

## Tavistock Primary and Nursery School

### Personal, Social Health and Economic Curriculum Map (including Relationship and Sex Education) 2024-2025

#### Learning Outcomes and Core Themes

The Tavistock Primary and Nursey school (TPNS) planning for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the **PSHE Association Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

<b>Health and Wellbeing (H&amp;W)</b>	<b>Relationships (R)</b>	<b>Living in the Wider World (LWW)</b>
---	------------------------------	--

This colour system is used in the curriculum map to ensure all staff are clear about which core theme they will be focusing on each week and throughout each term, to ensure full coverage of all core themes is achieved for each year group during a full school year.

The TPNS curriculum and PSHE and Citizenship Scheme of Work is independent so they can be taught in any order to complement the wider school curriculum. If any matters arise within the school which need to be addressed it would be diligent and appropriate to adjust planning accordingly, for example issues with racism or bullying. Therefore the map is flexible and fully adjustable.

## **PSHE - Where the children come from at TPNS - Level Expected at the End of EYFS**

The following early years goals are prerequisite skills for PSHE in KS1.

### **Personal, Social and Emotional Development (Making Relationships)**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Physical Development (Health and Self-Care)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

### **Understanding the World (People and Communities)**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### **Understanding the World (Technology)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## **Government Guidance**

### **SMSC, Personal Development and Behaviour and Attitude**

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**Taken from: Section 78 (1) Education Act 2002**

## Safeguarding

The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

## Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to 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, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

**Taken from: Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**

Two key aspects of PSHE education, Relationships Education and Health Education, has been **compulsory** in all primary schools since 2020. PSHE education is compulsory in independent schools.

# **EYFS (PSED – Personal, social and emotional development)**

Taken from TPNS EYFS curriculum goals – PSHE core themes:

## **Health and Wellbeing**

- Show resilience and perseverance**
- Learn that it is ok to get things wrong**
- Be able to see to their own needs with independence**
- Use their words to express their emotions**
- To talk about how we tackle a problem**
- Learn and take responsibility for personal hygiene**
- To promote good oral health**
- To talk about and understand the importance of healthy foods**
- Be able to dress self independently**
- To persevere when facing challenge and not give up**

## **Living in the Wider World**

- Understand that there are consequences to their actions**
- Be confident in asking for help when needed**
- Use stories to help us think about the perspectives of others**
- To be confident to try new things**
- To follow and understand class and school rules**
- To show an interest in others and value their contributions**
- To be able to follow instructions**

## **Relationships**

- Co-operate with others, demonstrating friendly behaviour**
- Understand how to respond to their emotions and others**
- Can share resources with peers and adults**
- Be kind and respectful to others**
- Children can play with others**

## **KS1:**

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020

### **PSHE core themes:**

<p><b><u>Health and Wellbeing</u></b> <b>Healthy lifestyles (physical wellbeing)</b> <b>H1-10</b> <b>Mental health</b> <b>H11 -20</b> <b>Ourselves, growing and changing</b> <b>H21-27</b> <b>Keeping safe</b> <b>H28 – 36</b> <b>Drugs, alcohol and tobacco</b> <b>H37</b></p>	<p><b><u>Living in the Wider World</u></b> <b>Shared responsibilities</b> <b>L1 –L3</b> <b>Communities</b> <b>L4 – L6</b> <b>Media Literacy and digital resilience</b> <b>L7 – L9</b> <b>Economic Wellbeing: Money</b> <b>L10-L13</b> <b>Economic Wellbeing: Aspirations, &amp; Career</b> <b>L14-L17</b></p>
<p><b><u>Relationships</u></b> <b>Families and close positive relationships</b> <b>R1-R5</b> <b>Friendships</b> <b>R6 – R9</b> <b>Managing hurtful behaviour and bullying</b> <b>R10 -12</b> <b>Safe relationships</b> <b>R13-R20</b> <b>Respecting self and others</b> <b>R21-25</b></p>	

## **KS2:**

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020

### **PSHE core themes:**

<p><b><u>Health and Wellbeing</u></b> Healthy lifestyles (physical wellbeing) H1-14 Mental health H15 -24 Ourselves, growing and changing H25-36 Keeping safe H37 – 45 Drugs, alcohol and tobacco H46-50</p>	<p><b><u>Living in the Wider World</u></b> Shared responsibilities L1-L5 Communities L6-L10 Media Literacy and digital resilience L11 –L16 Economic Wellbeing: Money L17-L24 Economic Wellbeing: Aspirations, &amp; Career L25-L32</p>
<p><b><u>Relationships</u></b> Families and close positive relationships R1-R9 Friendships R10-R18 Managing hurtful behaviour and bullying R19 –R21 Safe relationships R22-R29 Respecting self and others R30-34</p>	<p><b><u>Relationships and Sex Education:</u></b> EYFS: Growing up Y1: My changing body Y2: The changing me Y3: Outside body changes &amp; Inside body changes Y4: Having a baby and girls puberty Y5: Puberty for girls / puberty for boys &amp; conception Y6: Puberty girl / boy talk &amp; conception to birth</p>

# Where the children are headed at TPNS - KS3 (secondary curriculum Years 7, 8 and 9)

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020 - PSHE core themes:

<p><b><u>Health and Wellbeing</u></b> Self concept H1-5 Mental health and emotional wellbeing H6 -12 Healthy lifestyles H13 -22 Drugs, alcohol and tobacco H23-29 Managing risk and personal safety H30-H33 Puberty and sexual health H34-H36</p>	<p><b><u>Living in the Wider World</u></b> Learning Skills L1 –L6 Choices and pathways L7 – L10 Work and career L11– L12 Employment rights and responsibilities L13 – L14 Financial choices L15-L19 Media literacy and digital resilience L20-L27</p>
<p><b><u>Relationships</u></b> Positive relationships R1-R8 Relationship values R9 – R12 Forming and maintaining respectful relationships R13 –R23 Consent R24-R31 Contraception and parenthood R32-R36 Bullying, abuse and discrimination R37-R41 Social Influence R42-R47</p>	

## Intent

PSHE (Personal, Social, Health and Economic) education and RSE (Relationships and Sex education) curriculum map and planning scheme aims to equip children with essential skills for life, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. It aims to develop the whole child through carefully planned and resourced lessons (by all teaching staff) that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. PSHE is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them.

At Tavistock Primary School we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At Tavistock Primary School, we aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes and protected characteristics. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. At Tavistock Primary School we also aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

Tavistock Primary School's PSHE and RSE plans are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.



## Implementation

The PSHE and RSE curriculum map is designed to be taught in thematic sections consisting of five to seven lessons, with supporting materials including an outlined weekly plan with learning objectives, skills and knowledge required, key vocabulary and assessment statements for example mind maps and display materials. It is suggested that these lessons are taught in a spiral curriculum that revisits aspects of each theme every term. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. PSHE lessons are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the learning, which enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

## Impact

Our PSHE and RSE planning provides our school with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. We support the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our planning will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world. Leaving primary school with the PSHE end point required to ready them for KS3 and beyond.

**Autumn Term 2024:**

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Autumn 1 – Skill for Success (LWW)</b>	<p><b><u>THINK EQUAL Programme:</u></b></p> <p><b>Week1:</b> <b>Story book:</b> <b>Marvelous Me</b></p> <p>Understand concepts of 'same' and 'different'</p> <p>Celebrate similarities and differences</p> <p>Demonstrate self-confidence</p>	<p><b><u>Skill for Success - Resilience</u></b></p> <p><b><u>Keeping going, even when it's hard!</u></b></p> <p>Children can explain the meaning of the word 'resilience'</p> <p>Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> <li>- discuss someone famous who demonstrates resilience</li> </ul>					<p><b><u>Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</u></b></p>
	<p><b><u>Primary School End Point:</u></b></p> <p><b><u>Resilience – Living in the wider world</u></b></p> <p>Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>						
	<p><b><u>Evidence of knowledge:</u></b></p> <p>Children's book work, response questions, displays, playtime, staff reports, photos, Governor interviews.</p>						

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 2 - Health and Prevention (H&amp;W)</b>	<p><b><u>THINK EQUAL</u></b> <b><u>Programme:</u></b></p> <p><b>Week 2</b> <b>Story book:</b> <b>These Feelings</b></p> <p>Understand that feelings will come and go</p> <p>Demonstrate strategies for managing feelings</p>	<p>How to be hygienic</p> <p>How to recognise early signs of physical illness</p>	<p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p> <p>Know that illness can affect people in different ways</p>	<p>Know that illness can affect people in different ways</p> <p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p> <p>Understand the facts and science relating to immunisation and vaccination</p>		<p>Know about risk assessments – identifying risks and taking action to minimise risks</p> <p>Understand the facts and science relating to immunisation and vaccination</p>	<p><b><u>Health and Wellbeing KS3</u></b> <b><u>'Healthy lifestyles' H19</u></b> – <i>The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self examination (especially testicular self – examination in late KS3)</i></p> <p><i>The purpose of vaccinations offered during adolescence for individuals and society.</i></p>	
	<b><u>Primary School End Point:</u></b>							
	<p><b><u>Health and Prevention:</u></b> The children know how to recognise and prevent the signs of ill health and how to care for themselves in terms of health and hygiene.</p>							
<b><u>Evidence of knowledge:</u></b>								
Children's book work, response questions, displays, playtime, staff reports, photos. Governor interviews								

**Week 3– Being Safe**

	<b>EYFS links</b>	<b>Year 1 and Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>
	<p><b><u>THINK EQUAL Programme:</u></b></p> <p><b>Week 3 Story book: The Weather Inside Me</b></p> <p>Express their understanding of the MOOD METRE</p> <p>Give examples of how emotions in our bodies can feel like different types of weather.</p> <p>Understand that feelings come and go like weather</p>	<p>Understand that each person’s body belongs to them</p> <p>Understand the concept of privacy including that is not always right to keep secrets</p> <p>Childline number NSPCC - Pants</p>	<p>Understand the differences between appropriate and inappropriate physical contact</p> <p>Where to get advice and support from</p> <p>Childline number NSPCC - Pants</p>	<p>How to respond safely and appropriately to adults they encounter in different contexts</p> <p>How to report concerns or abuse and the vocabulary and confidence to do so.</p> <p>Childline number NSPCC - Pants</p>		<p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns of abuse and the vocabulary and confidence to do so</p> <p>Childline number NSPCC - Pants</p>	<p><b><u>Relationships KS3: Bullying, abuse and discrimination R37</u></b> – the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation: to recognise warning signs, including online: how to report abusive behaviours or access support for themselves or others.</p>
	<b><u>Primary School End Point:</u></b>						
	<p><b><u>Being safe</u></b> The children understand privacy; including acceptable social boundaries, appropriate and inappropriate touch. They know who, where and how to report abuse or feelings of being unsafe.</p>						
	<b><u>Evidence of knowledge:</u></b>						
	<p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor interviews</p>						

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Week 4 and 5– Mental Wellbeing (Emotions) (H&amp;W)</b>	<b><u>THINK EQUAL Programme:</u></b>  <b>Week 4: Learning A (resource book)</b>	Know 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.	Know that mental wellbeing is a normal part of daily life, in the same way as physical health	Know 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.	Know how to judge what they are feeling and how they are.	Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings at times with an adult and seek support.	<b><u>Health and Wellbeing KS3 : Mental health and emotional wellbeing</u></b> <i>H6 – how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</i>
	Recognise that we all want happiness and kindness	Know how to communicate their feelings to others, to recognise how others show feelings and how to respond	Know 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.	To deepen their understanding of good and not so good feelings.	Extend their vocabulary to explain both the range and intensity of their feelings	Extend their vocabulary to explain both the range and intensity of their feelings Recognise they may experience conflicting emotions and when they might need to listen to, or overcome these	<i>H7 - the characteristics of mental and emotional health and strategies for managing these.</i>
	Explore our need for kindness in how we act with each other.						
	Identify agreements that can help create a kind, caring room.						
<b>Primary School End Point:</b>							
<b><u>Mental Wellbeing (Emotions)</u></b> Children can identify and understand their own feelings and those of others.							
<b>Evidence of knowledge:</b>							
Children's book work, response questions, displays, playtime, staff reports, photos, Governor interviews. Communication with staff or other adults about emotions.							

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 6 – Mental Wellbeing (Self Care) (H&amp;W)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 5:</b>  <b>Story Book</b>  <b>Ted the Tiger</b>  <b>Tamer</b></p> <p>Name different emotions and link emotions to feelings inside the body</p> <p>Use ‘take a break’, ‘make a plan’ as a tool to calm their bodies and brains and make positive choices</p>	Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	<p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To recognise when they need help and develop the skills to ask for help.</p>	<p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Know that it is common for people to experience mental ill health and that many problems can be resolved if the right support is made available</p>	<p><b><u>Health and Wellbeing KS3 :</u></b>  <b><u>Mental health and emotional wellbeing</u></b>  <b>H9 – strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.</b></p> <p><b>H10 - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.</b></p>	
	<b><u>Primary School End Point:</u></b>							
	<p><b><u>Mental Wellbeing – Self care:</u></b>  Children can identify and understand their own feelings. They know it is ok to have different feeling and how to manage them appropriately.</p>							
<b><u>Evidence of knowledge:</u></b>								
Children’s book work, response questions, displays, playtime, staff reports, photos, Governor interviews. Communication with staff or other adults about emotions.								

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Autumn 2 – Skill for Success Self Belief (LWW)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 6</b>  <b>Story book</b>  <b>The Secret</b>  <b>Adventures of</b>  <b>Anonymouse</b></p> <p>Perform acts of kindness around the school and classroom</p> <p>Demonstrate an understanding that small acts of kindness can inspire other acts of kindness.</p>	<p><b><u>Skill for Success – Self Belief</u></b></p> <p><b><u>‘I know I can do it!’</u></b></p> <p>Children know the meaning of the phrase  Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> </ul>					<p><b><i>Living in the Wider World KS3: Learning skills L2</i></b>  <i>- Review their strengths, interests, skills, qualities and values and how to develop them.</i></p>
	<p><b><u>Primary School End Point:</u></b></p> <p><b><u>Self Belief:</u></b>  Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>						
	<p><b><u>Evidence of knowledge:</u></b></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>						

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Week 2 Respectful Relationships (R)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 7</b>  <b>Story Book</b>  <b>Curly the Chameleon</b></p> <p>Name at least five different emotions</p> <p>Understand the levels of energy and pleasantness on the mood metre</p> <p>Recognise that all emotions are ok even pleasant ones</p>	<p>Recognise different types of teasing and bullying, to understand these are wrong and unacceptable.</p> <p>To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>Know about different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>To recognise bullying and abuse in all its forms (including prejudice based bullying in person, online and through social media.</p> <p>Understand that bullying (including cyber-bullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>To develop strategies for getting support for themselves or for others at risk.</p>	<p><b><u>Relationships</u></b>  <b>KS3: Bullying, abuse and discrimination</b>  <b>R38 - To recognise bullying and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</b></p> <p><b>R39 - The impact of stereotyping prejudice and discrimination on individuals and relationships.</b></p>
	<b>Primary School End Point:</b>						
	<p><b><u>Respectful relationships:</u></b>  Understand how hurtful behaviour can affect others and how to seek support when needed.</p>						
	<b>Evidence of knowledge:</b>						
Children's book work, response questions, displays, playtime, staff reports, photos. Governor interviews							



	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Week 3 – Anti Bullying Week (R)</b>	<b>EYFS links</b> <u><b>THINK EQUAL</b></u> <b>Programme:</b> <b>Week 8</b> <b>Learning resource P26</b> Begin developing ways of showing kindness Apply their understanding of kindness Recognise the difference between real kindness and apparent kindness Create their own definition of kindness	Whole School Suggestions:  Whole school - Every child to receive positive anonymous feedback from class mate  This year's theme is: <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>“Make a noise about bullying”</b> </div>				<u><b>Relationships</b></u> <u><b>KS3: Bullying, abuse and discrimination</b></u> <b>R41 – The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</b>
	<b><u>Primary School End Point:</u></b>					
	<u><b>Anti Bullying Week:</b></u> Children understand that their actions have consequences and they need to understand how they make others feel.					
<b><u>Evidence of knowledge:</u></b>						
Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews						

	EYFS links	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Week 4 Mental Wellbeing – Seek Support (H&amp;W)</b>	<p><b><u>THINK EQUAL</u></b>  <b><u>Programme:</u></b>  <b>Week 9</b>  <b>Story Book</b>  <b>Ahmed’s Journey</b></p> <p>Name their five senses</p> <p>Describe how their bodies feel when they have lots of energy or when they have little energy</p>	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	To recognise when they need help and develop the skills to ask for help.	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	Know 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)	Know 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)	<p><b><u>Health and Wellbeing KS3:</u></b>  <b><i>Mental health and emotional well being</i></b>  <b><i>H12- How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</i></b></p>
	<b><u>Primary School End Point:</u></b>						
	<p><b><u>Mental Wellbeing – Seek support:</u></b>  Children understand how, when and why to seek support in terms of their mental well being.</p>						
<b><u>Evidence of knowledge:</u></b>							
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews							

	<b>EYFS links</b>	<b>Year 1 and Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>	
<b>Week 5 – Money Sense (LWW)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 10</b>  <b>Story book</b>  <b>Faisal’s not himself</b>  Recognise that boys and girls should both express their feelings</p> <p>Recognise that boys and girls can do the same things  To take the perspective of someone else.</p>	<p>What are needs and wants?  Know that they and their family need and want different things</p> <p>Begin to understand that we might always be able to have the things we want or need</p>	<p>What are needs and wants?  Know that they and their family need and want different things</p> <p>Begin to understand that we might always be able to have the things we want or need</p>	<p>What are the links between jobs and money?  Know different jobs they might do to earn money  Understand that some jobs pay more than others and money is one factor in choosing a job</p> <p>Know that there are sources of advice to support emotional wellbeing</p>	<p>Understand that the choices they make about work and money will affect their lives  How does money affect my feelings?  Understand how money choices affect emotional health  Understand the concept of debt and the impact it can have on a person or family.</p>	<p>What affects my choices about money?  Know that the choices they make can be influenced by, and have an impact on, other people.  Know that manufacturers and shops advertise to persuade them to spend their money  Understand why we should all be critical consumers</p>	<p><b><i>Living in the Wider World KS3: Financial choices</i></b>  <b><i>L15 - To assess and manage risk in relation to financial decisions that young people might make.</i></b></p> <p><b><i>L17 - To manage emotions in relation to money</i></b></p>	
	<b>Primary School End Point:</b>							
	<p><b><u>Money Sense:</u></b>  Understand the difference between wants and needs. Understand the links between jobs and money and how money can affect our emotions.</p>							
<b>Evidence of knowledge:</b>								
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews								

**Week 6&7 – Relationships and sex education (RSE)**

EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 11</b>  <b>Story Book</b>  <b><i>Biyu the Brave</i></b>  <b><i>Pea</i></b></p> <p>Experience empathy and the perspective of another</p> <p>Discuss nature and the cycle of life</p>	<p><b>The changing me</b>            Where am I in the journey from young to old and what changes can I be proud of?</p> <p><b>Boys and Girls</b>            Differences between boys and girls - how do we feel about them? Which parts of me are private – remind of PANTS rule.</p>	<p><b>Outside body changes:</b>            How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.            Differences between physical and emotional changes.</p> <p><b>Inside body changes</b>            How our bodies need to change so they can make babies when we grow up – how do we feel about the changes?</p>	<p><b>Puberty for girls</b>            Physical changes and feelings about them - Key facts about puberty and the changing adolescent body, including menstrual &amp; wellbeing.</p> <p><b>Puberty for boys</b>            Developing understanding of changes for both sexes – reassurance and exploring feelings.</p>	<p><b>Conception</b>            Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.</p>	<p><b>Puberty</b>            Consolidating understanding of physical and emotional changes and how they affect us.</p> <p><b>Girl talk / boy talk</b>            A chance to ask questions and reflect in single sex groups possibly.</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Conception to birth</b>            The story of pregnancy and birth. Use animation to show the female and male reproductive systems.</p>	<p><b><u>Health and Wellbeing KS3:</u></b>  <b>Puberty and Sexual Health H34</b> – strategies to manage the physical and mental changes that are typical part of growing up, including puberty and menstrual wellbeing.  <b>H35</b> – about the purpose, importance and different from of contraception; how and where to access contraception and advice.  <b>H36</b> – that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs</p>
<p><b><u>Primary School End Point:</u></b></p>						
<p><b><u>Puberty and Changes:</u></b>            Understand what puberty means and involves. Be aware of the changes in the human body around puberty and have an awareness of human conception and birth.</p>						
<p style="text-align: center;"><b><u>Evidence of knowledge:</u></b></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>						

**Spring Term 2024:**

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Spring 1 – Skill for Success Responsibility (LWW)</b>	<p><b><u>THINK EQUAL Programme:</u></b>  <b>Week 12</b>  <b>Story Book</b>  <b>Thabo and the trees</b></p> <p>Show a sense of responsibility for the environment and interconnectedness of all living things</p>	<p><b><u>Skill for Success - Responsibility</u></b></p> <p><b><u>Think about how the things you do affect others</u></b></p> <p>Children can explain the meaning of the word            Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> </ul>					<p><i><b><u>Living in the Wider world</u></b></i>  <b><u>KS3: Choices and pathways</u></b>  <i><b>L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</b></i></p>
		<p><b><u>Primary School End Point:</u></b></p> <p><b><u>Responsibility:</u></b>            Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>					
		<p><b><u>Evidence of knowledge:</u></b></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>					

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 2 - Healthy Eating (H&amp;W)</b>	<p><b><u>THINK EQUAL Programme:</u></b> <b><u>Week 13</u></b> Resource book 'learning c'</p> <p>List vocabulary words that describe various sensations Practise paying attention to sensations Learn 'help now!' strategies for regulating the body.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>	<p>Understand what constitutes a healthy diet (including understanding calories, and other nutritional content)</p>	<p>Understand the principles of planning and preparing a range of healthy meals.</p>	<p>Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p>	<p>Understand 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)</p>	<p><b><u>Health and Wellbeing KS3: Healthy lifestyles</u></b> <i>H17 - The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.</i></p> <p><i>H18 – what might influence decisions about eating a balanced diet and strategies to manage eating choices.</i></p>	
	<b>Primary School End Point:</b>							
	<p><b><u>Healthy eating</u></b> Children understand what a healthy and balanced diet is. They know what nutritional values are and how to make good choices about their diet. They know what the risks are to living an unhealthy lifestyle.</p>							
	<b>Evidence of knowledge:</b>							
<p>Children's book work, response questions, displays, playtime, Governor interviews, staff reports, photos, Their physical appearance.</p>								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Week 3 – Health and Prevention (H&amp;W)</b>	<b>THINK EQUAL Programme:</b> <b>Week 14</b> <b>Story book:</b> <b>Passing Clouds:</b>  Recognise and name different feelings Recall strategies to help them have control over their own feelings.	Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer.  Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer	The importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.	Know the facts about screen time and the effect of blue light from screens  (Science curric Y4 Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist)	Responsible use of mobile phones and safer user habits (time limits, turn off at night, leave out of bedroom)	How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)  Concept of ‘balanced lifestyle’	<b><u>Health and Wellbeing KS3:</u></b> <b>Healthy lifestyles</b> <b>H13 - The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</b> <b>H19 – the importance of taking increased responsibility for their own health including dental check-ups, sun safety and self examination.</b>
	<b><u>Primary School End Point:</u></b>						
	<b><u>Health and prevention:</u></b> The children know how to recognise and prevent the signs of ill health and how to care for themselves in terms of health and hygiene.						
<b><u>Evidence of knowledge:</u></b>							
Children’s book work, response questions, displays, playtime, staff reports, photos Governor interviews. Their own physical appearance.							

	<b>EYFS</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>	
<b>Week 4 – Safer Internet Day (R)</b> <b>Theme: ‘Want to talk about it?’</b>	<b><u>THINK EQUAL Programme:</u></b> <b>Week 15</b> <b>Story book:</b> <b>Yoshi is Different</b> Demonstrate confidence in themselves and their unique talents.  Show empathy towards others who have different ideas and / or interests.	Explore - respect and relationships online.  Explore - respect and relationships online.	Give examples of how to be respectful to others online.	Describe strategies for safe and fun experiences in a range of online social environments (e.g. live-streaming, gaming platforms).	Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups).	Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  Demonstrate how to support others (including those who are having difficulties) online.	<b><u>Relationships</u></b> <b>KS3: Bullying, abuse and discrimination</b> <b>R38 - To recognise peer influence and to develop strategies for managing it, including online.</b>  <b>Living in the Wider World</b> <b>KS3: Media Literacy and digital resilience</b> <b>L24 - to understand how the way people present themselves online can have positive and negative impacts on them.</b>	
	<b>Primary School End Point:</b>							
	<b><u>Safer Internet Day:</u></b> Understand how to behave online with respect and how to have appropriate relationships online.							
<b>Evidence of knowledge:</b>								
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews								



	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 5 – Respectful Relationships (R)</b>	<p><b>THINK EQUAL Programme:</b> <b>Week 16</b> <b>Story book:</b> <b>Nsha and the tiger.</b></p> <p>Show compassion for all creatures and express empathy for others</p>	<p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.</p> <p>To realise the nature and consequences of discrimination, use of prejudice-based language, ‘trolling’, how to respond and ask for help.</p> <p>Equality Act 2010)</p>	<p>Know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (protected characteristics</p>	<p>Respect and if necessary constructively challenge others’ points of views</p> <p>Know the responsibilities of bystanders.</p> <p>Identify and challenge stereotypes.</p>	<p><b>Relationships</b> <b>KS3: Social Influence R39</b> - the impact of stereo typing, prejudice and discrimination on individuals and relationships. <b>R43</b> the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p>	
	<b>Primary School End Point:</b>							<b>R44</b> that the need for peer approval can generate feelings of pressure and lead to increased risk-taking strategies to manage this.
	<b>Respectful relationships:</b> Children understand how to convey courtesy and good manners. They understand what respect is and how to give it. They know how to accept difference including preferences and belief.							
<b>Evidence of knowledge:</b>								
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews.								

	<b>EYFS</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>	
<b>Week 6 – Drugs, alcohol and tobacco (H&amp;W)</b>	<p><b><u>THINK EQUAL Programme:</u></b>  <b>Week 17</b>  <b>Story book:</b>  <b>Fransico’s</b></p> <p>Family            Understand that different families often share similarities but are also different in many ways.</p> <p>Identify things that make their family unique.</p>	<p>Understand that household products, including medicines, can be harmful if not used properly</p> <p>Understand that household products, including medicines, can be harmful if not used properly</p>	<p>All medicines are drugs but not all drugs are medicines; including prescribed drugs found at home.</p>	<p>Know the facts about legal and illegal substances risks, including smoking and alcohol use.</p>	<p>Understand that some substances and drugs are restricted and some are illegal to own, use and give to others.</p>	<p>Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety.</p>	<p><b><i>Healthy and Wellbeing KS3: Drugs, Alcohol and tobacco H26-</i></b>  <i>information about alcohol, nicotine and other legal and illegal substances including the short-term and long-term health risks associated with their use.</i></p>	
	<b><u>Primary School End Point:</u></b>							
	<p><b><u>Drugs, alcohol and tobacco</u></b>            Children understand the key facts about legal and illegal drugs and the damage misuse can cause to themselves or others.</p>							
<b><u>Evidence of knowledge:</u></b>								
<p>Children’s book work, response questions, displays, playtime, staff reports, photos, Governor and subject leader interviews.</p>								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Spring 2 - Skill for Success Understanding Yourself (LWW)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 18</b>  <b>See learning D in resources book</b>            Continue to practise paying attention to sensations</p> <p>Learn additional 'help now' strategies for help regulating the body            Reflect on concepts and strategies.</p>	<p><b><u>Skill for Success – Understanding Yourself</u></b></p> <p><b><u>'I know how I feel'</u></b></p> <p>Children know the meaning of the words</p> <p>Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> </ul>					<p><i><b><u>Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</u></b></i></p>
	<p><b><u>Primary School End Point:</u></b></p> <p><b><u>Understanding yourself:</u></b>            Children can explain the meaning of the words 'understanding yourself', they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>						
	<p><b><u>Evidence of knowledge:</u></b></p> <p>Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews.</p>						

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 2 – Mental Health Week (H&amp;W)</b>	<b><u>Children’s mental health awareness week - ‘Growing together’</u></b> <a href="https://www.childrensmentalhealthweek.org.uk/">https://www.childrensmentalhealthweek.org.uk/</a> Please record any photos of work etc in books for evidence						<u>Health &amp; Well being</u> KS3: <b>Mental Health and emotional well being</b> <b>H10</b> - A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	
	<b><u>THINK EQUAL Programme:</u></b> <b>Story book:</b> <b>Week 19</b> <b>Zelda goes on holiday</b> Demonstrate an understanding of compassion for those less fortunate than them  See things from a different perspective.	They know that other children don’t always enjoy the same things, and are sensitive to this. What is ‘growing together’ and why is it important?  Understand that we all develop at our own pace. What is ‘growing together’ and why is it important?  Understand that children develop and are able to do things at different ages.  Understand that we all develop at our own pace.	What is ‘growing together’ and why is it important?  What goals do we have? What do we want to work towards?  Understand that we need to take small steps towards reaching realistic goals.	What is ‘growing together’ and why is it important?  What goals do we have? What do we want to work towards?	Understand that we need to take small steps towards reaching realistic goals.  Understand what skills we have and how we got them.  Who can help us to support our development of skills?	What is ‘growing together’ and why is it important?  Understand what skills we have and how we got them.  Who can help us to support our development of skills?		
	<b><u>Primary School End Point:</u></b>							
	<b><u>Mental Health</u></b> The children recognise what good mental health means and what it takes to achieve it.							
<b><u>Evidence of knowledge:</u></b>								
<ul style="list-style-type: none"> <li>• Verbal / Written work by children</li> <li>• Self/Teacher Assessment</li> <li>• Photos of role play / discussions</li> <li>• Child feedback</li> <li>• Response to questions in books</li> <li>• Governor / subject leader interviews with children</li> </ul>								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 3 - Family and people who care (R)</b>	<p><b><u>THINK EQUAL Programme:</u></b>  <b>Story book:</b>  <b>Week 20</b>  <b>The Monster in the Smoke</b></p> <p>Demonstrate critical thought  Understand that they can speak out when they see something unfair</p> <p>Begin to understand justice on a basic level.  Practise collaboration</p>	<p>Understand that families are important for children growing up because they can give love, security and stability.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.  The characteristics of healthy family life – commitment to each other, spending time together and sharing each other’s lives</p>	<p>Know 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.</p>	<p>Understand that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p>Know 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.</p> <p>Know the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>	<p>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p><b><u>Relationships</u></b>  <b><u>KS3: Positive relationships</u></b>  <b>R1 - About different types of relationships, including within families, friendships, romantic or intimate relationships and the factors that can affect them,</b></p> <p><b>R2 - Indicators or positive, healthy relationships and unhealthy relationships including online.</b></p>	
	<b><u>Primary School End Point:</u></b>							
	<b><u>Family and people who care for us:</u></b>							
	Children are aware of difference and similarities between families. They know what a stable caring relationships is and who to speak to if they feel unhappy or unsafe.							
<b><u>Evidence of knowledge:</u></b>								
Children’s book work, response questions, displays, playtime, staff reports, photos, Governor subject leader interviews.								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 4 – Caring Friendships (R)</b>	<b><u>THINK EQUAL Programme:</u></b> <b>Week 21</b> <b>Story book;</b> <b>Nothando’s Journey</b>	<i>Find solutions to conflicts and rivalries.</i> _Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.  Recognise when people are being unkind, how to respond, who to tell and what to say  _Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  Use of ‘Conflict Resolution’ script	Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Use of ‘Conflict Resolution’ script	Recognise 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.	Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Develop strategies to resolve disputes and conflicts through negotiation and compromise	<b><u>Relationships</u></b> <b><i>KS3: forming and maintaining respectful relationships.</i></b> <b><i>R14 - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online.)</i></b>	
	<b><u>Primary School End Point:</u></b>							
	<b><u>Caring friendships</u></b> The children recognise what good friendship means and how to be a good friend, including who to trust and not trust. They know who to seek help from when problems cannot be resolved alone.							
<b><u>Evidence of knowledge:</u></b>								
<ul style="list-style-type: none"> <li>• Verbal / Written work by children</li> <li>• Self/Teacher Assessment</li> <li>• Photos of role play / discussions</li> <li>• Child feedback</li> <li>• Response to questions in books</li> </ul>								
<i>Governor / subject leader interviews with children</i>								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 5 – Money Sense (LWW)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 22</b>  <b>Story book;</b>  <b>Nothando's</b></p> <p>Journey  Identify unpleasant emotions</p> <p>Practise calming strategies  Review the five senses</p>	<p><i>Where does money come from?</i></p> <p>Know where people get their money from</p> <p>Begin to understand about working to get money  Why is it important to save money?</p> <p>Know they can save money to use later instead of spending it now</p>	<p>Why is it important to save money?</p> <p>Know they can save money to use later instead of spending it now</p>	<p>Raising Money for Charity</p> <p>Understand how charities can help others</p> <p>Understand that budgeting and planning their spending will allow them to maximise profit  How do I plan a simple budget?</p>	<p>Understand the importance of planning and keeping track of spending and saving</p> <p>Use simple financial information to plan and manage a basic budget</p>	<p>How do I plan a simple budget?</p> <p>Understand the importance of planning and keeping track of spending and saving</p> <p>Use simple financial information to plan and manage a basic budget</p>	<p><b><u>Living in the Wider world</u></b>  <b>KS3: Financial choices L15 – to assess and manage risk in relation to financial decisions that young people might make.</b></p> <p><i>L16 – about values and attitudes relating to finance, including debt.</i></p>	
	<b>Primary School End Point:</b>							
	<p><b><u>Money Sense:</u></b>  Understand why it is important to save money and how to budget.</p>							
<b>Evidence of knowledge:</b>								
Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 6 – Drugs, alcohol and tobacco (H&W)	<b>THINK EQUAL Programme:</b> <b>Week 22</b> <b>Story book; Reha to the Rescue</b> Recognise various emotions  Demonstrate ways these emotions can be displayed  Understand that all creatures are important and can be cared for in safe ways.	<i>Children talk about ways to keep healthy and safe</i>  Understand that household products, including medicines, can be harmful if not used properly.  Understand that household products, including medicines, can be harmful if not used properly	All medicines are drugs but not all drugs are medicines; including prescribed drugs found at home.	Know the facts about legal and illegal substances and associated risks	Understand that some substances and drugs are restricted and some are illegal to own, use and give to others.	Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety.	<b><u>Health and Wellbeing KS3: Drugs, alcohol and tobacco H28</u></b> - the law relating to the supply, use and misuse of legal and illegal substances.
	<b><u>Primary School End Point:</u></b>						
	<b><u>Drugs, alcohol and tobacco:</u></b> Understand how drugs, illegal and legal, can affect people’s health and what to do if you are worried.						
<b><u>Evidence of knowledge:</u></b>							
<ul style="list-style-type: none"> <li>• Verbal / Written work by children</li> <li>• Self/Teacher Assessment</li> <li>• Photos of role play / discussions</li> <li>• Child feedback</li> <li>• Response to questions in books</li> </ul> Governor / subject leader interviews with children							



## Summer Term 2024:

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Summer 1 Skill for Success Co-operation (LWW)</b>	<p><b><u>THINK EQUAL Programme:</u></b>  <b>Week 23</b>  <b>My Amazing Brain A</b>            Understand that we all have a brain in our heads</p> <p>Name three things the brain can do</p>	<p><b><u>Skill for Success – Co-operation</u></b></p> <p><b><u>‘We need to work together’</u></b></p> <p>Children know the meaning of the word            Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> </ul>					<p><i><u>Living in the Wider world</u></i>  <b><u>KS3: Choices and pathways</u></b>  <i>L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life.</i></p>
	<p><b><u>Primary School End Point:</u></b></p> <p><b><u>Co-operation:</u></b>            Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>						
	<p><b><u>Evidence of knowledge:</u></b></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor interviews</p>						

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 2 – Respectful Relationships (R)</b>	<p><b><u>THINK EQUAL Programme:</u></b> <b>Week 24</b> <b>Story book:</b> <b>A Tiny Seed: The story of Wangari Maatai</b></p> <p>Recognise the importance of tree</p> <p>Understand that one person can make a positive difference</p>	<p><i>Increasingly follow rules, understanding why they are important.</i></p> <p><i>Remember rules without an adult to remind them.</i></p> <p>Reinforce the conventions of courtesy and manners</p> <p>Know the importance of respecting others, even when they are very different from them (physically, in character, personality or background)</p> <p>Reinforce the conventions of courtesy and manners</p> <p>Know that people and other living things have rights and that everyone has responsibilities to protect those rights (take turns, share, return things which have been borrowed)</p>	<p>Know the practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Understand the importance of self-respect and how this links to their own happiness.</p>	<p>Recognise 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 to those in positions of authority</p>	<p>SATs preparation – resilience, ‘doing your best’, managing anxiety, self care strategies</p>	<p><b><u>Relationships</u></b> <b><u>KS3: Relationship values R9</u></b> –_to clarify and develop personal values in friendships, love and sexual relationships.</p>	
	<b>Primary School End Point:</b>							
	<p><b><u>Respectful Relationships:</u></b> Understand how to have self- respect, also how to care for respect others.</p>							
<b>Evidence of knowledge:</b>								
<p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 3 – Physical Health and Fitness ( H&amp;W)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b><u>Week 25</u></b>  <b>My Amazing Brain B</b></p> <p>Understand that neurons create pathways to the brain</p> <p>Understand that the brain is always growing and can always become stronger</p>	<p><i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i></p> <p>Understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity</p> <p>Understand how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>Know the risks associated with an inactive lifestyle (including obesity)</p> <p>Understand the mental and physical benefits of an active lifestyle.</p>	<p>Know what positively and negatively affects their physical, mental and emotional health</p> <p>Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>Understand 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.</p>	SATs	<p><b><u>Health and Wellbeing KS3:</u></b>  <b><u>Healthy lifestyles H16</u></b> -  <i>To recognise and manage what influences their choices about physical activity.</i></p>	
	<b><u>Primary School End Point:</u></b>							
	<p><b><u>Physical health and fitness</u></b>  Children understand what a healthy lifestyle involves. They know how to take care of themselves physically and emotionally. They know what to do if they are worried about the health of themselves or others.</p>							
	<b><u>Evidence of knowledge:</u></b>							
<p>Children's book work, response questions, displays, Governor interviews, playtime, staff reports, photos, Their physical appearance.</p>								

	<b>EYFS</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>	
<b>Week 4 – Money Sense (LWW)</b>	<b><u>THINK EQUAL</u></b> <b>Programme:</b> <b>Week 26</b> <b>Story book:</b> <b>Our Home</b>	<i>Where can I keep my money safe?</i>  Recall different places to keep money safe and explain different choices  How can I keep track of my money?  Know some different ways of keeping track of their money	How can I keep track of my money?  Know some different ways of keeping track of their money	How can I pay for things?  Understand different ways of payment, appropriate to different situations  Understand key language relating to debit/credit cards	How can I keep my money safe?  Understand why some people might use a bank account  Know some of the risks with spending online	How can I keep my money safe?  Know some ways of keeping money safe when using the internet and how to avoid online scams  Identify some consequences of financial scams and how they might make someone feel	<b><i>Living in the Wider World</i></b> <b><i>KS3: Financial choices L15 – to assess and manage risk in relation to financial decisions that young people might make.</i></b>	
	Demonstrate a sense of responsibility towards the environment  Tell one way they can help to care for the earth  Name one way they will practise peace	<b>Primary School End Point:</b>						
	<b><u>Money Sense:</u></b> Understand how to keep our money safe and why.	<b>Evidence of knowledge:</b>						
	Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews							

	EFYS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 5 – Puberty and changes (RSE) REVISIT</b>	<p><b>THINK EQUAL Programme:</b> <b>Week 27</b> <b>Story book:</b> <b>Gokul’s Game</b></p> <p>Continue to name and identify emotions in themselves and others</p> <p>Describe the difference between what it feels like to be lonely / left out and what it feels like to be included.</p> <p>Name strategies that they can use to help others to feel included.</p>	<p><b>Revisit:</b> Taking care of our bodies.</p>	<p><b>Revisit:</b> Who to seek help from when we are worried.</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>Revisit</b> Discussion and questions children may have since lesson in the autumn.</p>	<p><b>Revisit</b> key facts about the menstrual cycle as a whole class</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>Revisit</b> Recap and discuss any questions or thoughts from Autumn’s session.</p> <p>Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Understand how and when to seek support</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>Health and Wellbeing KS3: Puberty and Sexual Health H34</b> – strategies to manage the physical and mental changes that are typical part of growing up, including puberty and menstrual wellbeing. <b>H35</b> – about the purpose, importance and different from of contraception; how and where to access contraception and advice. <b>H36</b> – that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs</p>	
	<b>Primary School End Point:</b>							
	<p><b>Puberty and Changes:</b> Understand what puberty means and involves. Be aware of the changes in the human body around puberty and have an awareness of human conception and birth.</p>							
<b>Evidence of knowledge:</b>								
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews								

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
<b>Summer 2 – Skill for Success Risk Taking (LWW)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Story book:</b>  <b>My Dream in the Drawer</b></p> <p>Set a long term goal and understand that gender does not affect ones dreams</p>	<p><i>Begin to understand class and school rules.</i></p> <p style="text-align: center;"><b><u>Skill for Success – Risk Taking</u></b></p> <p><b><u>‘Always have-a go, even if you’re not sure’</u></b></p> <p>Children know the meaning of the words  Children are able to give examples of:</p> <ul style="list-style-type: none"> <li>- when they would see it in action</li> <li>- when they would need to use it</li> <li>- how they can develop their ability</li> </ul>					<p><i><b><u>Living in the Wider world</u></b></i>  <b><i>KS3: Choices and pathways</i></b>  <b><i>L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</i></b></p>
	<b>Primary School End Point:</b>						
	<p><b><u>Risk Taking:</u></b>  Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>						
<b><u>Evidence of knowledge:</u></b>							
Children’s book work, response questions, displays, playtime, staff reports, photos. Governor interviews							

	EYFS	Year 1 & Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links	
<b>Week 2, 3 and 4 – First Aid (H&amp;W)</b>	<p><b><u>THINK EQUAL</u></b>  <b>Programme:</b>  <b>Week 29</b>  <b>Story book:</b>  <b>Sydney the Seahorse</b></p> <p>Express that people’s skin is different shades of brown</p> <p>Discuss diversity in skin colours positively</p>	<p><i>Children know about the different people who keep us safe, including ‘special people’ who do this for a job.</i></p> <p><i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i></p> <p>Know how to make a clear and efficient call to emergency services 999</p> <p>What to do in an emergency 999, who to call and concepts of basic first-aid, for example: falling over in the playground /falling off your bike.</p> <p>BLEEDING</p>	<p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – BITES AND STINGS ALLERGIES</p>	<p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – HEAD INJURIES BURNS and SCALDS</p>	<p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – ASTHMA CHOKING</p>	<p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – BASIC LIFE SUPPORT</p> <p>Know how to do the Primary Survey</p> <p>Carry out the procedure of the recovery position</p>	<p><b><u>Health and Wellbeing KS3:</u></b>  <b>Managing risk and personal safety</b>  <b>H31</b> - ways of assessing and reducing risk in relation to health wellbeing and personal safety.</p> <p><b>H33</b> – how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p>	
	<b><u>Primary School End Point:</u></b>							
	<p><b><u>Basic first aid</u></b>  All children know what first –aid means and how to identify when it is needed. They know who to call in an emergency and what to say.</p>							
	<b><u>Evidence of knowledge:</u></b>							
Children’s book work, response questions, displays, playtime, staff reports, photos, Governor and subject leader interviews.								

	<b>EYFS</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3 links</b>	
<b>Week 5 and 6 - Preparing for Transitions 'Move On Up' Day (LWW)</b>	<p><b><u>THINK EQUAL Programme:</u></b>  <b>Story book:</b>  <b>Deji and NNedi and the very large cushion</b>            Practise strategies for peaceful, conflict resolution, based on empathising with other and conversation</p> <p>Show perspective taking skills            Demonstrate perspective taking skills</p>	<p><i>To think about change and the associated feelings</i></p> <p><i>Show more confidence in new social situations</i></p> <p>To think about growing and changing and new opportunities and responsibilities that increasing independence may bring.            To reflect on change, including transition from KS1 to KS2</p> <p>To think about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p>	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>To reflect on change, including transition from KS2 to KS3</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly.(safe ty plans for different scenarios)</p>	<p><b><u>Living in the Wider World</u></b>  <b><u>KS3: Choices and pathways</u></b>  <b><u>L7 - about the options available to them at the end of KS3.</u></b>  <i>Sources of information, advice and support, and the skills to manage decision making.</i></p>	
	<b>Primary School End Point:</b>							
	<p><b><u>Transition and change:</u></b>            How to manage themselves in a responsible and appropriate way. Learn from past experiences for future events.</p>							
<b>Evidence of knowledge:</b>								
<p>Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>								