the group?</p>	<p><u>Big Ideas KC2: Citizenship</u> A - Class and school rules and charters A - Rules and laws in society A - Understanding right and wrong B - Explaining views B - Decision making B - School and class councils B - Responsibilities to other people</p> <p><u>Revision</u> school, playground and class rules from FS</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1115 675 2018 804"> <tr> <td data-bbox="1115 675 1570 804">Tier 3 Vocabulary: Equality, Diversity, Acceptance, Similarities and difference, Discrimination</td> <td data-bbox="1570 675 2018 804">Tier 2 Vocabulary: Rights, Rules, Responsibility, Values, British Values</td> </tr> </table> <p>Children will be able to name some of their own strengths and skills.</p> <ul style="list-style-type: none"> • be able to identify a new skill to develop. • understand and practise listening skills, take turns and make clear explanations. • understand and practise group work skills, including discussion, negotiation and co-operation. • be aware of how their strengths and skills can be useful in a group. • be able to evaluate a group work task. 	Tier 3 Vocabulary: Equality, Diversity, Acceptance, Similarities and difference, Discrimination	Tier 2 Vocabulary: Rights, Rules, Responsibility, Values, British Values
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Year 1 Spring Term 2- Citizenship: Diversity and Communities (DC1/2)

These objectives were met before in year N/A

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education: Families and people who care for me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.

Respectful Relationships (RR)

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (This is also addressed in RR 1/2 Rights, Rules and Responsibilities).
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

This unit also contains teaching which directly addresses the requirements for: Health Education: Mental Wellbeing (MW)

Objectives:

What makes me 'me', what makes you 'you'? RR
 Do all boys and all girls like the same things? RR
 What is my family like and how are other families different? FP
 What different groups do we belong to? RR
 What is a stereotype and can I give some examples? RR
 Who helps people in my locality and what help do they need? MW

Key Knowledge and vocabulary

Big Ideas KC2: Citizenship

- D - My identity
- D - Different families
- C - Different cultures and beliefs
- C - Groups in and out of school
- A - Respect
- C - Community
- D - Stereotypes
- B - People who help us
- A - School environment
- A - Needs of people/animals / pets/plants

Revision All about me in FS

New Learning and Vocabulary

Tier 3 Vocabulary: Equality, Diversity, Acceptance, Similarities and difference, Discrimination

Tier 2 Vocabulary: Rights, rules, responsibilities, values,

Children will be able to be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others.

- know about some similarities and differences in people's lifestyles, including different groups people belong to.
- be able to describe places in their community, how they and others might use them, and who is available to help them.

<p>What does 'my community' mean and how does it feel to be part of it? MW • How do people find out about what is happening in my community? MW How do we care for animals and plants? How can I help look after my school?</p>	<ul style="list-style-type: none"> • understand how they can help look after the school environment, and make a contribution to doing so. • know what animals and plants need to survive and how they can help look after them.
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<p>Year 1 Summer Term 1- Healthy and Safer Lifestyle 7: Healthier lifestyle (HL1/2)</p>			
<p>These objectives were met before in year N/A</p>			
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>		
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Health Education</p> <ul style="list-style-type: none"> • Mental Wellbeing • Physical Health and Fitness • Healthy Eating • Health and Prevention <p>Objectives: How can I stay as healthy as possible? HP What does it feel like to be healthy? MW What does healthy eating mean and why is it important? HE Why is it important to be active & what are the opportunities for physical activity? PHF What foods do I like and dislike and why? • What can help us eat healthily? HE Why do we need food? What healthy choices can I make?</p>	<p><u>Big Ideas KC4: Healthy and safer lifestyles</u> F - Staying healthy F - Rest and sleep F - Dental health F - Eatwell Guide G - Physical activity F - Healthy eating F - Food preparation G - Making real choices</p> <p><u>Revision</u> How do we look after ourselves? in FS</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1102 1053 2029 1181"> <tr> <td data-bbox="1102 1053 1568 1181"> <p>Tier 3 Vocabulary: sugars, fats and oils, dairy, vegetarian, vegan, food sources, sustainability.</p> </td> <td data-bbox="1568 1053 2029 1181"> <p>Tier 2 Vocabulary: Balanced eating, Exercise, Eat-well plate, Valuing yourself, Valuing your body</p> </td> </tr> </table> <p>Children will be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <ul style="list-style-type: none"> • be able to explain why healthy eating and physical activity are both important. • know the difference between being active and inactive and know how to maintain health. 	<p>Tier 3 Vocabulary: sugars, fats and oils, dairy, vegetarian, vegan, food sources, sustainability.</p>	<p>Tier 2 Vocabulary: Balanced eating, Exercise, Eat-well plate, Valuing yourself, Valuing your body</p>
<p>Tier 3 Vocabulary: sugars, fats and oils, dairy, vegetarian, vegan, food sources, sustainability.</p>	<p>Tier 2 Vocabulary: Balanced eating, Exercise, Eat-well plate, Valuing yourself, Valuing your body</p>		

	<ul style="list-style-type: none"> • be able to say what changes physical and emotionally when they are active. • be able to talk about food likes and dislikes and give reasons. • understand that food can be divided into different groups and know that for good health we need a balanced diet.
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Year 1 Summer Term 2- Healthy and Safer Lifestyle 9: Personal Safety (PS1/2)			
These objectives were met before in year N/A			
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education. Being Safe (BS)</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources. 	<p><u>Big Ideas KC4: Healthy and safer lifestyles</u></p> <ul style="list-style-type: none"> A -Identifying and communicating feelings A - School/classroom rules A - Early Warning signs A - Identifying trusted adults D - Personal networks D - Recognising unkind behaviour D - Bodily autonomy D - Safe, unsafe & unwanted touch D - Safe and unsafe secrets C - Online safety <p><u>Revision</u></p> <p>What can I do / who can I tell if I feel worried?</p> <p><u>New Learning and Vocabulary</u></p> <table border="1"> <tr> <td>Tier 3 vocabulary: Relationships, wellbeing</td> <td>Tier 2 Vocabulary: Well being, Changing emotions, Anxious, Sad,</td> </tr> </table>	Tier 3 vocabulary: Relationships, wellbeing	Tier 2 Vocabulary: Well being, Changing emotions, Anxious, Sad,
Tier 3 vocabulary: Relationships, wellbeing	Tier 2 Vocabulary: Well being, Changing emotions, Anxious, Sad,		

<p>This unit also contributes towards children’s learning in terms of the following requirements: Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>From Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. <p>Objectives:</p> <p>Can I identify different feelings and tell others how I feel? MW</p> <p>Which school/classroom rules are about helping people to feel safe? BS</p> <p>Can I name my own Early Warning Signs? BS</p> <p>How do I know which adults and friends I can trust? CF</p> <p>Who could I talk with if I have a worry or need to ask for help? BS</p> <p>What could I do if a friend or someone in my family isn’t kind to me? BS</p> <p>Can I identify private body parts and say ‘no’ to unwanted touch? BS</p> <p>What could I do if I feel worried about a secret? BS</p> <p>What could I do if something worries or upsets me when I am online? BS</p>	<table border="1" data-bbox="1102 188 2029 303"> <tr> <td data-bbox="1102 188 1568 303"></td> <td data-bbox="1568 188 2029 303">Happy, Angry, Nervous, Excited, Surprise, Trusted adults, Speaking out.</td> </tr> </table> <p>Children will be able to identify different feelings and tell others how they feel.</p> <ul style="list-style-type: none"> • be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe • know who they could talk with if they have a worry or need to ask for help • be able to identify private parts of the body and say ‘no’ to unwanted touch • know what to do if a friend or family member isn’t kind to them or if they are worried about something that happens online. 		Happy, Angry, Nervous, Excited, Surprise, Trusted adults, Speaking out.
	Happy, Angry, Nervous, Excited, Surprise, Trusted adults, Speaking out.		

Year 2 Autumn Term 1 -Myself and my relationship: Family and Friends (FF1/2)	
These objectives were met before in year N/A	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary

In this unit, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships. They will also focus on family relationships, identifying who is in their own family and what is special about them, and what they and other family members do to care for each other. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.

Objectives / Big Ideas

- Can I describe what a good friend is and does and how it feels to be friends? CF
- Why is telling the truth important? CF
- What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF
- How can I try to mend friendships if they have become difficult? CF
- What is my personal space and how do I talk to people about it? BS
- Who is in my family and how do we care for each other? FP
- Who are my special people, why are they special and how do they support me? CF

My Family and Friends - Big Questions:

- Lesson 1 What does a good friend do?
- Lesson 2 How can I make friends?
- Lesson 3 How have my friendships changed?
- Lesson 4 How am I special and who is special to me?
- Lesson 5 Who can I talk to when I feel sad, upset or worried?

Big Ideas KC1 Myself and My Relationships

- C - Friendship
- D - Truthfulness
- C - My family
- C - Special people
- D - Problem solving in relationships
- E - Different points of view
- F - Personal space
- A - Safety circles

Revision All about me in FS

New Learning and Vocabulary

<p>Tier 3 vocabulary: Relationships, wellbeing</p>	<p>Tier 2 Vocabulary: Risk, Danger, Safety circle , Trusted adults, Speaking out. Family, friend, happy, sad,</p>
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Children will be able to be able to describe some of the qualities of friendship and to demonstrate skills in making friends.

- have developed some strategies for coping when they have friendship problems.
- understand that friendships change.
- recognise some similarities and differences between them and other children, and understand that difference is positive.
- understand that there are different family patterns.
- be able to describe what is special about their own family and its members, and about other people they know.
- know who they can talk to if they need help and how to ask for it.

Year 2 Autumn Term 2-Myself and my relationships: Anti-Bullying (AB1/2)

These objectives were met before in year 1: Beginning and belonging and My Family and Friends

Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education: Caring Friendships (CF)</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>Health Education: Mental Wellbeing (MW)</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Internet Safety and Harms (ISH)</p> <ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p><u>Big Ideas KC1 Myself and my relationships</u></p> <ul style="list-style-type: none"> D. Respecting difference D. Defining bullying D. Physical, mental and emotional wellbeing D. Assertiveness C. Safety circles C. Telling & asking for help C. Supporting others D. Creating an anti-bullying ethos <p><u>Revision</u></p> <p>Prior learning: Describe how you feel if you fall out with a friend over a game.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1115 742 2020 970"> <tr> <td data-bbox="1115 742 1572 970"> <p><u>Tier 3 vocabulary:</u></p> <ul style="list-style-type: none"> Controlling physical abuse emotional abuse </td> <td data-bbox="1572 742 2020 970"> <p><u>Tier 2 vocabulary:</u></p> <ul style="list-style-type: none"> Bullying, Anti-bullying, cyber bullying trusted adults, speaking out Changing emotions, Anxious, Sad, Happy, Angry, Nervous, Excited, Surprise </td> </tr> </table> <p>Children will be able to give examples of the different forms of bullying.</p> <ul style="list-style-type: none"> • Be starting to understand that sometimes people are bullied because they may be different in some way from others. • Be able to describe how it feels to be bullied or see someone else being bullied. • Be starting to demonstrate simple ways of responding to bullying including the need to be assertive. • Be able to demonstrate how to be kind to bullied children. • Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur. 	<p><u>Tier 3 vocabulary:</u></p> <ul style="list-style-type: none"> Controlling physical abuse emotional abuse 	<p><u>Tier 2 vocabulary:</u></p> <ul style="list-style-type: none"> Bullying, Anti-bullying, cyber bullying trusted adults, speaking out Changing emotions, Anxious, Sad, Happy, Angry, Nervous, Excited, Surprise
<p><u>Tier 3 vocabulary:</u></p> <ul style="list-style-type: none"> Controlling physical abuse emotional abuse 	<p><u>Tier 2 vocabulary:</u></p> <ul style="list-style-type: none"> Bullying, Anti-bullying, cyber bullying trusted adults, speaking out Changing emotions, Anxious, Sad, Happy, Angry, Nervous, Excited, Surprise 		

<p>Objectives: Why might people fall out with their friends? CF Can I describe what bullying is? RR Do I understand some of the reasons people bully others? RR Why is bullying never acceptable or respectful? RR How might people feel if they are being bullied? MW Who can I talk to if I have worries about friendship difficulties or bullying? RR How can I be assertive? RR Do I know what to do if I think someone is being bullied? RR How do people help me to build positive and safe relationships? CF What does my school do to stop bullying? RR Big Questions: Lesson 1: What is bullying? Lesson 2: How can I make the school a safer place with more caring children? Lesson 3: Can I understand some of the reasons why bullying happens? Lesson 4: Can I understand that bullying may happen when people do not respect each others differences? Lesson 5: How do I respond if I am being bullied?</p>	
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<p>Year 2 Spring Term 1-Economic Wellbeing 1: Financial Capability (FC1/2)</p>	
<p>These objectives were met before in year N/A</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. This unit contributes to these agendas, alongside other themes within the Personal Development Programme and within</p>	<p><u>Big Ideas KC3 Economic Well Being</u> A - Money in different / familiar contexts Cash values Money as a finite resource Uses of money</p>

<p>the school's ethos and approach to a range of areas of school life. In particular, this unit includes activities that address charitable organisations.</p> <p>Objectives: Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?</p>	<p>Saving and spending Effects of loss How banks etc work Emotions in relation to money Charity</p> <p><u>Revision:</u> Bank discs to spend in the DPA Shop or save in the Bank</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1115 470 2018 630"> <tr> <td data-bbox="1115 470 1570 630"> <p>Tier 3 Vocabulary: Financial Capability, Economic well-being, Financial capability, Credit, Deficit , Interest</p> </td> <td data-bbox="1570 470 2018 630"> <p>Tier 2 vocabulary: cash, coins, credit card, debit card, loan, saving, spending, responsibility, budget, banking</p> </td> </tr> </table> <p>Children will understand that we can receive and spend money in many ways.</p> <ul style="list-style-type: none"> • know how to save and look after their money and why we might do so. • begin to understand the difference between wants and needs and the need for informed choices. • begin to understand family spending and the impact of choices. • begin to understand and manage some of the changing feelings associated with money. • have a simple understanding of what charities might do and why we have them. 	<p>Tier 3 Vocabulary: Financial Capability, Economic well-being, Financial capability, Credit, Deficit , Interest</p>	<p>Tier 2 vocabulary: cash, coins, credit card, debit card, loan, saving, spending, responsibility, budget, banking</p>
<p>Tier 3 Vocabulary: Financial Capability, Economic well-being, Financial capability, Credit, Deficit , Interest</p>	<p>Tier 2 vocabulary: cash, coins, credit card, debit card, loan, saving, spending, responsibility, budget, banking</p>		

<p>Year 2 Spring Term 2-Healthy and Safer Lifestyles: Drug Education (DE1/2)</p>	
<p>These objectives were met before in year N/A</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>

<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Health Education Drugs, Alcohol & Tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Health & Prevention</p> <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. <p>Objectives: Which substances might enter our bodies, how do they get there and what do they do? DAT What are medicines and why and when do some people use them? DAT When and why do people have an injection from a doctor or a nurse? HP Who is in charge of what medicine I take? DAT What different things can help me feel better if I feel poorly? DAT How can I keep safe with medicines and substances at home and at school? DAT What is persuasion and how does it feel to be persuaded? MW</p>	<p><u>Big Ideas KC4: Healthy and safer lifestyles</u> B - Medicines B - Health professionals B - Going to the doctors B - Feeling ill, feeling better B - Risky household substances D - Safety rules D - Being persuaded</p> <p><u>Revision:</u> Keeping healthy in FS; Healthy lifestyles in Year 1</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1115 663 2016 794"> <tr> <td data-bbox="1115 663 1568 794">Tier 3 Vocabulary: n/a for KS1</td> <td data-bbox="1568 663 2016 794">Tier 2 vocabulary: Medicines, Drugs, Doctor, Cigarettes, Alcohol, Rest, Stress, Illness, Relaxation, Worry</td> </tr> </table> <p>Children will have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p> <ul style="list-style-type: none"> • be aware of safety rules concerning medicines and be able to name people who could help them take them safely • understand that many people have injections and suggest some reasons why • understand that there can be alternatives to medicine use to feel better • be able to recognise simple risks and suggest ways of managing given scenarios. 	Tier 3 Vocabulary: n/a for KS1	Tier 2 vocabulary: Medicines, Drugs, Doctor, Cigarettes, Alcohol, Rest, Stress, Illness, Relaxation, Worry
Tier 3 Vocabulary: n/a for KS1	Tier 2 vocabulary: Medicines, Drugs, Doctor, Cigarettes, Alcohol, Rest, Stress, Illness, Relaxation, Worry		

<p>Year 2 Summer Term 1- Healthy and Safer Lifestyle: Sex and relationships (RS1)</p>
<p>These objectives were met before in year N/A</p>

Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:</p> <p>Relationships Education: Families and People who care for me (FP)</p> <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.</p> <ul style="list-style-type: none"> • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them. • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. <p>This unit also contains teaching which directly addresses the requirements for:</p> <p>Health Education: Mental Wellbeing (MW)</p> <p>Objectives and national curriculum links (NC):</p> <p>How do babies change and grow? (Statutory NC Science Y2)</p> <p>How have I changed since I was a baby? (Statutory NC Science Y2)</p> <p>What’s growing in that bump? (Sex Education/NC Science)</p> <p>What do babies and children need from their families? FP</p> <p>Which stable, caring relationships are at the heart of families I know? FP</p> <p>What are my responsibilities now that I'm growing up? CAB</p>	<p><u>Big Ideas KC4: Healthy and safer lifestyle</u></p> <ul style="list-style-type: none"> E - Babies to children to adults E - Growing up E - Caring families E - Family variety E - Marriage E - Changing responsibilities <p><u>Revision</u></p> <p>Year 1: External parts of the body; my amazing body; Germs; handwashing.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1196 675 2018 804"> <tr> <td data-bbox="1196 675 1610 804">Tier 3 Vocabulary: KS1: Female body parts: Vagina, Labia , Urethra, Breasts. Male body parts: Penis.</td> <td data-bbox="1610 675 2018 804">Tier 2 vocabulary: Love, Marriage, Different types of families, Relationships, responsibilities</td> </tr> </table> <p>Children will be able to recognise babies, children and adults of different ages and put them into age order.</p> <ul style="list-style-type: none"> • understand that human babies grow inside their mothers • be able to describe the main physical developments which take place in early childhood • be able to describe some of the changes in responsibilities and expectations during early childhood • understand a baby’s basic needs • understand how dependent a baby is on parents/carers to provide its basic needs. 	Tier 3 Vocabulary: KS1: Female body parts: Vagina, Labia , Urethra, Breasts. Male body parts: Penis.	Tier 2 vocabulary: Love, Marriage, Different types of families, Relationships, responsibilities
Tier 3 Vocabulary: KS1: Female body parts: Vagina, Labia , Urethra, Breasts. Male body parts: Penis.	Tier 2 vocabulary: Love, Marriage, Different types of families, Relationships, responsibilities		

Year 2 Summer Term 2- Myself and My Relationships: Managing change (MC1/2)

These objectives were met before in year 1 (Beginning and belonging)

Cambs Personal Development Programme Objectives

In this unit, children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them, and those which just happen, and consider possible reasons for these changes. The children will discuss emotions which might be experienced when losing a special possession. They will consider a few major life changes which sometimes occur in families, in particular, welcoming a new sibling, parental separation and the death of a grandparent. They will talk about the difficult emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings they experience and how other people, including those in their Safety Circle, might be able to help too. They will also learn that change can be positive and talk about some life changes they might look forward to in the future. Throughout the unit, children will be developing strategies for coping with change, as well as being reminded about the importance of family and friends in helping us at these times.

Objectives:

How are my achievements, skills and responsibilities changing and what else might change?

How might people feel during times of loss and change? MW

How do friendships change? CF

What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW

How might people feel when they lose a special possession?

When can I make choices about changes?

Key Knowledge and vocabulary

Big Ideas KC1: Myself and My Relationships

C - Changing friendship patterns

E - Changing skills & responsibilities

E - Changing habits

E - Transitions within school

E - Losing things

B - Emotions involved with change

Revision

Year 1: doing new things: Can I stay the same forever?

How do I feel when I am doing something new?

New Learning and Vocabulary

Tier 3 vocabulary:

Relationships

wellbeing

Tier 2 vocabulary:

changing emotions, anxious, sad, happy, angry, nervous, excited, surprise, trusted adults, speaking out, emotions, assertive,

Children will: be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements;

- know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't
- identify changes that they or other children might experience in their lives
- name some emotions they or others might feel at particular times of change
- suggest some strategies they might use to cope with times of change, including approaching others for help
- know that change can be positive and something to look forward to

Year 3 Autumn Term 1 -Myself and my relationship -Beginning and Belonging (BB3/4)

These objectives were met before in year one

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contributes towards children’s learning in terms of the following requirements: Relationships Education

Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Caring Friendships (CF)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Being Safe (BS)

- where to get advice e.g. family, school and/or other sources.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence

Key Knowledge and vocabulary

Big Ideas: KC1 Myself and my Relationships

A-Ground rules / class charters
 A-Responsibilities
 A-Belonging
 E-New situations
 E-Meeting new people
 E-Resilience
 B-Managing feelings
 F-Asking for help
 F-Networks of support

Revision

Year 1: Feeling safe and happy; belonging in the class / school / community; class rules/ ground rules;doing new things; resilience; asking for help.

New Learning and Vocabulary

<p><u>Tier 3 vocabulary:</u> acceptance Relationships wellbeing diversity similarities and differences discrimination</p>	<p><u>Tier 2 vocabulary:</u> risk danger safety circle trusted adults speaking out</p>
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Children will be able to contribute ideas to discussions about ground rules for the

<p>needed to do so. Health Education: Mental Wellbeing (MW)</p> <p>Objectives: What is my role in making my school a place where we can learn happily and safely? RR How can we build relationships in our class and how does this benefit me? CF What does it feel like to be new or to start something new? MW How can I help children and adults feel welcome in school? RR What helps me manage a new situation or learn something new? MW Who are the different people in my network who I can ask for help? BS</p> <p>Big Questions: Lesson 1: Can I contribute to discussions about how to make the classroom a place where I can learn safely and happily? Lesson 2: Can I take part in activities for building collaborative relationships? Lesson 3: Can I recognise the emotions Involved in being in a new situation? Lesson 4: Do I know how to make new people feel welcome in our class and our school? Lesson 5: Do I know when I need help and how to ask for it? Lesson 6: Can I understand what I have learned and share it with others?</p>	<p>class, and to take an active part in activities to help build cooperative relationships in the class</p> <ul style="list-style-type: none"> • be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school • be able to identify people at home, at school and in other contexts of their lives to include in their support networks • know how they can access support and some ways they can help
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<p>Year 3 Autumn Term: 2 Myself and My Relationships- My emotions (ME3/4)</p>	
<p>These objectives were met before in year two</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education:</p>	<p>Big Ideas: KC1: Myself and My Relationships: F-Self-respect/Self-care F-Mental wellbeing B-Communicating emotions B-Diverse emotions/ responses</p>

Respectful Relationships (RR)

- the importance of self-respect and how this links to their own happiness.

This unit contains teaching which directly addresses the requirements for Health Education:

Mental Wellbeing (MW)

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health.

Objectives:

- To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.
- To understand some of the ways emotions may affect our interactions with others.
- To be able to think about their worries and decide what they might do about them.
- To know when they should share a worry and have some strategies to start conversations about their worries
- To be able to get support when they need it

C-Care & respect for others

F-Seeking support

Revision

Year 2-Self awareness; assertiveness; naming emotions; feelings; thoughts and behaviours; likes and dislikes; impulsive behaviour; calming down and relaxing; seeking support.

New Learning and Vocabulary

<p>Tier 3 vocabulary: Relationships wellbeing</p>	<p>Tier 2 vocabulary: changing emotions, anxious, sad, happy, angry, nervous, excited, surprise, trusted adults, speaking out, emotions, assertive,</p>
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Children will be able to Use a range of words to explain how they are feeling

- identify a strong emotion (worry/anxiety) and know some strategies to deal with it
- begin to understand how strong feelings may make me act impulsively or irrationally
- know about different sorts of worries and some ways of dealing with them, including sharing them understand how self talk can help and begin to use it themselves
- explain the ‘fight or flight’ response
- begin to recognise the ‘fight or flight’ response in myself and others
- know why we should sometimes stop and think before acting when we feel angry or stressed
- recognise positive qualities in others as well as themselves
- identify qualities they may want or need to develop
- recognise things I might find more difficult and how that might feel
- begin to know that how I feel about something can affect how I tackle it
- understand that feeling confident and capable helps when tackling new things.

<ul style="list-style-type: none"> • To understand the 'fight or flight' response and how it might affect them. • To recognise some of the strengths and personal qualities of themselves and others • To understand that how we feel can affect how we tackle things and whether or not we find them difficult. • To know some strategies to move from an uncomfortable state to a more positive one. • To recognise when they are becoming upset or angry and have some good strategies to help them calm down. • To know what it means to be assertive and to be able to act assertively • To be able to use the 'problem-solving process' without help sometimes. • To understand what they have learned in this unit and be able to share it with others <p>Big Questions:</p>	<ul style="list-style-type: none"> • have some strategies for regaining a positive state of mind where this is helpful • begin to understand that what we tell ourselves can have an effect on how we feel • have some strategies for calming down and relaxing • know what 'being assertive' means • understand a simple problem-solving process
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Year 3 Spring Term 1-Citizenship: Diversity and Communities (DC3/4)	
These objectives were met before in year one	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education:</p> <p>Families and people who care for me (FP)</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, that they should respect those differences and know that other children's families are also characterised by love and care for them. <p>Respectful Relationships (RR)</p>	<p><u>Big Ideas: KC2: Citizenship</u></p> <p>C-Similarities and differences</p> <p>C-People in the community</p> <p>C-People with different backgrounds</p> <p>C-Stereotypes</p> <p>B-Roles in the community</p> <p>A-Local environment</p> <p>A-Animal welfare</p> <p>C-Role of the media</p> <p><u>Revision</u></p>

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (This is also addressed in the unit RR34 Rights, Rules, Responsibilities.)
 - practical steps they can take in a range of different contexts to improve or support respectful relationships
 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
 - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- This unit also contains teaching which directly addresses the requirements for: Health Education:
- Mental Wellbeing (MW)
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (This is also addressed in the unit HL34 Healthy Lifestyles.)
- Objectives
- What have we got in common and how are we different? RR
 - How might others' expectations of girls and boys affect people's feelings and choices? RR
 - How are our families the same and how are they different? FP
 - Do people who live in my locality have different traditions, cultures and beliefs? RR
 - How does valuing diversity benefit everyone? RR
 - Why are stereotypes unfair and how can I challenge them? RR
 - How do people in my locality benefit from being part of different groups? MW
 - What are the roles of people who support others with different needs in my community? MW
 - How does the media work in my community? MW
 - How can we care for the local environment and what are the benefits?
 - What do animals need, and what are our responsibilities?

Year 1: My identity; different families, cultures and beliefs; respect; groups in and out of school.

New Learning and vocabulary

<p><u>Tier 3 Vocabulary:</u></p> <ul style="list-style-type: none"> Racism Sexism Equality Gender Stereotypes diversity acceptance similarities and difference discrimination 	<p><u>Tier 2 vocabulary:</u></p> <ul style="list-style-type: none"> rights rules responsibility values British values
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Children will be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.

- recognise difference and respect diversity, including the importance of challenging stereotypes.
- know about groups and communities that exist locally, and the roles some people play in the community.
- understand some different forms and roles of the media.
- understand some of the needs of the local environment.
- know some needs of animals, including pets, and the responsibilities of humans towards them.

Year 3 Spring Term 2-Healthy and Safer Lifestyle-Healthier Lifestyles (HL3/4)

These objectives were met before in year one

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Health Education

- Mental Wellbeing
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

Objectives:

- What does healthy eating and a balanced diet mean? HE
- What is an active lifestyle and how does it help me to be healthier? PHF
- What is mental wellbeing and how is it affected by my physical health? MW
- How much sleep do I need & what happens if I don't have enough? HP
- How do nutrition and physical activity work together?
- How can I plan and prepare simple, healthy meals safely? HE
- How can I look after my teeth and why is it important? HP
- Who is responsible for my lifestyle choices and how are these choices influenced?

Key Knowledge and vocabulary

Big Ideas: KC4: Healthy and safer lifestyles

- F. Eatwell Guide
- F. Basic food hygiene & preparation
- F. Active Lifestyles
- F. Mental wellbeing
- F. Sleep
- F. Influences on lifestyle choices
- F. Dental care
- F. Leisure activities

Revision

Year 1: Staying healthy; rest and sleep; dental health; eatwell guide; physical activity; healthy eating; food preparation; making real choices.

New Learning and Vocabulary

Tier 3 Vocabulary:

carbohydrates, protein, fats and oils, sugars, fibre, dairy, vegetarian, vegan, food sources, sustainability

Tier 2 Vocabulary:

rest, stress, illness, relaxation, worry, balanced eating, Eat-well plate, exercise; valuing yourself, valuing your body, belonging

Children will know that they can make choices which are healthier or less healthy and reflect on their own lifestyle.

- know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle.
- understand some of the reasons people sometimes make less healthy choices.
- be able to talk about some of the physical and mental benefits of exercise.
- know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.

	<ul style="list-style-type: none"> • be able to state some of the influences on food choices and some of the persuasive methods used in advertising. • understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. • be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. • know how much sleep we need and be able to talk about what happens if we don't get enough. • know why dental hygiene is important and how they can look after their teeth.
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Year 3 Summer Term 1 Healthy and Safer Lifestyles - Relationships and sex education (RS3)	
These objectives were met before in year one and two	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education:

Being Safe (BS)

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for Health Education: Health and Prevention (HP)

- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

Changing Adolescent Body (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Objectives:

- How are male and female bodies different and what are the different parts called? BS
- When do we talk about our bodies, how they change, and who do we talk to? BS
- What can my body do and how is it special?
- Why is it important to keep myself clean? HP
- What can I do for myself to stay clean and how will this change in the future? HP
- How do different illnesses and diseases spread and what can I do to prevent this? HP

Big Ideas: KC4: Healthy and Safer Lifestyles

E. Male and female bodies

E. Talking about bodies

G. Valuing the body's uniqueness & capabilities

F. Responsibilities for hygiene

F. Preventing spread of illnesses

Revision

Year 1: Names for external parts of the body; my amazing body; germs; handwashing

Year 2: Babies to children to adults; growing up; caring families; family variety; marriage; changing responsibilities.

New Learning and Vocabulary

<p>Tier 3 vocabulary: breasts, labia, urethra, vagina womb, ovaries testicles, penis, pubic hair, menstruation</p>	<p>Tier 2 vocabulary: male, female adult, teenager, elderly hygiene physical change love and marriage different types of relationships</p>
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Children will be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female

- be able to give several examples of the capabilities of their own bodies
- be able to describe familiar hygiene routines and understand the reasons for doing these things
- be able to anticipate new responsibilities for their personal hygiene
- be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.

Year 3 Summer Term 2 Citizenship- Rights, rules and responsibility. (RR3/4)

These objectives were met before in year one

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education
Respectful Relationships

- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- What does it mean to be treated and to treat others with respect? RR
- Who are those in positions of authority within our school and communities and how can we show respect? RR
- Why do we need rules at home and at school? RR • What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

Key Knowledge and vocabulary

Big Ideas: KC2 Citizenship:

- A. Respect
- A. Authority
- B. Class/school rules & charters
- A. Rights and responsibilities
- A. Democracy at school
- A. School and class councils
- B. Decision making
- B. Debating and voting
- C. Responsibilities at school and at home

Revision

Year 1: class and school rules; rules and laws in society; understanding right and wrong; explaining views; decision making; responsibilities to other people.

New Learning and Vocabulary

<p><u>Tier 3 Vocabulary:</u> Racism, Sexism, Equality, Gender Stereotypes, diversity, acceptance similarities and difference discrimination</p>	<p><u>Tier 2 vocabulary:</u> rights rules responsibility values British values</p>
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Children will be able to explain the difference between wants and needs

- be able to explain why rights are important and that they come with responsibilities, at home and at school
- be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority
- be able to explain why rules are needed and be able to identify those which are necessary and useful
- participate in making class ground rules and show or explain what following the rules looks like

	<ul style="list-style-type: none"> • suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting • be able to describe what a representative does
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Year 4 Autumn Term 1 - Myself and My Relationship - My Family and Friends (FF3/4)			
These objectives were met before in year one			
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>As children become older, their network of relationships, which includes people who are special to them, will grow. Many children in Year 4 will be participating in more out of school activities and meeting a wider range of people than those they know just from home and school. They will have many opportunities to build new relationships, as well as becoming increasingly aware of issues in friendships and other relationships, including how they can change.</p> <p>This unit supports some of the ‘relationships’ aspects of Sex and Relationships Education.</p> <p>As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. This unit contributes to these agendas, alongside other themes within the Personal Development Programme and within the school’s ethos and approach to a range of areas of school life. In particular, this unit includes activities that address respect for others, tolerance and harmony.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF 	<p><u>Big Ideas KC1: Myself and my relationships</u></p> <ul style="list-style-type: none"> C. Developing friendships C. On and offline friendships C. Emotions in relationships C. Trustworthiness C. Special people and networks B. Compromise B. Empathy E. Conflict resolution F. Personal boundaries C. Networks of support <p><u>Revision</u></p> <p>Year 1: Friendship; truthfulness; my family; special people; problem solving in relationships; different points of view; personal space; networks of support.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Tier 3 vocabulary:</u> acceptance</td> <td style="width: 50%;"><u>Tier 2 vocabulary:</u> risk</td> </tr> </table>	<u>Tier 3 vocabulary:</u> acceptance	<u>Tier 2 vocabulary:</u> risk
<u>Tier 3 vocabulary:</u> acceptance	<u>Tier 2 vocabulary:</u> risk		

<ul style="list-style-type: none"> • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP <p>Big Questions: Lesson 1: What qualities make a good friend? Lesson 2: How can I manage friendship problems? Lesson 3: How can I cope with changes in friendship patterns and situations? Lesson 4: What is similar and different between me and my friends? Lesson 5: Why is it important to see things from other points of view? Lesson 6: Who is special to you, what do you do for them and how do they affect you?</p>	<table border="1" data-bbox="1115 204 2011 336"> <tr> <td data-bbox="1115 204 1568 336"> Controlling physical abuse emotional abuse </td> <td data-bbox="1568 204 2011 336"> danger trusted adults speaking out </td> </tr> </table> <p>Children will be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <ul style="list-style-type: none"> • understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. • be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation. • be able to identify special people in their support networks, and know from whom and how to access support. • be able to recognise that people live in different family patterns 	Controlling physical abuse emotional abuse	danger trusted adults speaking out
Controlling physical abuse emotional abuse	danger trusted adults speaking out		

Year 4 Autumn Term 2- Myself and My Relationships - Anti-Bullying (AB3/4)	
These objectives were met before in year two	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for: Relationships Education:</p> <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p><u>Big Ideas: KC1: Myself and my relationships</u></p> <ul style="list-style-type: none"> D. Falling out D. Prejudice-based bullying D. Respect D. Direct and indirect bullying D. Cyberbullying D. Bystanders and followers

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online Relationships (OR)

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Health Education:

Mental Wellbeing (MW)

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet Safety and Harms (ISH)

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- How are falling out and bullying different? CF
- How do people use power when they bully others? RR
- What are the key characteristics of different types of bullying? RR
- How can lack of respect and empathy towards others lead to bullying? RR
- What is the difference between direct and indirect forms of bullying? RR
- What are bystanders and followers and how might they feel? MW

D. Being supportive

D. Getting help

Revision

Year 2: Defining bullying; respecting difference; physical, mental and emotional wellbeing; assertiveness; telling and asking for help; networks of support; creating an anti-bullying ethos.

New Learning and Vocabulary

<p><u>Tier 3 vocabulary:</u> Controlling physical abuse emotional abuse</p>	<p><u>Tier 2 vocabulary:</u> Bullying Anti-bullying cyber bullying trusted adults speaking out</p>
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Children will understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.

- understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.
- be able to describe the feelings of those involved in bullying including those who bully others.
- be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.
- be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.

<ul style="list-style-type: none"> • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR <p>Big Questions:</p> <p>Lesson 1: What makes a good friend?</p> <p>Lesson 2: How can I manage friendship problems?</p> <p>Lesson 3: How can I cope when things change?</p> <p>Lesson 4: How are my friends and I the same? How are we different?</p> <p>Lesson 6: Can I see someone else's point of view?</p> <p>Lesson 7: Who is special to you?</p>	
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<p>Year 4 Spring Term 1 -Economic Wellbeing - Financial Capability (FC3/4)</p>	
<p>These objectives were met before in year two</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>This unit will help children understand the importance of money in our lives, where it might come from, and in particular how we can earn it. They will explore the different ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make and how these might be affected by our values, beliefs and culture. They will consider what 'value for money' might mean and</p>	<p><u>Big Ideas: KC3: Economic Well being: A. Financial capability</u></p> <ul style="list-style-type: none"> • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices

<p>how to make choices based on the information we have about items for sale.</p> <p>They will learn how we might plan and save money for later use. In the course of their work they will use simple records and explore different ways of paying, including borrowing. They will explore the range of changing feelings we can have about money. They will begin to understand how our spending can have an impact in our communities and beyond. They will consider what poverty is, what might cause it and the role some charities might play.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? 	<ul style="list-style-type: none"> • Charities • Emotions <p><u>Revision</u> Year 2; Money in familiar contexts; cash values; Uses of money; saving and spending; money as a finite resource; effects of loss; charity; how banks work; related emotions;</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1003 405 2016 596"> <tr> <td data-bbox="1003 405 1509 596"> <p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest</p> </td> <td data-bbox="1509 405 2016 596"> <p><u>Tier 2 vocabulary</u> Responsibility saving, budget, spending banking, borrowing, loans, debt, value for money</p> </td> </tr> </table> <p>Children will know that we receive money through a variety of means, including paid work.</p> <ul style="list-style-type: none"> • know ways to keep money safe, including saving it. • understand that some of the ways we use money can make it grow or involve risk. • understand that we make choices about spending for many different reasons. • begin to understand that the choices we make affect us, our communities and the wider world. • begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. • begin to understand that money may have different value and meaning to different people at different times and in different cultures. • know about the work of a charity and why we might need it. • be able to manage money effectively in real life situations. 	<p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest</p>	<p><u>Tier 2 vocabulary</u> Responsibility saving, budget, spending banking, borrowing, loans, debt, value for money</p>
<p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest</p>	<p><u>Tier 2 vocabulary</u> Responsibility saving, budget, spending banking, borrowing, loans, debt, value for money</p>		

<p>Year 4 Spring Term 2-Healthy and Safer Lifestyles - Drug education (DE3/4)</p>	
<p>These objectives were met before in year two</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Health Education.

Health Education: Drugs, Alcohol & Tobacco

- the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking.

Health & Prevention

- the facts and science relating to allergies, immunisation and vaccination.

- What medical & legal drugs do I know about, and what are their effects? DAT
- Who uses and misuses legal drugs? DAT
- Why do some people need medicine and who prescribes it? DAT
- What are immunisations and have I had any? HP
- What are the safety rules for storing medicine and other risky substances? DAT
- What should I do if I find something risky, like a syringe? DAT
- What do I understand about how friends and the media persuade and influence me? CF

Big Ideas: KC4 healthy and safer lifestyles:B. Drug Education.

- Medicines and legal drugs
- People who use medicines & legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media
- Immunisations

Revision

Year 2: Medicines; health professionals; going to the doctors; feeling ill / feeling better/ risky household substances; safety rules; being persuaded.

New Learning and Vocabulary

<p>Tier 3 vocabulary: Dosage illegal drugs tobacco vaping</p>	<p>Tier 2 vocabulary: medicines drugs cigarettes alcohol doctor</p>
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Children will be able to name some medical and legal recreational drugs

- have a basic understanding of how a drug can enter the body and the bloodstream
- be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them
- have clear ideas about medicine safety and have some ideas for keeping safe and asking for help
- know that nicotine and alcohol are drugs and describe some of their effects
- have begun to consider why some people choose to use nicotine and alcohol
- have thought about influence and persuasion and will demonstrate some skills to counter these.

Year 4 Summer Term 1- Healthy and Safer Lifestyles - Personal Safety (PS3/4)

These objectives were met before in year one

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education.

Being Safe (BS)

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources.

This unit also contributes towards children’s learning in terms of the following requirements:

Families and People Who Care For Me (FP)

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships (CF)

Cambridgeshire Primary Personal Development Programme

Healthy & Safer Lifestyles PS 3/4 Personal Safety KS2 • Years 3/4

- how to recognise who to trust and who not to trust.

Key Knowledge and vocabulary

Big Ideas: KC4: Healthy and Safer Lifestyles

- D. identifying and communicating feelings
- D. School/classroom rules
- D. Early Warning signs
- D. Identifying trusted adults
- D. Personal networks
- D. Safety continuum
- D. Recognising and reporting unkind behaviour
- D. Bodily autonomy
- D. Personal boundaries
- D. Safe, unsafe and unwanted touch
- D. Safe and unsafe secrets
- C. Online safety

Revision

Year 1: Identifying and communicating feelings; school rules; early warning signs; trusted adults; support networks; recognising unkind behaviour; bodily autonomy; safe / unsafe touch; safe / unsafe secrets; online safety

New Learning and Vocabulary

<p>Tier 3 vocabulary: Internet safety security CEOPS</p>	<p>Tier 2 vocabulary: risk danger safety circle or network trusted adults speaking out Passwords strangers reliability</p>
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Respectful Relationships (RR)

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships (OR)

- that people sometimes behave differently online, including by pretending to be someone they are not
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

From Health Education: Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- The progression of teaching throughout these units aims to empower children to make safer choices. Children need to know that they have the right to feel safe and this unit helps them to identify their Early Warning Signs, so that they can identify when they are feeling unsafe in a situation.**

Objectives:

- How do I recognise my own feelings and communicate them to others? MW
- Which school/classroom rules are about helping people to feel safe? RR
- Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
- What qualities do trusted adults and trusted friends have? CF
- Who is on my personal network and how can I ask them for help? BS
- What could I do if I feel worried about a friendship or family relationship? BS
- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
- How can I decide if a secret is safe or unsafe? BS
- How can I keep safe online? BS

personal information

Children will be able to recognise their own feelings and talk about them to others

- be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe
- be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help
- be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact
- be able to seek help if they feel worried about a relationship with a friend or family member
- be able to suggest some ways to help stay safe online.

These objectives were met before in year N/A

Cambs Personal Development Programme Objectives

In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education: Families and People who care for me (FP)

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.

This unit also contains teaching which directly addresses the requirements for Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

This unit also contributes towards children’s learning in Relationships Education in the following ways: Families and People who care for me (FP)

- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.

This unit also contributes towards children’s learning in Health Education in the following ways: Mental Wellbeing (MW)

Key Knowledge and vocabulary

Big Ideas: KC4: Healthy and Safer Lifestyles
 E. Male and female bodies
 E. Talking about bodies
 G. Valuing the body’s uniqueness & capabilities
 F. Responsibilities for hygiene
 F. Preventing spread of illnesses

Revision
 Year 1: Names for parts of the body
 Year 2: How babies change as they grow.
 Year 3: How are male and female bodies different?

New Learning and Vocabulary

<p>Tier 3 vocabulary:</p> <p>breasts Labia urethra vagina womb ovaries testicles penis pubic hair menstruation</p>	<p>Tier 2 vocabulary:</p> <p>male female adult teenager elderly hygiene physical change love and marriage different types of relationships</p>
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Children will be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy

- be able to explain that a baby grows from a male seed and a female egg
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
- be able to identify an area for which they can take more responsibility

<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Objectives:</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP 	<ul style="list-style-type: none"> • be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.
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Year 5 Autumn Term 1-Myself and Relationships - Beginning and Belonging (BB5/6)	
These objectives were met before in year one and year three	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.</p> <p>This unit contributes towards children's learning in terms of the following requirements: Relationships Education -</p> <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p><u>Big Ideas: KC1 Myself and My relationships</u></p> <ul style="list-style-type: none"> A. Ground Rules / class charters A. Responsibilities A. Belonging E. New experiences E. Resilience B. Managing emotions C. Network of support C. Online sources of support

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Caring Friendships (CF)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Being Safe (BS)

- where to get advice e.g. family, school and/or other sources.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Objectives:

- What are my responsibilities for making sure everyone in school feels happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we make people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

Big Questions:

- Lesson 1: How can I develop strategies to build relationships?
- Lesson 2: What emotions could I feel in new situations?
- Lesson 3: How can I make new people feel welcome?
- Lesson 4: What strategies can I use to cope with new situations?
- Lesson 5: Where can I find support when I need it?
- Lesson 6: How can I offer help and support to others?

Revision

Year 1: feeling safe and belonging in class/ school/ community; class rules/ doing new things; resilience/ asking for help.

Year 3: Class rules and charters; responsibilities; managing feelings; new situations / meeting new people; networks of support.

New Learning and Vocabulary

Tier 3 vocabulary: Internet safety security CEOPS	Tier 2 vocabulary: risk, danger safety circle or network trusted adults speaking out
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Children will be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn

- know the names of everyone in their class and be able to build new relationships
- know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions
- be able to identify a range of people in their Network of Support, and know how to access help and support
- have ideas for helping new people feel welcome, and be able to offer support to others who need help

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Year 5 Autumn Term 2-Myself and My Relationships -Me and My Emotions(ME5/6)			
These objectives were met before in year 2 and year 3			
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>This unit contains teaching which directly addresses the requirements for:</p> <p>Relationships Education: Respectful Relationships</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>Objectives:</p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW 	<p><u>Big Ideas: KC1 Myself and My Relationships</u></p> <p>F. Mental health</p> <p>F. Self-respect & identity</p> <p>B. Feelings, thoughts, behaviour</p> <p>B. Recognising strong feelings</p> <p>C. Loneliness</p> <p>B. Empathy</p> <p>C. Networks of support</p> <p><u>Revision</u></p> <p>Year 2: Self awareness; assertiveness; naming emotions; coping with feelings; calming down; seeking support.</p> <p>Year 3: Self respect; mental well being; communicating emotions; self care; care for others; seeking support.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Tier 3 vocabulary:</p> <p>Relationships wellbeing</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Tier 2 vocabulary: Risk, danger, safety circle, trusted adults, speaking out changing emotions, anxious, sad happy, angry, nervous, excited surprise</p> </td> </tr> </table>	<p>Tier 3 vocabulary:</p> <p>Relationships wellbeing</p>	<p>Tier 2 vocabulary: Risk, danger, safety circle, trusted adults, speaking out changing emotions, anxious, sad happy, angry, nervous, excited surprise</p>
<p>Tier 3 vocabulary:</p> <p>Relationships wellbeing</p>	<p>Tier 2 vocabulary: Risk, danger, safety circle, trusted adults, speaking out changing emotions, anxious, sad happy, angry, nervous, excited surprise</p>		

<ul style="list-style-type: none"> • How common is mental ill health and what self-care techniques can I use? MW • What kinds of problems can be caused by impulsive online communication? IS • How and from whom do I get support when things are difficult? MW <p>Big Questions: Lesson 1:</p>	<p>Children will be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions.</p> <ul style="list-style-type: none"> • understand that we are responsible for our actions, although not for our feelings. • be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is. • be able to describe some self care strategies, and say which ones tend to work for them. • understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness • explain the concepts of identity and self respect. be able to suggest when they might need to seek help, who to approach, and how they might do this
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<p>Year 5 Spring Term 1- Citizenship - Working Together (WT5/6)</p>	
<p>These objectives were met before in year one</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>This unit focuses on developing children’s self-esteem and the ability to value their individuality by recognising their positive traits and achievements. As they begin to recognise their own qualities, they can begin to set goals for personal development and persevere to achieve them. This has useful links with children’s target setting in other areas of the curriculum. Active listening and the ability to express themselves are life-long skills and form a basis for all of their personal relationships as well as their current and future work. Work in this unit also contributes to pupil participation, and gives children opportunities to make their own contributions to influence decision-making in school and the wider community. The unit is also designed to help children develop perseverance and resilience so that they are able to cope with challenges using a range of strategies and skills. Both these qualities are recognised as key elements in contributing to children’s self esteem.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? 	<p><u>Big Ideas: KC2 Citizenship</u></p> <p>D. Self perception and self evaluation</p> <p>A. Developing skills</p> <p>B. Steps towards goals</p> <p>B. The world of work</p> <p>B. Effective communication</p> <p>B. Charing group discussions</p> <p>B. Courtesy, negotiation & debate</p> <p>B. Problem solving and perseverance</p> <p>C. Influence of the media</p> <p>C. Evaluation</p> <p><u>Revision</u></p> <p>SMSC and British values.</p>

<ul style="list-style-type: none"> • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR 	<p>Year 1: Recognising strengths and developing skills; effective communication, compromise and discussion. Applying skills in group work and communication. Evaluating.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1070 336 2016 564"> <tr> <td data-bbox="1070 336 1541 564"> <p><u>Tier 3 Vocabulary:</u> Racism, Sexism, Equality, Gender Stereotypes, diversity, acceptance similarities and difference discrimination</p> </td> <td data-bbox="1541 336 2016 564"> <p><u>Tier 2 vocabulary:</u> rights rules responsibility values British values</p> </td> </tr> </table> <p>Children will be able to identify their own strengths and skills, those of others and know how these can complement each other.</p> <ul style="list-style-type: none"> • be able to talk about skills they would like to develop and hopes for the future. • understand that the ability to learn is a valuable skill. • know some skills which might be useful in a range of jobs. • communicate effectively, using listening, negotiation, debating and chairing skills. • recognise influences on their decision making, including the media. <ul style="list-style-type: none"> • know how to persevere. • use evaluation and feedback to inform future work 	<p><u>Tier 3 Vocabulary:</u> Racism, Sexism, Equality, Gender Stereotypes, diversity, acceptance similarities and difference discrimination</p>	<p><u>Tier 2 vocabulary:</u> rights rules responsibility values British values</p>
<p><u>Tier 3 Vocabulary:</u> Racism, Sexism, Equality, Gender Stereotypes, diversity, acceptance similarities and difference discrimination</p>	<p><u>Tier 2 vocabulary:</u> rights rules responsibility values British values</p>		

<p>Year 5 Spring Term 2 -Citizenship - Diversity and Communities (DC5/6)</p>	
<p>These objectives were met before in year 1 and year 3</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>This unit contains teaching which directly addresses the requirements for: Relationships Education: Families and people who care for me (FP)</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. 	<p><u>Big Ideas: KC2 Citizenship</u></p> <ul style="list-style-type: none"> D. Influences on my identity D. Gender C. Diversity in communities D. Challenging stereotypes

Respectful Relationships (RR)

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (This is also addressed in the unit Rights, Rules, Responsibilities.)
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Objectives:

- How do other people’s perceptions, views and stereotypes influence my sense of identity? RR
- How do views of gender affect my identity, friendships, behaviour & choices? RR
- What are people’s different identities, locally and in the UK? FP
- How can I show respect to those with different lifestyles, beliefs & traditions? RR
- What are the negative effects of stereotyping? RR
- Which wider communities & groups am I part of & how does this benefit me? MW
- What are voluntary organisations and how do they make a difference? MW
- What is the role of the media and how does it influence me and my community?
- Who cares for the wider environment and what is my contribution?

- B. Voluntary, community, charitable and pressure groups
- B. The media
- C. Environmental issues
- C. Sustainability

Revision

Year 1 and Year 3: Exploring identity; valuing difference; exploring my community; what is the media; caring for the environment.

New Learning and Vocabulary

<u>Tier 3 Vocabulary:</u> Racism Sexism Equality Gender Stereotypes diversity acceptance similarities and difference discrimination	<u>Tier 2 vocabulary:</u> rights rules responsibility values British values
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Children will be able to recognise aspects of their identity and understand how other people can influence their perception of themselves

- be able to describe the ethnic make-up of their community and different groups that live in Britain
- recognise the negative effects of stereotyping and prejudice
- know about how they and others, including volunteers, contribute to the community
- understand about the role of the media and its possible influences
- understand some ways of caring for the environment and the contribution they can make_

Year 5 Summer Term 1- Healthy and Safer Lifestyles - Relationships and Sex Education (RS5)

These objectives were met before in year 1, 2, 3, 4,

Cambs Personal Development Programme Objectives

Key Knowledge and vocabulary

This unit contains teaching which directly addresses the requirements for Relationships Education: Being Safe (BS)
 • how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for Health Education: Health Prevention (HP)
 • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

Changing Adolescent Body (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Objectives:

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

Big Ideas: KC4 Healthy and safer Lifestyles:

E. Relationships and sex education

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation

G. Positive Body Image

- Developing body image
- Changing hygiene routines

F. Healthier lifestyles

- Viruses and bacteria

Revision

Year 1: Names for parts of the body

Year 2: How babies change as they grow.

Year 3: How are male and female bodies different?

Year 4: How did I begin? (PSHE) What are the main stages of the human life cycle? (Science)

New Learning and Vocabulary

<p>Tier 3 vocabulary: puberty, menstruation, fallopian tubes breasts, Labia, urethra vagina, womb, ovaries testicles, penis, pubic hair</p>	<p>Tier 2 vocabulary: love and marriage different types of families relationships male, female, adult, teenager, elderly</p>
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Children will know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.

	<ul style="list-style-type: none"> • understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. • have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • understand ways they can prevent the spread of some bacterial and viral diseases.
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Year 5 Summer Term 2-Healthy and Safer Lifestyle (healthy lifestyle) (HL5/6)

These objectives were met before in year 1 and 3

Cambs Personal Development Programme Objectives

Key Knowledge and vocabulary

This unit contains teaching which directly addresses the requirements for: Health Education

- Mental Wellbeing
- Internet Safety & Harms
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

Objectives:

- How does physical activity help me & what might be the risks of not engaging in it? MW
- What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE
- What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond? HP

Big Ideas: KC4: Healthy and safer lifestyles:

F. Healthier lifestyles:

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health

A. Health as a continuum

A. Risks & benefits of lifestyle choices

A. Physical illness

C. Gaming/social media age restrictions

Revision

Year 1: Staying as healthy as possible; exercise 60 mins a day and healthy eating.

Year 3: Lifestyle choices; mental well-being; a balanced diet; cleaning teeth; staying active; planning meals;

New Learning and Vocabulary

<ul style="list-style-type: none"> • What are the benefits and risks of spending time online/on electronic devices in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS 	<p>Tier 3 Vocabulary: carbohydrates, protein, fats and oils, sugars, fibre, dairy, vegetarian, vegan, food sources, sustainability</p>		<p>Tier 2 Vocabulary: rest, stress, illness, relaxation, worry, balanced eating, Eat-well plate, exercise; valuing yourself, valuing your body, belonging</p>
	<p>Children will understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</p> <ul style="list-style-type: none"> • be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. • be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves. • understand the benefits of physical activity for promoting health. • understand that behaviour, routines and a variety of influences affect their lifestyle choices. • explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health 		

Year 6 Autumn Term 1 - Citizenship: Rights, Rules and Responsibilities (RR5/6)	
These objectives were met before in year 1	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>This unit contains teaching which directly addresses the requirements for: Relationships Education Respectful Relationships</p> <ul style="list-style-type: none"> • the conventions of courtesy and manners. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they 	<p>Big Ideas: KC2 Citizenship:</p> <p>E. Right, Rules and Responsibilities</p> <p>Courtesy, manners & respect</p> <ul style="list-style-type: none"> • Online behaviour • Privacy

should show due respect to others, including those in positions of authority. The unit also contributes towards children’s learning in terms of the following requirements:

Relationships Education

Online Relationships

• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online and when we are anonymous

Objectives:

- What are the conventions of courtesy & manners and how do these vary? RR
- How does my behaviour online affect others and how can I show respect? IS/RR
- Why is it important to keep my personal information private, especially online? IS
- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- How do I take part in debate, respectfully listening to other people’s views? RR

Big Questions: Lesson 1 What are citizens rights, rules and responsibilities? Adapted: What are people’s rights?

Lesson 2 How do rights, rules and responsibilities affect me and others in class and school? Adapted: How do rules affect me?

Lesson 3 Can I take an active role in making and upholding rules? Adapted: Can I choose rules and follow them?

Lesson 4: Are there times when there is conflict between rights and responsibilities at home and school? Adapted:

- Ground rules/class charters
- Children’s rights
- Conflicting rights & responsibilities
- Rules and laws in society
- Role of the police
- Local & national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

Revision

Year 3: school, playground and class rules; respect; authority; democracy at school; decision making; debating and voting; responsibilities at school and home.

New Learning and Vocabulary

<p>Tier 3 Vocabulary : Racism, Sexism, Equality Gender, Stereotypes , Diversity, Acceptance Similarities and difference , Discrimination</p>	<p>Tier 2 Vocabulary: Rights Rules Responsibility Values British Values</p>
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Children will be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.

- be able to explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support.
- be able to explain the conventions of courtesy and manners in some different settings.
- know why rules and laws are needed in society and explain some reasons why people sometimes break them.
- understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.
- be able to express their views on a moral or social question and listen to the views of others.

Are there reasons why home and school rules are different?	
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Year 6 Autumn Term 2 -Myself and my relationships: Managing Change (MC5/6)			
These objectives were met before in year 2			
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary		
<p>In this unit, children will consider situations involving change and loss in a range of contexts, including moving home, changing schools, bereavement and family change.</p> <p>They will learn to understand that change is an inevitable part of everyone’s lives, and that changes can have positive and negative aspects to them. They will explore the emotions involved in change related situations and how feelings can change over time. They will reflect on their own experiences of change and what they have found helpful. They will develop strategies that might help them to manage change in the future, including during transition to secondary school.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people’s emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? 	<p><u>Big Ideas:</u> KC1 Myself and My Relationships:</p> <ul style="list-style-type: none"> E. Range of changes B. Emotions E. Strategies for change C. Supporting others E. School/phase transition <p><u>Revision</u></p> <p>Revisit class ground rules for PSHE lessons. Review personal safety networks from Beginning and belonging - Y5 (BB5/6) Continue to build links with parents. Link with the unit on managing emotions in Y5 (ME 5/6)</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1086 965 1960 1157"> <tr> <td data-bbox="1086 965 1512 1157"> <p>Tier 3 vocabulary: Relationships wellbeing</p> </td> <td data-bbox="1512 965 1960 1157"> <p>Tier 2 vocabulary: changing emotions, anxious sad, happy, angry nervous, excited, surprise</p> </td> </tr> </table> <p>At the end of this unit children will be able to identify a range of situations which involve loss and change.</p> <ul style="list-style-type: none"> • recognise emotions associated with loss and change, and understand how these feelings can change. • be able to identify what might help when experiencing difficult emotions. • know how they can access support and how they can support other people. 	<p>Tier 3 vocabulary: Relationships wellbeing</p>	<p>Tier 2 vocabulary: changing emotions, anxious sad, happy, angry nervous, excited, surprise</p>
<p>Tier 3 vocabulary: Relationships wellbeing</p>	<p>Tier 2 vocabulary: changing emotions, anxious sad, happy, angry nervous, excited, surprise</p>		

<ul style="list-style-type: none"> • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW <p>Big Questions: Lesson 1 What positive and negative changes might affect people? Adapted: What might change in my life? Lesson 2 What are the emotions associated with loss and change? Adapted: How does loss and change make me feel? Lesson 3 What might help when experiencing difficult emotions? Adapted: What helps me with difficult feelings? Lesson 4 What different changes do people go through in their lives? Adapted: What changes have I been through? Lesson 5 What strategies can I develop to cope with future changes? Adapted: What have I learned to help me cope with change?</p>	<ul style="list-style-type: none"> • be able to reflect on their own experiences of change and describe some ways they have affected them. • have developed strategies for coping with future changes, including transition to secondary school
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Year 6 Spring Term 1 - Economic Wellbeing : Financial Capability (FC5/6)	
These objectives were met before in year 2 and year 4	
Cambs Personal Development Programme Objectives	Key Knowledge and vocabulary
<p>This unit will deepen children’s understanding of money, including currencies and trade. They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it.</p> <p>They will deepen their understanding of the difference between essentials and desires and how they may change according to individual circumstances, values, beliefs and culture. They will explore how our choices can impact locally and in the wider world through issues such as supply and demand and a simple look at world trade. They will consider what poverty is, in the UK and the wider world and the complicated feelings we may have about money. They will have experience of managing money in real situations, enabling them to apply their developing skills and understanding. This will</p>	<p><u>Big Ideas:</u> KC3 Economic Well Being:</p> <p>A. <u>Financial capability:</u></p> <p>Earnings & deductions</p> <ul style="list-style-type: none"> • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities <p><u>Revision</u></p> <p>Review links with the school bank; saving and spending discs; links with Numeracy;</p>

<p>involve making choices based on information we have about needs, wants, best value and the budget available, and keeping track of spending.</p> <p>Objectives:</p> <p>What different ways are there to gain money?</p> <ul style="list-style-type: none"> • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? 	<p>Year 2: How money is used in the home; the difference between a need and a want. Planning our spending and saving.</p> <p>Year 4: How is money used in the world? Value for money.</p> <p><u>New Learning and Vocabulary</u></p> <table border="1" data-bbox="1016 325 2069 453"> <tr> <td data-bbox="1016 341 1547 453"> <p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest,</p> </td> <td data-bbox="1554 341 2069 453"> <p><u>Tier 2 vocabulary</u> Responsibility, saving, budget, spending, banking, loans, trade, best value,</p> </td> </tr> </table> <p>Children will have a broad view of what money is, including history, trade and currencies.</p> <ul style="list-style-type: none"> • understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. • know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. • understand how our choices can have an impact on the local and wider communities. • understand that managing money is complex and may involve risk but there are people who can help. • have a broad view of what we mean by poverty and know something of its links with trade and charities. • understand that feelings around money can be complex, difficult and changeable. • be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget 	<p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest,</p>	<p><u>Tier 2 vocabulary</u> Responsibility, saving, budget, spending, banking, loans, trade, best value,</p>
<p><u>Tier 3 vocabulary:</u> Economic well-being, Financial capability credit, deficit, interest,</p>	<p><u>Tier 2 vocabulary</u> Responsibility, saving, budget, spending, banking, loans, trade, best value,</p>		

<p>Year 6 Spring Term 2 - Healthy and Safer Lifestyle: Drug Education (DE5/6)</p>	
<p>These objectives were met before in year 2 & year 4</p>	
<p>Cambs Personal Development Programme Objectives</p>	<p>Key Knowledge and vocabulary</p>
<p>This unit contains teaching which directly addresses the requirements for Health Education. Drugs, Alcohol & Tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated 	<p><u>Big Ideas: KC4 Healthy and Safer Lifestyles</u></p> <ul style="list-style-type: none"> B. Effects of drug use B. Essential use of medicines

risks including smoking, alcohol use and drug taking.

Health & Prevention

- the facts and science relating to allergies, immunisation and vaccination.

What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT

- How does drug use affect the way a body or brain works? DAT
- How do medicines help people with different illnesses? DAT
- What immunisations have I had or may I have in future and how do they keep me healthy? HP
- What is drug misuse? DAT
- What are some of the laws about drugs? DAT
- How can I assess risk, recognise peer influence & respond assertively? (RR)
- When and how should I check information about drugs? DAT

- B. Drug misuse
- D. Staying safe around risky substances
- A. Influence of friends and media
- A. Reliability of information
- B. Immunisations

Revision

Year 2: Medicines; health professionals; going to the doctors; feeling ill / feeling better/ risky household substances; safety rules; being persuaded.

Year 4: , alcohol, solvents, illegal drugs and why people use them. How medicines can treat illness, immunisations help prevent illness, any injections they have had.

Review the concept of risk and the signs of being in a risky situation. This links to work in unit MSR 5/6 Managing Safety & Risk. Early warning signs - PS5/6

New Learning and Vocabulary

Tier 3 vocabulary: Dosage illegal drugs tobacco vaping	Tier 2 vocabulary: medicines drugs cigarettes alcohol doctor
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Children will be able to categorise drugs as medical, non-medical, legal and illegal

- understand the possible physical and psychological effects of some drugs
- understand the roles of medicines and immunisations
- recognise some reasons why people use and misuse drugs and be able to suggest some alternatives
- understand some of the laws relating to drugs
- have begun to recognise influence and pressure and have related this to peers and the media
- be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.

Year 6 Summer Term 1 - Healthy and Safer Lifestyle: Personal Safety (PS5/6)

These objectives were met before in year 1 and year 4

Cambs Personal Development Programme Objectives

This unit contains teaching which directly addresses the requirements for Relationships Education, covering all of the statutory content from the 'Being safe' aspect of Relationships Education.

Being Safe (BS)

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources.

This unit also contributes towards children's learning in terms of the following requirements:

Families and People Who Care For Me (FP)

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Key Knowledge and vocabulary

Big Ideas: KC4 Healthy and Safer Lifestyles

A Recognising own feelings & considering others
 D. Rights and responsibilities
 E. Is my fun, fun for everyone?
 A. Early Warning signs
 E. Identifying trusted adults
 E. Networks of support
 D. Safety continuum
 A. Recognising and reporting abuse or neglect
 A. Bodily autonomy
 E. Personal boundaries
 E. Safe, unsafe, unwanted touch
 E. Safe and unsafe secrets
 C. Online safety
 D. Protective interruption
 A. Assessing risk

Revision

Year 1: Can I identify my feelings?
 Safety circles from years 1&2 become My network of support.
 Year 4: How can I tell others about my feelings: Who is in my Network of support

New Learning and Vocabulary

Tier 3 vocabulary:
 Internet safety

Tier 2 vocabulary:
 risk

<p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>From Health Education: Mental Wellbeing (MW)</p> <p>Objectives:</p> <p>How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW</p> <ul style="list-style-type: none"> • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS 	<table border="1" data-bbox="1093 209 2016 368"> <tr> <td data-bbox="1093 209 1554 368"> security CEOPS </td> <td data-bbox="1554 209 2016 368"> danger safety circle or network trusted adults speaking out </td> </tr> </table> <p>Children will be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe</p> <ul style="list-style-type: none"> • be able to identify the qualities that make a safe 'network' person • be able to seek help from an adult in their Network of Support and know when to review their network • be able to judge whether a secret is a safe or unsafe • be able to identify behaviours that constitute abuse and neglect • be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • be able to contribute to discussions about assessing risk. 	security CEOPS	danger safety circle or network trusted adults speaking out
security CEOPS	danger safety circle or network trusted adults speaking out		

Year 6 Summer Term 2 -Healthy and Safer Lifestyle: relationships and sex education (RS6)

These objectives were met before in year N/A

Cambs Personal Development Programme Objectives

This unit contains teaching which directly addresses the requirements for Relationships Education, covering all of the statutory content from the 'Being safe' aspect of Relationships Education.

This unit also contains teaching which directly addresses the requirements for Health Education: Changing Adolescent Body (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

This unit also contributes towards children's learning in Relationships Education in the following ways: Family and People Who Care for Me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

This unit also contributes towards children's learning in Health Education in the following ways: Mental Wellbeing (MW)

Key Knowledge and vocabulary

Big Ideas: KC4: Healthy and Safer Lifestyles

E. Relationships and sex education

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

Revision

Year 1: Names for parts of the body

Year 2: How babies change as they grow.

Year 3: How are male and female bodies different?

Year 4: How did I begin? (PSHE) What are the main stages of the human life cycle? (Science)

Year 5: What are male and female sexual parts called and what are their functions?

New Learning and Vocabulary

Tier 3 vocabulary:

puberty, menstruation, fallopian tubes

Tier 2 vocabulary:

love and marriage

<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Objectives:</p> <p>What are different ways babies are conceived and born? (Sex Education)</p> <ul style="list-style-type: none"> • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW <ul style="list-style-type: none"> • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP 	<table border="1" data-bbox="1169 210 2076 370"> <tr> <td data-bbox="1173 213 1626 367"> breasts, Labia, urethra,vagina, womb ovaries, testicles penis, pubic hair </td> <td data-bbox="1626 213 2072 367"> different types of families relationships male, female adult, teenager, elderly </td> </tr> </table> <p>Children will be able to describe the main stages of sexual reproduction, using some scientific vocabulary</p> <ul style="list-style-type: none"> • be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively • understand that puberty affects people in different ways, both physically and emotionally • understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt • describe some characteristics of loving, trusting relationships • understand a few reasons a couple might choose to have children • show awareness of some family arrangements which are different from their own. 	breasts, Labia, urethra,vagina, womb ovaries, testicles penis, pubic hair	different types of families relationships male, female adult, teenager, elderly
breasts, Labia, urethra,vagina, womb ovaries, testicles penis, pubic hair	different types of families relationships male, female adult, teenager, elderly		