

# RSE and Health Education at Spring Bank Primary School

## Contents

- Curriculum intent for RSE and Health Education
- Overview of Units Taught
- RSE and Health Education Age Related Expectations
- SRE (non-Statutory)
- Wider Curriculum links with Relationship Education and Health Education

## RSE and Health Education at Spring Bank Primary School

In primary school, the very large majority of RSE is about relationships. The learning is ongoing, and often incidental, learning about relationships with family, friends and others around us. Children will naturally talk about different relationships; this might include:

- relationships with family members compared with relationships with people at school
- developing friendships and the need to get on with everyone, and ways to cope if relationships are hard
- different families, some with a mum and dad, but others with a different make-up

Our overall aims for RSE in our school are:

- learning the value of family life, safe, stable and loving relationships (including marriage and civil partnerships); and learning the value of respect, love and care
- learning to manage emotions and relationships confidently and sensitively; and learning to make choices based on an understanding of difference and with an absence of prejudice
- learning about physical development at appropriate stages; and being aware of emotions and relationships
- ensuring consent is a key foundation of all lessons as pupils explore everyday consent, boundaries and friendships

SE and Health education is taught as part of our wider PHSE and Personal Development offer, which also includes work on fundamental British Values, SMSC and economic education. Our RSE and Health education curriculum provides a structured programme matched to the ages and development stages of pupils. It seeks to combat ignorance and fear and clarify existing knowledge by providing accurate information. It provides opportunities to discuss feelings, emotions and attitudes in a safe, non-threatening situation. It also helps to create a natural, positive attitude towards sexuality and to develop the skills needed to manage relationships. By providing opportunities to exchange ideas, it promotes tolerance and understanding of others. The sharing of ideas contributes to the development of values and a personal sense of morality.

At Spring Bank we offer a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils in Year 5 which complements the existing science curriculum on reproductive cycles. Parents are consulted and shown the materials which are used in school and have the legal right to withdraw their child from Sex Education sessions if they wish to do so.

We ensure all children including those with SEND are fully included in RSE lessons through differentiation with activities designed to be flexible to each individual’s learning needs, challenging our more able learners, and supporting those who need extra help. We personalise, by really getting to know our learners and tailoring the teaching and learning experience for their ability, age, and experience, creating a curriculum that is inclusive and caters for every learner as an individual

### Overview of Units

An overview of units is provided for teachers to understand the progress of units throughout the school. The red flag demarcates lessons which link directly to safeguarding.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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# Spring Bank Primary School

<b>Autumn 1</b> Friends and Families	Ourselves	Our Friends and Family	People who are special to us	Healthy family life ▶	Consent, boundaries and being in charge of you	Different families	Out with homophobia
<b>Autumn 2</b> Identity, society and equality	Families	Me and others	Boys and girls, families	Celebrating difference	Democracy	Stereotypes, discrimination and prejudice (including tackling homophobia)	Tackling human rights
<b>Spring 1</b> Keeping safe	Feeling safe ▶	Feeling safe ▶	Indoors and outdoors ▶	Bullying – see it, say it stop it. ▶	Playing safe ▶	When things go wrong ▶	Keeping safe – out and about FGM ▶
<b>Spring 2</b> Mental health and emotional wellbeing	My feelings	Feelings	Friendship	Strengths and challenges	Mindfulness	Dealing with feelings	Healthy Minds
<b>Summer 1</b> Drugs Education	Looking after ourselves	What do we put into our bodies? ▶	Medicines and me ▶	Tobacco is a drug ▶	Making choices ▶	Different influences ▶	Weighing up risk ▶
<b>Summer 2</b> Healthy Bodies	Keeping healthy	Fun times	What keeps me healthy?	What helps me choose?	What is important to me?	Sex Education ▶ Puberty & how a baby is made	In the media

## Spring Bank Primary School

### RSE and Health Education Age Related Expectations


This document lays out an overview of RSE and Health Education that is taught across school from Reception to Year 6. This include the EYFS statutory framework and the programmes of study from the National Curriculum that must be taught in KS1 and KS2. The programmes of study have been broken down into key knowledge, to support the teaching and learning of each topic.

Knowledge of RSE and Health Education within EYFS focuses on:

*Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their their own feelings and those of others. (Development Matters, 2021)*

The knowledge below has been written in the order in which the units are taught throughout the year:

- Families and friends
- Identity, society, and equality
- Keeping safe
- Mental wellbeing
- Drugs Education
- Healthy Bodies

This symbol shows the statements which link to child -on-child abuse 

Spring Bank Primary School  
**Autumn 1 - Families and Friends**

Reception Ourselves	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn what is a family.</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Can name members of their family</li> </ul> <p><b>2. Pupils understand they are unique</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can say what they like and dislike and identify with others</li> </ul> <p><b>3. Pupils learn what is meant by kind words and actions</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• can share toys and develop the vocabulary to help, listen and support each other</li> </ul>	<p><u>Development Matters (Reception)</u></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> </ul> <p><u>Building Relationships ELG</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

Year 1 Our friends and family.	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn what makes a good friend.</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• can name friendly and unfriendly behaviour</li> </ul> <p><b>2. Pupils learn how their behaviour in a group can affect others and that all friendships have ups and downs.</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• know what to do if someone in the playground makes them feel upset.</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>

## Spring Bank Primary School

**3. Pupils are able to name unfriendly behaviour and suggest how others make feel when this occurs.**

**Pupils:**

- know why we need to use kind words and how to make amends when fall outs occur.

**4. Pupils learn that there are lots of different types of family and they all give us love, security and stability**

**Pupils:**

- Can talk about who is in their family and what they do together

### Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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.
- 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.

### **Mindmate Families and Friends**

**Recognise how others show feeling and know how to respond**

*I know when my friends are feeling happy*

## Year 2 People who are special to us

**Knowledge:**

**1. Pupils learn that when playing with friends our bodies and feeling can be hurt.**

**Pupils:**

- can describe friendly and unfriendly behaviour and what they would do when this occurs

**2. Pupils learn that there are lots of different types of family and they all give us love, security and stability.**

**Pupils:**

- can describe who is in their family and understand this may be different to other children in the class

### Families and people who care for me

- 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.
- 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.
- 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

<p><b>3. Pupils learn that others' families either in school or in the wider world sometimes look different from their family, but they should respect those differences</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>know that some families have two mums and some families have two dads</li> </ul>	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> </ul>
<p><b>Mindmate Families and friends</b></p> <p><b>Impact of behaviour on others</b></p> <p><i>I know what I say and do can affect my friends</i></p>	

<h2 style="background-color: red; color: white; padding: 5px;">Year 3 Healthy Family Life</h2>	
<p><b>Knowledge:</b></p> <p><b>1. Pupils understand that they have many different feelings.</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>Know who is safe to tell</li> <li>Know it is ok to ask trusted adults for help</li> </ul> <p><b>2. Pupils understand emotions affect the way we feel and behave.</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>Know how we communicate out emotions can make others feel good or bad about themselves</li> </ul> <p><b>3. Pupils know that our behaviour affects the relationships we have with other people.</b></p> <p>Pupils:</p>	<p><u><b>Mental wellbeing</b></u></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>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).</li> </ul>

## Spring Bank Primary School

- Know that we need to talk about issues without getting angry and out of control
- It is never ok to hurt or frighten others with our behaviour

### 4. Pupils know who to tell if they are upset about a situation at home.

#### Families and people who care for me

- 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.
- 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.
- 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

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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.
- 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.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

#### Respectful Relationships

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

#### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).



	<ul style="list-style-type: none"> <li>• 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. <span style="color: green;">■</span></li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <span style="color: green;">■</span></li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard. <span style="color: green;">■</span></li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. <span style="color: green;">■</span></li> <li>• where to get advice e.g. family, school and/or other sources. <span style="color: green;">■</span></li> </ul>
<p><b>Mindmate Friends and family</b>  <b>Unkind behaviours</b>  <i>I understand when I am unkind it impacts on others</i></p>	
<p><b>Year 4 Consent, Boundaries and Being in Charge of You</b></p>	
<p><b>Knowledge:</b>  <b>1. Pupils can set their own boundaries.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• know when to hug others</li> <li>• Know when a situation is one where they must have bodily contact</li> </ul> <p><b>2. Pupils understand what is meant by a 'gut feeling'.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Identify scenarios which do not feel right to them</li> <li>• Know where to get help</li> </ul> <p><b>3. Pupils understand the meaning of consent.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Identify situations where they should seek consent</li> </ul> <p><b>4. Pupil understand what we mean by a relationship.</b>  <b>Pupils:</b></p>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or isolated</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) <span style="color: green;">■</span></li> </ul>

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>State why they form relationships</li> </ul>	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>
<p><b>Mindmate Friends and Family</b>  <b>Skills to maintain and keep positive relationships</b>  <i>I can describe a healthy relationship</i></p>	

Year 5 Different Families	
<p><b>Knowledge:</b>  <b>1. Pupils know that there are many different types of family (same sex, single parent, foster family) and they all give us love, security and stability.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>understand the dynamics of different families</li> </ul> <p><b>2. Pupils understand how bereavement can affect families and where to go for support.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>understand death and dying as a natural process</li> </ul> <p><b>3. Pupils understand that some people identify with a different gender to the one in which they were born.</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>understand that some people identify with a particular gender and may choose to change their gender.</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>that in school and in wider society, they can expect to be treated with respect by others and that in turn they should show respect to others, including those in positions of authority.</li> </ul>
<p><b>Mindmate Friends and Family</b>  <b>Unhealthy friendships and relationships</b></p>	

<p><i>I can describe an unhealthy relationship</i></p>	
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<p><b>Year 6 Out with Homophobia</b></p>	
<p><b>Knowledge:</b>  <b>1. Pupils can explain what is meant by the word stereotype, and know that stereotypes exist for different groups of people</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• identify stereotypes as presented in the media and wider world</li> <li>• feel able to challenge gender stereotypes</li> </ul> <p><b>2. Pupils identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• know what to do if they experience discriminatory language at school</li> <li>• understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• 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 other children's families are also characterised by love and care for them.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• that in school and in wider society, they can expect to be treated with respect by others and that in turn they should show respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help</li> </ul>
<p><b>Mindmate Friends and Families</b>  <b>Celebrating Friendship</b>  <i>I can talk about how I will maintain positive relationships</i></p>	

Identity, Society and Equality - Autumn 2

<p>Reception Families</p>	
<p><b>Knowledge:</b></p>	<p><u>Development matters - PSED</u></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> </ul>

## Spring Bank Primary School

<p><b>1.Pupils can talk about their family</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Can share pictures of their family and talk about them</li> </ul> <p><b>2.Pupils understand that there are different families</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Can listen to stories about different families and ask questions</li> </ul> <p><b>3.Pupils understand that people have different beliefs and celebrate special times in different ways</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Can listen to stories about children from another culture and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others</li> </ul> <p><u>Development Matters - Understanding the world</u></p> <ul style="list-style-type: none"> <li>• Talk about members of their family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <p><u>ELG Past and Present</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their role in society</li> </ul> <p><u>ELG People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between religions and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>
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<p><b>Year 1 Me and Others</b></p>	<p><b>British Values: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other culture.</b></p>
<p><b>Knowledge:</b></p> <p><b>1.Pupils learn about what makes themselves and others special.</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• can recognise some of the things that make them special</li> <li>• can describe ways they are similar and different to others</li> <li>• understand that everyone has something about them that makes them special</li> </ul> <p><b>2.Pupils learn about roles and responsibilities at home and school</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• can identify the different roles of people at home and school</li> </ul>	<p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>

## Spring Bank Primary School

- can solve simple dilemmas about taking responsibility and can explain why it is important to take responsibility at school and at home (including looking after the local environment)

### 3. Pupils learn about being co-operative with others

#### Pupils

- can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom
- can challenge unhelpful behaviour in a positive way
- understand how their behaviour can affect others

### Mindmate Being the same, Being Different

#### Celebrating Differences

*I know the people in my class are different.*

## Year 2 Different Families

### Knowledge:

#### 1. Pupils learn to understand and respect the differences and similarities between people

#### Pupils

- are able to define difference and similarity
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that

#### 2. Pupils learn that everybody needs to be cared for and ways in which they care for others

#### Pupils

- understand that we all have different needs and require different types of care
  - identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

### Respectful relationships

- 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.
- 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 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 healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

## Spring Bank Primary School

<p><b>3.Pupils learn how their home-life is special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• identify what is special and different about their home life</li> </ul> <p>understand families care for each other in a variety of ways</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
<p><b>Mindmate Being the same, being different</b></p> <p><b>Beginning to understand empathy</b></p> <p><i>I understand my friend might have different feelings to me.</i></p>	

<p>Year 3 Celebrating difference</p>	<p>British Values: Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>
<p><b>Knowledge</b></p> <p><b>1.Pupils learn about valuing the similarities and differences between themselves and others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>• recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> </ul> <p>understand that peers might be similar or different to each other but can play or work together</p> <p><b>1. Pupils learn about what is meant by community</b></p>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</li> </ul>

## Spring Bank Primary School

<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain what being part of a community means</li> <li>• can recognise some of the different groups or communities they belong to and their role within them</li> <li>• value and appreciate the diverse communities which exist and how they connect</li> </ul> <p><b>2. Pupils learn about belonging to groups</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify positive and negative aspects of being a member of a group</li> <li>• can acknowledge that there may be times when they don't agree with others in the group</li> <li>• can stand up for their own point of view against opposition</li> </ul>	<p>backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
<p><b>Mindmate Being the same, being different</b>  <b>Differing Opinions</b>  <i>I accept that my friends and I might have different opinions.</i></p>	

<p><b>Year 4 Democracy</b></p>	<p>British Values: Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs enable students to distinguish right from wrong and to respect the civil and criminal law of England encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. an understanding of how citizens can influence decision-making through the democratic process an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p>
<p><b>Knowledge:</b>  <b>1. Pupils learn about Britain as a democratic society</b></p>	<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>



## Spring Bank Primary School

<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that Britain is a democratic society and what this means</li> <li>• know that there are different political parties who differ in their views</li> </ul> <p>understand that people have opportunities to influence decisions by voting in elections</p> <p><b>2.Pupils learn about how laws are made</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know how laws are made and the importance of following them</li> <li>• understand the contribution and influence that individuals and organisations can have on social and environmental change</li> </ul> <p>recognise that laws help to keep people safe</p> <p><b>3.Pupils learn about the local council</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that the local council organises services under the guidance of the central government</li> <li>• recognise there are limited resources for the needs of the community</li> </ul> <p>know that people may have different views about how council money should be spent.</p>	
<p><b>Mindmate Being the same, being different</b></p> <p><b>Differing opinions</b></p> <p><i>I know that discrimination can hurt people's feelings.</i></p>	

Year 5 Stereotypes, discrimination and prejudice including tackling homophobia

British Values: Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or



	<p>discriminatory behaviour an understanding of the importance of identifying and combatting discrimination.</p>
<p><b>Knowledge:</b>  <b>1.Pupils learn about stereotyping, including gender stereotyping</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain what is meant by the word 'stereotype'</li> <li>• identify stereotypes as presented in the media and wider world</li> <li>• feel able to challenge gender stereotypes</li> </ul> <p><b>2.Pupils learn about prejudice and discrimination and how this can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</li> <li>• know what to do if they experience discriminatory language at school</li> </ul> <p>understand how discriminatory language can make people feel and that this is unacceptable</p>	<p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
<p><b>Mindmate Being the same, being different</b>  <b>Stigma</b>  <i>I know what stereotyping is</i></p>	

<p>Year 6 Human rights</p>	<p>British Values: understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p>
<p><b>Knowledge:</b>  <b>1.Pupils learn about human rights and the UN Convention on the Rights of the Child.</b></p> <p><b>Pupils</b></p>	<p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Spring Bank Primary School

- are aware how the rights are relevant to their lives and that rights come with responsibilities
- understand that individual human rights can sometimes conflict with the circumstances in a country
- identify some of the organisations that represent and support the rights of the child and the difference they make

### 2. Pupils learn about homelessness

#### Pupils

- can explain what makes a place where someone lives a 'home'
- to be able to appreciate the difficulties of being homeless or living in temporary accommodation
- know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation

### Mindmate Being the same, being different

#### Body Image/Social Media

*I can talk and listen in difficult discussions.*

## Spring 1 Keeping safe and managing risk

### Reception: Feeling safe

#### Knowledge:

#### 1. Pupils learn how to play nicely with other children

#### Pupils

- Recognise what is kind and unkind about their behaviour
- Learn what to do if someone is being unkind to them

#### 2. Pupils learn about who we touch and hug.

#### Pupils

- recognise the difference between good and bad touches
- understand there are parts of the body which are private
- know who they can go to, what to say or do if they feel unsafe or worried

#### Development Matters - PSED

- Express their feelings and consider the feelings of others
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others


#### ELG Self-Regulation


- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

<p><b>3. Pupils learn about people who help keep them safe outside the home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify situations where they might need help</li> <li>• can identify people in the community who can help to keep them safe</li> <li>• know how to ask for help if they need it</li> </ul> <p><b>4. Pupils learn how to be a safe pedestrian</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• learn how to travel safely in their local environment including staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling and being sensitive to other pedestrians</li> </ul>	<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
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<p><b>Year 1 Feeling Safe ▶</b></p>	
<p>Knowledge:</p> <p><b>1. Pupils learn about safety in familiar situations</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• recognise the difference between 'real' and 'imaginary' dangers</li> <li>• understand that there are situations when secrets should not be kept</li> <li>• know to tell a trusted adult if they feel unsafe</li> </ul> <p><b>2. Pupils learn about personal safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• recognise the difference between good and bad touches</li> <li>• understand there are parts of the body which are private</li> <li>• know who they can go to, what to say or do if they feel unsafe or worried</li> </ul> <p><b>3. Pupils learn about people who help keep them safe outside the home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify situations where they might need help</li> <li>• can identify people in the community who can help to keep them safe</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ■</li> <li>• 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. ■</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>• know how to ask for help if they need it</li> </ul>	<ul style="list-style-type: none"> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard. </li> </ul>
<p><b>Mindmate Feeling good and Being Me</b>  <b>Recognise feelings</b>  <i>I can talk about how I am feeling.</i></p>	

<b>Year 2 Indoors and outdoors </b>	
<p><b>Knowledge:</b>  <b>1. Pupils learn about keeping safe in the home, including fire safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some simple rules for keeping safe indoors, including online</li> <li>• can describe what to do if there is an emergency</li> <li>• understand that they can take some responsibility for their own safety</li> </ul> <p><b>2. Pupils learn about keeping safe outside</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some rules for keeping safe outside</li> <li>• can assess whether a situation is safe or unsafe</li> </ul> <p>understand the importance of always telling someone where they are going or playing</p> <p><b>3. Pupils learn about road safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify hazards in relation to road safety</li> <li>• are able to explain how to cross the road safely</li> <li>• recognise that there are rules in relation to road safety for all road users</li> </ul>	
<p><b>Mindmate Feeling Good and Being Me</b>  <b>Celebrate strengths</b>  <i>I'm good at ..... and I am going to try and be better at .....</i></p>	

<p><b>Year 3 Bullying, see it, say it, stop it ▶</b></p>	<p><b>British Values: encourage students to accept responsibility for their behaviour, the curriculum and the provider's wider work support learners to develop their character - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy equipping them to be responsible, respectful, active citizens who contribute positively to society.</b></p>
<p>Knowledge:</p> <p><b>1.Pupils learn to recognise bullying and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to define what is meant by 'bullying'</li> <li>• can identify the difference between falling out with someone and bullying understand how bullying can make people feel and why this is unacceptable</li> </ul> <p><b>2.Pupils learn about different types of bullying and how to respond to incidents of bullying</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can name different types of bullying (including racism)</li> <li>• can identify the different ways bullying can happen (including online) can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul> <p><b>3.Pupils learn about what to do if they witness bullying</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain how to react if they witness bullying</li> <li>• understand the role of bystanders and the important part they play in reducing bullying</li> <li>• know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• 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. ■</li> </ul> <p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so ■</li> </ul> <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ■</li> </ul>
<p><b>Mindmate Feeling Good and Being Me</b></p> <p><b>Goals and aspirations</b></p> <p><i>I'm good at..... and I am going to try and be better at..... by setting myself a simple target.</i></p>	

Year 4 Playing Safe ▶	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn how to be safe in their computer gaming habits</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know about the age classification system and understand why some games are not appropriate for children to play</li> <li>• can evaluate whether a computer game is suitable for them to play and explain why</li> <li>• are able to share opinions about computer games</li> </ul> <p><b>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify and assess the level of risk of different activities in the local environment</li> <li>• recognise that in some situations there may pressure to behave in a way that doesn't feel safe</li> </ul> <p>can identify some ways to respond to unhelpful pressure</p> <p><b>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to assess what to do in an emergency</li> <li>• can carry out some simple first aid procedures for different needs</li> <li>• can demonstrate how to ask for help from a range of emergency services</li> </ul>	<p><u>Internet safety</u></p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul> <p><u>Basic First Aid</u></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Mindmate Feeling good and being me</b></p> <p><b>Feelings - intensity</b></p> <p><i>I can use a range of words to describe my feelings.</i></p>	

**Year 5 When things go wrong** 🚩

**British Values:** encourage students to accept responsibility for their behaviour, the curriculum and the provider's wider work support learners to develop their character - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy equipping them to be responsible, respectful, active citizens who contribute positively to society

**Knowledge:**

**1. Pupils learn about keeping safe online**

**Pupils**

- understand that people can be influenced by things online
- can explain why what they see online might not be trustworthy
- know when and how to report something that makes them feel unsafe or uncomfortable

**2. Pupils learn that violence within relationships is not acceptable**

**Pupils**

- know what is meant by domestic violence and abuse
- understand that nobody should experience violence within a relationship
- know what to do if they experience violence / where to go for help, advice and support

**3. Pupils learn about problems that can occur when someone goes missing from home**

**Pupils**

- understand some of the reasons that might cause a young person to run away or be absent from home
- can identify the potential risks and dangers of running away or going missing and know who to talk to if they feel like running away

Families and people who care for me

- 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

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

Respectful relationships




- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.


Online Relationships

- 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.

Being safe

- how to recognise and report feelings of being unsafe or feeling bad about any adult.

	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. </li> <li>• where to get advice e.g. family, school and/or other sources. </li> </ul> <p><u>Internet safety</u></p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• how to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online. </li> </ul>
<p><b>Mindmate Feeling Good and Being Me</b>  <b>Self Belief</b>  <i>I can do....</i></p>	

<p>Year 6 Keeping safe out and about, FGM </p>	<p>British Values: encourage students to accept responsibility for their behaviour, an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety the curriculum and the provider's wider work support learners to develop their character - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy - equipping them to be responsible, respectful, active citizens who contribute positively to society.</p>
<p><b>Knowledge:</b>  <b>1.Pupils learn about feelings of being out and about in the local area with increasing independence</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are aware of potential risks when out and about in the local area</li> <li>• describe a range of feelings associated with being out and about</li> <li>• understand that people can make assumptions about others that might not reflect reality</li> </ul>	<p><u>Families and people who care for us</u></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p><u>Being Safe</u></p>



<p><b>2. Pupils learn about recognising and responding to peer pressure</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify risky behaviour in peer groups</li> <li>• recognise and respond to peer pressure and who they can ask for help</li> <li>• understand how people feel if they are asked to do something they are unsure about</li> </ul> <p><b>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know some of the consequences of anti-social behaviour, including the law</li> <li>• describe ways to resist peer pressure</li> <li>• recognise they have responsibility for their behaviour and actions</li> </ul>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
<p><b>Mindmate Feeling Good and Being Me</b>  <b>Self-Integrity</b>  <i>I can stay true to myself despite external pressures.</i></p>	

Spring 2 Mental health and emotional wellbeing

<p><b>Reception - My feelings</b></p>	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn about different types of feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can name different feelings (including good and not-so-good feelings)</li> <li>• can identify how different emotions look and feel in the body</li> </ul> <p><b>2. Pupils learn about managing different feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can express their feelings if they feel hurt or upset.</li> </ul>	<p><u>Development Matters - PSED</u></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally</li> </ul> <p><u>ELG Self-regulation</u></p> <ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work toward simple goals, being able to wait for what they want and control their behaviour accordingly</li> </ul> <p><u>ELG Building Relationships</u></p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers</li> </ul>

## Spring Bank Primary School

- Know some strategies to stay calm in the face of frustration
- know when to ask for help

### 3.Pupils learn how to think about the feelings of others

#### Pupils

- know why we take turns, wait politely, tidy up after ourselves etc.

### 4.Pupils understand why it is important to respect class rules and behave correctly towards others

#### Pupils

- can say what behaviour is expected at school

- Show sensitivity to their own and to others' needs

## Year 1 Feelings

### Knowledge:

### 3.Pupils learn about different types of feelings

#### Pupils

- can name different feelings (including good and not-so-good feelings)
  - recognise that people may feel differently about the same situation
- can identify how different emotions look and feel in the body

### 4.Pupils learn about managing different feelings

#### Pupils

- recognise that some feelings can be stronger than others
- can describe some ways of managing different feelings
- know when to ask for help

### 3.Pupils learn about change or loss and how this can feel

#### Pupils

### Mental wellbeing

- 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.
- 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).

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>• are able to give an example of when people might experience change or loss (for example, ast toy, when a pet dies, moving home or school)</li> <li>• can describe how people might feel when there is a change or loss recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	
<p><b>Mindmate Strong Emotions</b>  <b>Recognise what is fair/Unfair right/wrong</b>  <i>I know when someone is being unkind</i></p>	

Year 2 Friendship	
<p><b>Knowledge:</b></p> <p><b>1.Pupils learn about the importance of special people in their lives</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify people who are special to them and explain why</li> <li>• understand what makes a good friend</li> <li>• can demonstrate how they show someone they care</li> </ul> <p><b>2.Pupils learn about making friends and who can help with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand how people might feel if they are left out or excluded from friendships</li> <li>• recognise when someone needs a friend and know some ways to approach making friends</li> </ul> <p>know who they can talk to if they are worried about friendships</p> <p><b>3. Pupils learn about solving problems that might arise with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify some ways that friendships can go wrong</li> <li>• can describe some ways to sort out friendship problems</li> <li>• recognise that difficulties within friendships can usually be resolved</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> </ul> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><u>Mental wellbeing</u></p>

	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
<p><b>Mindmate Strong Emotions</b>  <b>Comfortable and Uncomfortable Feelings</b>  <i>I can talk about what makes me feel sad.</i></p>	

<p><b>Year 3 Strengths and Challenges</b></p>	<p><b>British Values: enable students to develop their self-knowledge, self-esteem and self-confidence</b></p>
<p><b>Knowledge:</b>  <b>1.Pupils learn about celebrating achievements and setting personal goals</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult</li> <li>can plan the steps required to help achieve a goal or challenge</li> </ul> <p>are able to celebrate their own and others' skills, strengths and attributes</p> <p><b>2.Pupils learn about dealing with put-downs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put-down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with put-downs</li> <li>recognise what is special about themselves</li> </ul> <p><b>Pupils learn about positive ways to deal with set-backs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how it feels when there are set-backs</li> <li>know some positive ways to manage set-backs and how to ask for help or support</li> <li>recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul> <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Mindmate Strong Emotions</b></p>	

**Introducing strong emotions, including anger**  
*I know it's ok to feel strong emotions sometimes.*

**Year 4 - Mindfulness**

**Knowledge:**

1.Pupils are able to pay attention to the physical sensations in parts of their bodies, to the characteristics of an object and to the sounds in their environment and know that paying attention to, or concentrating on, one thing at a time can be calming and helps us to learn.

2.Pupils are able to connect with their breath, paying attention to the in breath and the out breath and returning to this, sometimes gently and non-judgmentally as their attention drifts and know that paying attention to, or concentrating on, the breath can be calming and allows the mind to be focused ready for learning.

3.Pupils recognise their emotions through feeling them in the body, begin to regulate their emotions and make a choice of kindness and will start to apply this attitude to themselves.

4.Pupils are able to identify a person (or other living being) whom they have positive feelings towards. They are:

- be able to use their imaginations to visualise this person (or other living being).
- recognise their emotions through feeling them in the body.
- will begin to regulate their emotions.
- will make a choice of kindness and will start to apply this attitude towards other people.

Mental wellbeing

- 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.

**Mindmate Strong Emotions**

**Resisting Pressure**

*I can stand up for myself without hurting others.*

**Year 5 Dealing with feelings**

**Knowledge:**

Mental wellbeing

## Spring Bank Primary School

### 1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body

#### Pupils

- are able to name and describe a wide range and intensity of emotions and feelings
  - understand how the same feeling can be expressed differently
- recognise how emotions can be expressed appropriately in different situations

### 2. Pupils learn about times of change and how this can make people feel

#### Pupils

- identify situations when someone may feel conflicting emotions due to change
- can identify ways of positively coping with times of change

recognise that change will affect everyone at some time in their life

### 3. Pupils learn about the feelings associated with loss, grief and bereavement

#### Pupils

- recognise that at times of loss, there is a period of grief that people go through
  - understand there are a range of feelings that accompany bereavement and know that these are necessary and important
- know some ways of expressing feelings related to grief

- 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.

#### Mindmate Strong Emotions

#### Strong Emotions and Mental Health

*I know what mental health is.*

## Year 6 Healthy minds

#### Knowledge:

1. Pupils learn what mental health is.

#### Pupils

#### Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.

## Spring Bank Primary School

- know that mental health is about emotions, moods and feelings - how we think, feel and behave
  - recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent
- know that there is help, advice and support available about mental health

### 2. Pupils learn about what can affect mental health and some ways of dealing with this

#### Pupils

- recognise what can affect a person's mental health
  - know some ways of dealing with stress and how people can get help and support
- understand that anyone can be affected by mental ill health

### 3. Pupils learn about some everyday ways to look after mental health

#### Pupils

- know some everyday ways of looking after mental health
- can explain why looking after mental health is as important as looking after physical health
- understand that some things that support mental health will also support physical health

### 4. Pupils learn about the stigma and discrimination that can surround mental health

#### Pupils

- recognise that stigma and discrimination of people living with mental health problems can and does exist
  - explain the negative effect that this can have
- know what can help to have a more positive effect (and therefore reduce stigma and discrimination)

- 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.
  - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
  - 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. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- Internet safety
- 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.

#### Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.

### Mindmate Strong Emotions

#### Happiness

*I have a good understanding of emotional wellbeing*

Summer 1 - Drug, alcohol and tobacco education

Reception: What keeps our brains and bodies well?	
<p><b>Knowledge:</b>  <b>1.Pupils learn the importance of toothbrushing</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to talk about why we need to brush our teeth twice a day</li> </ul> <p><b>2.Pupils learn the importance of sleep</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to talk about why we need to go to bed on time</li> </ul> <p><b>3.Pupils learn the importance of not playing on devices for too long</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to talk about what other activities they could do instead of playing on their devices.</li> </ul>	<p><u>Development Matters - PSED</u></p> <ul style="list-style-type: none"> <li>Manage their own needs: Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> </ul> </li> </ul> <p><u>ELG Managing Self</u></p> <ul style="list-style-type: none"> <li>manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

Year 1 What do we put into and on to bodies?	
<p><b>Knowledge:</b>  <b>1.Pupils learn about what can go into bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to recognise that different things people put into bodies can make them feel good or not so good</li> <li>can identify whether a substance might be harmful to take in</li> </ul> <p>know how to ask for help if they are unsure about whether something should go into the body</p>	<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>



<p><b>2.Pupils learn about what can go on to bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that substances can be absorbed through the skin</li> <li>• are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>• can state some basic safety rules for things that go into the body</li> </ul>	
<p><b>Mindmate Solving Problems/Making it Better</b></p> <p><b>Setting goals and targets</b></p> <p><i>I can work and play well in a small group.</i></p>	

Year 2 Medicines and me	
<p><b>Knowledge:</b></p> <p><b>1.Pupils learn why medicines are taken</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>• know that medicines come in different forms</li> </ul> <p>recognise that each medicine has a specific use</p> <p><b>2. Pupils learn where medicines come from</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>• know when medicines might be used and who decides which medicine is used</li> <li>• understand there are alternatives to taking medicines, and when these might be helpful</li> </ul> <p><b>3.Pupils learn about keeping themselves safe around medicines</b></p> <p><b>Pupils</b></p>	<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

## Spring Bank Primary School

- understand that medicines come with instructions to ensure they are used safely
- know some safety rules for using and storing medicines
- recognise that medicines can be harmful if not taken correctly

### **Mindmate Solving Problems/Making it Better**

#### **Solving Problems/Making it Better**

*I understand it is important to keep going when something is tricky.*

### **Year 3 Tobacco is a drug**

**British Values: an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.**

#### **Knowledge:**

**1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people**

#### **Pupils**

- are able to define what is meant by the word 'drug'
  - can identify when a drug might be harmful
- recognise that tobacco is a drug

**2. Pupils learn about the effects and risks of smoking tobacco and second hand smoke**

#### **Pupils**

- know the effects and risks of smoking and of second hand smoke on the body
- can express what they think are the most important benefits of remaining smoke free

recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second hand smoke

**3. Pupils learn about the help available for people to remain smoke free or stop smoking**

#### **Pupils**

#### Drugs, alcohol and tobacco

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

## Spring Bank Primary School

- know about some of the support and medicines that people might use to help them stop smoking
- can explain what they might say or do to help someone who wants to stop smoking
- understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started

### **Mindmate Solving Problems/Making it Better**

#### **Dealing with difficult situations**

*I can work with different people in my class.*

## Year 4 Making choices

**British Values: an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.**

### **Knowledge:**

**1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them**

#### **Pupils**

- are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
- can identify why a person may choose to use or not use a drug
- are able to state some alternatives to using drugs

**2. Pupils learn about the effects and risks of drinking alcohol**

#### **Pupils**

- know how alcohol can affect the body
- explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed
- know that there are laws and guidelines related to the consumption of alcohol

**3. Patterns of behaviour that are related to drug use**

#### **Pupils**

- can explain what is meant by the terms 'habit' and 'addiction'
- can identify different behaviours that are related to drug use

### Drugs, alcohol and tobacco

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

## Spring Bank Primary School

- know where they can go for help if they are concerned about someone's use of drugs

**Mindmate Solving Problems/Making it Better**  
**Coping with Difficult situations**  
*I can cope in difficult situations*

### Year 5 - Different influences

**British Values: an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.**

#### Knowledge:

**1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis**

#### Pupils

- know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law

understand that there are risks associated with all smoking drugs

**2. Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products**

#### Pupils

- can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products
- can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol
- recognise that there are many influences on us at any time

**3. Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol**

#### Pupils

#### Drugs, alcohol and tobacco

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

## Spring Bank Primary School

- can describe some strategies that people can use if they feel under pressure in relation to drug use
- can demonstrate some ways to respond to pressure concerning drug use
- recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it

**Mindmate Solving problems/Making it better**  
**Setting goals and targets**  
**Talking it through Restorative Justice**  
*I can support my friends when things go wrong.*

### Year 6 - Weighing up risk

#### Knowledge:

**1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs**

#### Pupils

- know about some of the possible effects and risks of different drugs
- know that some drugs are restricted or that it is illegal to own, use and supply them to others
- understand why and when people might use drugs

**2. Pupils learn about assessing the level of risk in different situations involving drug use**

#### Pupils

- can explain why risk depends on the drug itself, the person using the drug and the situation - when, where the person is, and who they are with
- can identify risks within a given scenario involving drug use

understand what would need to change to reduce the level of risk

**3. Pupils learn about ways to manage risk in situations involving drug use**

#### Pupils

- can identify situations where drug use may occur

#### Drugs, alcohol and tobacco

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

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>• know some ways of reducing risk in situations involving drug use</li> </ul> <p>know where to get help, advice and support regarding drug use</p>	
<p><b>Mindmate Solving Problems/Making it better</b>  <b>Winning what does it take?</b>  <i>I can look after my mental health</i></p>	

## Summer 2 Physical Health and Wellbeing

Reception	
<p><b>Knowledge:</b></p> <p>1.Pupils learn that we need to eat lots of fruit and vegetables to be healthy.</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know the names of different fruits and vegetables</li> </ul> <p>2.Pupils learn the importance of exercise</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe how to play different games and sports</li> </ul>	<p><u>Development Matters - PSED</u></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> </ul> </li> </ul> <p><u>ELG Managing Self</u></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

Year 1 Fun Times	
<p><b>Knowledge:</b></p> <p>1.Pupils learn about food that is associated with special times, in different cultures</p> <p><b>Pupils</b></p>	<p>British Values: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p><u>Mental Health</u></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><u>Physical health and Fitness</u></p>

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>• know about some of the food and drinks associated with different celebrations and customs</li> <li>• can identify what makes their home lives similar or different to others including the food they eat</li> <li>• understand why food eaten on special days may be different from everyday foods</li> </ul> <p><b>2.Pupils learn about active playground games from around the world</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe how to play different active playground games</li> <li>• can recognise how active playground games make them feel</li> <li>• can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul> <p><b>3.Pupils learn about sun-safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know about some of the effects of too much sun on the body</li> <li>• can describe what people can do to protect their bodies from being damaged by the sun</li> </ul> <p>know what they will need and who to ask for help if they going out in strong sun</p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including <b>skin cancer</b>.</li> </ul>
<p><b>Mindmate Life Changes</b>  <b>New School/Class</b>  <b>Making new friends</b>  <i>I understand that talking about my feelings can help.</i></p>	

<h3>Year 2: What keeps me healthy?</h3>	
<p><b>Knowledge:</b></p> <p><b>1.Pupils learn about eating well</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know what a healthy diet looks like</li> <li>• can identify who helps them make choices about the food they eat</li> <li>• know the benefits of a healthy diet (including oral health)</li> </ul>	<p><u>Mental Health</u></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>

<p><b>2. Pupils learn about the importance of physical activity, sleep and rest</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe some ways of being physically active throughout the day</li> <li>• explain why it is important to rest and get enough sleep, as well as be active</li> <li>• understand that an hour a day of physical activity is important for good health</li> </ul>	<p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul> <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p><b>Mindmate Life Changes</b></p> <p><b>Loss: Losing loved object/pet/person</b></p> <p><i>I can talk about feeling sad when I have lost something.</i></p>	

<p><b>Year 3 What helps me choose?</b></p>	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn about making healthy choices about food and drinks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>• can describe situations when they have to make choices about their food and drink</li> </ul> <p>understand who and what influences their choices about food and drinks</p>	<p><u>Mental Health</u></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>



## Spring Bank Primary School

<p><b>2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain why people are attracted to different brands</li> <li>• are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>• understand how this can affect what food people buy</li> </ul> <p><b>3. Pupils learn about keeping active and some of the challenges of this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to identify a range of physical activities that help the body</li> <li>• are able to evaluate the levels of physical activity in different pastimes</li> <li>• can explain what choices they have about how to spend their free time</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
<p><b>Mindmate Life Changes</b>  <b>Life in KS2</b>  <b>New faces/new routines</b>  <i>I am learning to handle change.</i></p>	

<p><b>Year 4 What is important to me?</b></p>	
<p><b>Knowledge:</b></p> <p><b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain why a person may avoid certain foods</li> <li>• are able to communicate their own personal food needs</li> <li>• understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul> <p><b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b></p> <p><b>Pupils</b></p>	<p><b>British Values: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</b></p> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

## Spring Bank Primary School

- can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)
  - are able to talk about their views and express their opinions on factors that affect food choice
- understand that consumers may have different views on the food they eat and how it is produced and farmed

### 3. Children learn about the importance of getting enough sleep

#### Pupils

- explain the importance of sleep for health and wellbeing
- know what can help people relax and sleep well
- recognise the impact that too much screen time can have on a person's health and wellbeing

#### Mindmate Life Changes

#### Positive and Negative effects on emotional wellbeing and mental health

*I am learning to accept that I will feel a wide range of emotions depending on the situation.*

## Year 6 In the media

British Values: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

#### Knowledge:

#### 1. Pupils learn that messages given on food adverts can be misleading

#### Pupils

- know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers
- are able to compare the health benefits of a food or drink product in comparison with an advertising campaign

identify advertising as one influence on people's choices about food and drink

#### 2. Pupils learn about role models

#### Pupils

- are able to analyse how the media portray celebrities
- recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people

#### Internet Safety and Harms


- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

#### Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).

## Spring Bank Primary School

<ul style="list-style-type: none"> <li>• can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul> <p><b>3. Pupils learn about how the media can manipulate images and that these images may not reflect reality</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>• can describe how the media portrayal might affect people's feelings about themselves</li> </ul> <p>accept and respect that people have bodies that are different</p>	
<p><b>Mindmate Life Changes</b></p> <p><b>Aspirations to manage change positively</b></p> <p><i>I am seeing changes in a more positive light.</i></p>	

Year 5 Sex and relationship education	
<p><b>Knowledge</b></p> <p><b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify changes throughout the human life cycle</li> <li>• understand change is on-going</li> </ul> <p>understand change is individual</p> <p><b>2. Pupils learn about the changes that occur during puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify the physical, emotional &amp; behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> </ul> <p>understand that body changes at puberty are a preparation for sexual maturity</p> <p><b>3. Pupils learn about menstruation and wet dreams</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> </ul>	<p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including key facts about the menstrual cycle.</li> <li>• that families are important for children growing up because they can give love, security and stability.</li> </ul> <p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources. </li> </ul>

## Spring Bank Primary School

- can explain effective methods for managing menstruation and wet dreams
- understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams

### **4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this**

#### **Pupils**

- can explain how changes at puberty affect body hygiene
  - can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

### **5. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships**

#### **Pupils**

- can identify positive qualities and expectations from a variety of relationships
  - can explain the similarities and differences between friendships and intimate relationships
  - can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship between adults

### **6. Pupils learn about human reproduction in the context of the human lifecycle**

#### **Pupils**

- understand that sexuality is expressed in a variety of ways between consenting adults
  - know that sexual intercourse may be one part of a sexual relationship
  - can describe how babies are made and explain how sexual intercourse is related to conception
- can name the male and female sex cells and reproductive organs

**7. Pupils learn how a baby is made and grows (conception and pregnancy)**

**Pupils**

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

**8. Pupils learn about roles and responsibilities of carers and parents**

**Pupils**

- can identify some of skills and qualities needed to be parent and carer
- understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children

can recognise that both men and women can take on these roles and responsibilities

**9. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it**

**Pupils**

- can answer their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence

can identify sources of information, support and advice for children and young people

**Mindmate Life Changes**

**Moving On**

*I can talk about changes I am looking forward to*

## Appendix 1

The following tables show links to the Science, Design and Technology (DT) and the Computing curriculum programmes of study and how they relate to

Science	
<b>Animals including humans</b>	
<b>Year 2</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>HE - Physical health and wellbeing</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits</li> <li>the importance of building regular exercise into daily for example walking or cycling to school, a daily active exercise.</li> <li>the risks associated with an inactive lifestyle (including</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understand</li> <li>the characteristics of a poor diet and risks associated obesity and tooth decay) and other behaviours (e.g. t</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, the importance of handwashing.</li> </ul>
<b>Year 4</b> identify the different types of teeth in humans and their simple functions.	<p>HE - Healthy eating</p> <ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated obesity and tooth decay) and other behaviours (e.g. t</li> </ul>
<b>Year 5</b> describe the changes as humans develop to old age	<p>HE - Changing adolescent body</p> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent 11, including physical and emotional changes</li> <li>about menstrual wellbeing including key facts about t</li> </ul>
<b>Year 6</b>	<p>HE - Physical health and wellbeing</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits</li> </ul>

## Spring Bank Primary School

<p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily life for example walking or cycling to school, a daily active exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity and tooth decay) and other behaviours (e.g. tobacco use and drug-taking).</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding the characteristics of a poor diet and risks associated with obesity and tooth decay) and other behaviours (e.g. tobacco use and drug-taking).</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and their use and drug-taking.</li> </ul>
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### Design and Technology (DT) - Cooking and nutrition

<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open up opportunities for human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in the future.</p>	
<p><b>Year 1 and Year 2</b></p>	<p><b>Health Education links - Healthy eating</b></p>
<p>use the basic principles of a healthy and varied diet to prepare dishes</p>	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy dishes</li> </ul>
<p>understand where food comes from</p>	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with obesity and tooth decay) and other behaviours (e.g. the impact of tobacco use and drug-taking).</li> </ul>
<p><b>Year 5</b></p>	
<p>understand and apply the principles of a healthy and varied diet</p>	
<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	
<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	

### Computing

<p><b>Key Stage 1</b></p>	<p><b>RE links - Online relationships</b></p>	
<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to-face relationships,</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Spring Bank Primary School

<b>Key Stage 2</b>	including the importance of respect for others online including when we are anonymous.	•
understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	•
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>	•