

# PSHE-SRE-Safeguarding Curriculum Overview

Safeguarding and child protection Intent - Our curriculum intent is to grow children who: Know how to keep themselves safe and have a sense of security

Long Term Implementation

Summer 1 and 2 2020 – 2021

<b>Intent</b>	Aspirational Positive relationships Resilience Rejoice in prayer Dignity Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence		Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers	Positive relationships  Community, Keeping safe, Confidence, resilience	'Can do' Community Skilled readers Confidence Keeping safe
<b>Nursery and Pre School Summer 1 Being my best</b>	What does my body need		I can keep trying.  (Growth Mindset)		I can do it!  (Growth Mindset)		Heart smart as appropriate to the class needs
<b>Summer 2 Keeping safe</b>	People who help keep me safe		Safety indoors and outdoors		What's safe to go into my body		Heart smart as appropriate to the class needs
<b>Intent</b>	Aspirational Positive relationships Resilience Rejoice in prayer Dignity Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence		Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers	Positive relationships  Community, Keeping safe, Confidence, resilience	'Can do' Community Skilled readers Confidence Keeping safe
<b>Reception Summer 1 Being my best</b>	Bouncing back when things go wrong.	Yes, I Can!	Healthy eating (1)	Healthy eating (2)	Move your body.	A good nights sleep.	Heart smart as appropriate to the class needs

## PSHE-SRE-Safeguarding Curriculum Overview

	(Growth Mindset, Relationship education, Caring, friendship, respectful relationships, physical health and mental well being)	(Growth Mindset, Relationship education, Caring, friendship, physical health and mental well being)	(physical health and mental well-being)	(physical health and mental well-being, healthy eating)	(Physical health and mental well-being, physical health and fitness, healthy eating, health and prevention)		
<b>Summer 2 Keeping safe</b>	What is safe to go on to my body.  (relationship education, being safe, physical health and mental well-being, health and prevention)	Keeping myself safe - what's safe to go into my body (including medicines)  (physical health and mental well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco)	Safe indoors and outdoors.  (relationship education, families and people who care for me, being safe)	Listen to my feelings.  (relationship education, respectful relationships, being safe, Achievement)	Keeping safe on line  (respectful relationships, on line relationships, being safe, Safeguarding, Safety, Relationships Education (formerly SRE or RSE), Keeping Safe Online)	People who help keep me safe.  (relationships education, families and people who care for me, being safe)	Heart smart as appropriate to the class needs
<b>Intent</b>	Aspirational Positive relationships Resilience Rejoice in prayer Dignity Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence	Positive relationships Resilience Community	Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers	Positive relationships  Community, Keeping safe, Confidence, resilience	'Can do' Community Skilled readers Confidence Keeping safe
<b>Year 1 Summer 1 Being my best</b>	Pre unit assessment  I can eat a	Eat Well.	Catch it! Bin it! Kill it!	Harold learns to ride his bike.	Harolds bad day.	Summative assessment  Wearing my scarf	Summative assessment  Wearing my scarf

## PSHE-SRE-Safeguarding Curriculum Overview

	rainbow.  (Healthy Eating, Healthy Lifestyles)	(Cooperation, Healthy Eating, Teamwork)	(Hygiene, Illness)	(Achievement, Growth Mindset, Resilience)	(Caring, Cooperation)	Reflection on learning.  Post unit Assessment	Reflection on learning.  Post unit Assessment
<b>Summer 2 Keeping safe</b>	<p>Pre unit assessment</p> <p>Healthy eating</p> <p>(Healthy Eating, Healthy Lifestyles)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</li> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>Physical Health and Mental Wellbeing</li> </ul>	<p>Super Sleep</p> <p>(Healthy Lifestyles, Sleep)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>3. 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> <p><b>National Curriculum Links</b></p>	<p>Who can help me? (1)</p> <p>(Bullying, Feelings, Safeguarding, Support networks, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Relationships Education Families and people who care for me</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if</li> </ul>	<p>Harold loses Geoffrey.</p> <p>(Feelings, Dealing with loss, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</li> <li>2. 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</li> </ul>	<p>What could Harold do.</p> <p>(Illness, Medicines Safeguarding, Safety)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</li> <li>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p>Good and bad touches.</p> <p>(Safeguarding, Consent, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Relationships Education Families and people who care for me</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if</li> </ul>	<p>Summative assessment</p> <p>Wearing my scarf Reflection on learning.</p> <p>Post unit Assessment</p>

# PSHE-SRE-Safeguarding Curriculum Overview

	<p>(Health Education) Physical health and fitness</p> <ul style="list-style-type: none"> <li>3. The risks associated with an inactive lifestyle (including obesity).</li> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>3. 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>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<ul style="list-style-type: none"> <li>Science Y2 Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships Education Caring friendships</li> <li>4. 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>Relationships Education Being safe</li> <li>5. How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul> <p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>English Y1 Writing composition Write sentences by saying out loud what they are going to write about; composing a sentence orally</li> </ul>	<p>experiences and situations.</p>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships Education Respectful relationships</li> <li>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>Relationships Education Being safe</li> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>Relationships Education Being safe</li> <li>2. 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>Relationships Education Being safe</li> </ul>	
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## PSHE-SRE-Safeguarding Curriculum Overview

			before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.			<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <ul style="list-style-type: none"> <li>Relationships Education Being safe</li> </ul> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <ul style="list-style-type: none"> <li>Relationships Education Being safe</li> </ul> <p>8. Where to get advice e.g. family, school and/or other sources.</p>	
<b>Intent</b>	Aspirational Positive relationships Resilience Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence		Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers	Positive relationships, Community, Keeping safe, Confidence, resilience	'Can do' Community Skilled readers Confidence Keeping safe
<b>Year 2 Summer 1 Being my best</b>	Pre unit assessment  You can do it!	My Day.  (Healthy eating, feelings)	Harold's postcard - helping us to keep clean and healthy	Harold's bathroom.  (hygiene, dental hygiene)	My body needs  (Science)	What does my body do  (Body parts, Physical)	Summative assessment  Wearing my scarf Reflection on

# PSHE-SRE-Safeguarding Curriculum Overview

	<p>(Achievement, Aspirations, Building self-esteem, Growth Mindset, Resilience)</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</li> <li>3. 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>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</li> <li>2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to</li> </ul>	<p>(Hygiene, Illness, Viruses)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>6. The facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention</p> <p>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p><b>National Curriculum Links</b></p> <p>English Y2 Writing - composition Develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</li> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating</li> <li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention</li> <li>3. The importance of sufficient good</li> </ul>	<p>activity Science)</p> <p><b>National Curriculum Links</b></p> <p>Science Y2 Living things and their habitats (Non-statutory guidance)</p> <p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>learning.</p> <p>Post unit Assessment</p>
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## PSHE-SRE-Safeguarding Curriculum Overview

		<p>school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating</li> </ul> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>English Y2 Writing composition Develop positive attitudes towards and stamina for writing by writing for different purposes.</li> <li>Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</li> </ul>	<p>foods and hygiene.</p>	<p>quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</li> </ul>		
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# PSHE-SRE-Safeguarding Curriculum Overview

<p><b>Summer 2</b> <b>Keeping safe</b></p>	<p>Pre unit assessment</p> <p>Harold's picnic</p> <p>(Drugs, Medicines, Safeguarding, Safety)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Mental wellbeing</p> <p>5. The benefits of</p>	<p>How safe would you feel?</p> <p>(Safeguarding, Support networks, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education   Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>What should Harold say?</p> <p>(Medicines, Safeguarding, Support networks, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education   Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all</p>	<p>I don't like that.</p> <p>(Appropriate touch, Safeguarding, Support networks, Consent, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Respectful relationships</p> <p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Relationships Education   Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and</p>	<p>Fun or not?</p> <p>(Appropriate touch, Positive relationships, Consent, Relationships Education (formerly SRE or RSE), Privacy)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education   Being safe</p> <p>3. That each person's body belongs to them, and the differences</p>	<p>Should I tell?</p> <p>(Safeguarding, Secrets Support networks, Relationships Education (formerly SRE or RSE))</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education   Being safe</p> <p>2. 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.</p> <p>Relationships Education   Being safe</p>	<p>Summative assessment</p> <p>Wearing my scarf Reflection on learning.</p> <p>Post unit Assessment</p>
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## PSHE-SRE-Safeguarding Curriculum Overview

<p>physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)   Drugs, alcohol and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science Y2 <b>Animals including humans</b> Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p> <p>Science Y2 <b>Animals including humans</b> (Non-statutory guidance) Pupils should be introduced to the basic needs of</p>		<p>contexts, including online) whom they do not know.</p>	<p>other, contact.</p> <p><b>Relationships Education   Being safe</b></p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)   Mental wellbeing</b></p> <p>2. 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.</p>	<p>between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><b>Relationships Education   Being safe</b></p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

	animals for survival, as well as the importance of exercise and nutrition for humans.						
<b>Intent</b>	Aspirational Positive relationships Resilience Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence		Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers	Positive relationships, Community, Keeping safe, Confidence, resilience	'Can do' Community Skilled readers Confidence Keeping safe
<b>Year 3 Summer 1 Being my best</b>	Pre unit assessment  Dereck cooks dinner! (healthy eating)  Healthy Eating, Healthy Lifestyles, Science  DfE Relationships Education and Health Education statutory requirements  Physical Health and Mental Wellbeing (Health Education)  1. What constitutes a	Poorly Harold  Drugs, Hygiene, Illness, Medicines, Safety, Science,  Physical Health and Mental wellbeing (Health Education) Health and Prevention  DfE Relationships Education and Health Education statutory requirements	For or Against  Respect, Tolerance, Pupil voice  DfE Relationships Education and Health Education statutory requirements  Relationship Education, Respectful Relationships  1. The importance of respecting others, even when they are very different from them (for example, physically, character, personality or backgrounds), or make	I am Fantastic Achievement Aspirations Body Image Diversity Media influence Relationships Education (formerly SRE or RSE)  DfE Relationships Education and Health Education statutory requirements  Relationships Education Online relationships  • 1. That people sometimes behave differently online, including by pretending to be someone they are	Getting on your Nerves! Body parts, Cooperation, Science, Teamwork  DfE Relationships Education and Health Education statutory requirements	Body Teamwork Body parts, Cooperation, Science, Teamwork  National Curriculum Links  • Science  (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be	Summative assessment  Wearing my scarf Reflection on learning.  Post Unit assessment

## PSHE-SRE-Safeguarding Curriculum Overview

	<p>healthy diet (including understanding calories and other nutritional content).</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b></p> <p>2. The principles of planning and preparing a range of healthy meals</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b></p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviors (e.g. the impact of alcohol on diet or health).</p> <p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>English Plan their writing by identifying the audience for and purpose of the writing, selecting</li> </ul>	<p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>different choices or have different preferences or beliefs</p> <p><b>Relationship Education, Respectful Relationships</b></p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none"> <li><b>Relationship Education, Respectful Relationships</b></li> <li>3. The conventions of courtesy and manners.</li> </ul>	<p>not.</p> <p><b>National Curriculum Links</b></p> <p>History</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>History</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		<p>introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> <li>Science (non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>						
<p><b>Summer 2</b> <b>Keeping safe</b></p>	<p><b>Pre unit assessment</b></p> <p>Safe or unsafe</p> <p>Safety, Support networks</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Being Safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers</p>	<p>Danger or Risk</p> <p>Risk-taking, Safety</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Being Safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including</p>	<p>The Risk Robot</p> <p>Risk-taking, Safety</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>Alcohol Cigarettes: the facts</p> <p>Alcohol, Body parts, Drugs, Science, Smoking</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Physical Health and Mental Wellbeing (Health Education)</p> <p>Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy</p>	<p>Super Searcher</p> <p>Media influence, Internet Safety</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Online</p> <p>Relationships</p> <p>3. The rules and principles for keeping safe online,</p>	<p>None of your business!</p> <p>Safety Internet Safety Consent Relationships Education (formerly SRE or RSE)</p> <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Relationships Education Respectful relationships</p> <p>8. The importance of permission-seeking and giving in relationships</p>	<p><b>Summative assessment</b></p> <p><b>Wearing my scarf</b></p> <p><b>Reflection on learning.</b></p> <p><b>Post unit Assessment</b></p>

# PSHE-SRE-Safeguarding Curriculum Overview

	<p>and others (including in a digital context)</p> <p><b>Relationships Education Being Safe</b></p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Relationships Education Being Safe</b></p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>online) whom they do not know.</p>		<p>eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol, and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science Y3 Animals including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>how to recognise risks, harmful content, and contact, and how to report them.</p> <p><b>Relationships Education Online Relationships</b></p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><b>Relationships Education Online Relationships</b></p> <p>5. How information and data is shared and used online.</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b></p> <p>1. That for most people the internet is an integral part of</p>	<p>with friends, peers, and adults.</p> <p><b>Relationships Education Online relationships</b></p> <p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Relationships Education Online relationships</b></p> <p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Relationships Education Online relationships</b></p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</p> <p><b>Relationships Education Online relationships</b></p> <p>4. How to critically consider their online friendships and sources</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

				<p>life and has many benefits.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b></p> <p>3. 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.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b></p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</p>	<p>of information including awareness of the risks associated with people they have never met.</p> <p><b>Relationships Education</b> <b>Online relationships</b></p> <p>5. How information and data is shared and used online.</p> <p><b>Relationships Education</b> <b>Being Safe</b></p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Relationships Education</b> <b>Being Safe</b></p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Relationships Education</b> <b>Being Safe</b></p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

						<p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b></p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information</p>	
						<p><b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b></p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	
						<p><b>Physical Health and Mental Wellbeing (Health Education)</b></p>	

## PSHE-SRE-Safeguarding Curriculum Overview

						<p><b>Internet safety and harms</b></p> <p>7. Where and how to report concerns and get support with issues online.</p> <p><b>National Curriculum Links</b></p> <p>Computing KS2 Use technology safely, respectfully, and responsibly.</p> <p>Computing KS2 Recognise acceptable/unacceptable behaviour</p>	
<b>Intent</b>	<p>Aspirational Positive relationships Resilience Respect Confidence</p>	<p>Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence</p>		<p>Hope Positive relationships Resilience Skilled readers</p>	<p>Community, Respect, Confidence, Resilience, Positive relationships, Skilled readers</p>	<p>Positive relationships, Community, Keeping safe, Confidence, resilience</p>	<p>'Can do' Community Skilled readers Confidence Keeping safe</p>
<p><b>Year 4 Summer 1 Being my best</b></p>	<p>Pre unit assessment</p> <p>What makes me!</p> <p>(Achievement,</p>	<p>Making choices</p> <p>(Diversity, Healthy Lifestyles, Respect Rules and Laws)</p>	<p>SCARF hotel</p> <p>(Healthy Eating, Healthy Lifestyles, Physical activity, Sleep)</p>	<p>Harold's Seven R's</p> <p>(Caring, Environment)</p>	<p>My school community (1)</p>	<p>Basic First Aid</p> <p><b>DfE Relationships Education and</b></p>	<p>Summative assessment</p> <p>Wearing my scarf Reflection on learning.</p>

# PSHE-SRE-Safeguarding Curriculum Overview

	<p>British values Diversity, Growth mindset, Respect, Talents, Tolerance)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education   Respectful relationships</p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Caring friendships</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Relationships Education   Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and</p>	<p><b>National Curriculum Links</b></p> <p>Science   Y4 Living things and their habitats (Non-statutory guidance)</p> <p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p>	<p>(Citizenship, Caring Community, Pupil voice)</p>	<p><b>Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Basic first-aid</p> <p>1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Basic first-aid</p> <p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Post unit Assessment</p>
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>relationships. Relationships Education Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p>	<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>National Curriculum Links</b></p> <p>English Y3 &amp; 4 Writing - composition Draft and write by organising paragraphs around a theme.</p>	<p>other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>National Curriculum Links</b></p> <p>Science Y3 Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>				
<p><b>Summer 2 Keeping safe</b></p>	<p>Pre unit assessment</p> <p>Danger, Risk or Hazard.</p>	<p>Picture wise</p> <p>(Internet Safety)</p>	<p>How dare you?</p> <p>(Assertiveness, Building self - esteem,</p>	<p>Medicines – check the label.</p> <p>(Drugs, Medicines, Safety)</p>	<p>Know the norms.</p> <p>(Alcohol, Drugs, Risk-taking, Smoking,</p>	<p>Keeping ourselves safe</p> <p>(Assertiveness,</p>	<p>Summative assessment</p>

# PSHE-SRE-Safeguarding Curriculum Overview

	<p>(Risk-taking, Safety, Support networks)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Relationships Education   Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>1. What constitutes a healthy diet (including</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education   Online relationships</p> <p>5. How information and data is shared and used online.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>3. How to consider the effect of their online actions on others and know</p>	<p>Bullying, Dares, Peer Pressure)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Caring friendships</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Relationships Education   Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education   Respectful relationships</p>	<p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Health and prevention</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p><b>National Curriculum Links</b></p> <p>Science   Y6   Animals including humans</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Social Norms)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. 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>National Curriculum Links</b></p> <p>Science   Y6   Animals including humans</p> <p>Recognise the impact of diet, exercise, drugs and</p>	<p>Bullying, Risk-taking, Safeguarding, Safety, Support networks, Relationships Education (formerly SRE or RSE), Keeping Safe, Decision Making)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Caring friendships</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Relationships Education   Caring friendships</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</p>	<p>Wearing my scarf Reflection on learning.</p> <p>Post unit Assessment</p>
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>understanding calories and other nutritional content).</p>	<p>how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>6. 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.  <b>Relationships</b>  <b>Education</b>   <b>Being safe</b></p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <b>Relationships</b>  <b>Education</b>   <b>Being safe</b></p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.  <b>Physical Health and Mental Wellbeing (Health Education)</b>   <b>Mental wellbeing</b></p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>		<p>lifestyle on the way their bodies function.</p>	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  <b>Relationships</b>  <b>Education</b>   <b>Respectful relationships</b></p> <p>4. The importance of self-respect and how this links to their own happiness.  <b>Relationships</b>  <b>Education</b>   <b>Respectful relationships</b></p> <p>6. 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.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

<b>Intent</b>	Aspirational Positive relationships Resilience Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence	Community Positive relationships Respect Confidence	Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships,	Positive relationships, Community, Keeping safe, Confidence,	'Can do' Skilled readers
<b>Year 5 Summer 1 Being my best</b>	Pre unit assessment  Getting fit  (Alcohol, Drugs, Five ways to wellbeing, Healthy Lifestyles, Science, Smoking)  <b>DfE Relationships Education and Health Education statutory requirements</b>  Physical Health and Mental Wellbeing (Health	Different skills  (Achievement, Aspirations, Building self - esteem, Diversity, Growth mindset, Talents)	My school community  (Community, Pupil voice)	Independence and responsibility  (Being Yourself, British Values, Building self - esteem, Growing and changing, Risk-taking, Safeguarding, Relationships Education (formerly SRE or RSE), Independence)	Star qualities.  (Body Image, Building self - esteem, Bullying, Growing and changing, Media influence)  <b>DfE Relationships Education and Health Education statutory requirements</b>  Physical Health and Mental Wellbeing (Health	Basic First Aid  <b>DfE Relationships Education and Health Education statutory requirements</b>  Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary.  Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic	Summative assessment  Wearing my scarf Reflection on learning.  Post unit Assessment

## PSHE-SRE-Safeguarding Curriculum Overview

	<p>Education) <b>Drugs, alcohol and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6 Animals including humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged □ including how some drugs and other substances can be harmful to the human body.</p> <p>Science <b>Y6 Animals including humans</b> (Non-</p>				<p>Education) <b>Internet safety and harms</b></p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>first-aid, for example dealing with common injuries, including head injuries.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>						
<p><b>Summer 2 Keeping safe</b></p>	<p>Pre unit assessment</p> <p>Thinking about habits.</p> <p>(Aspirations, Drugs, Healthy Lifestyles, Safeguarding, Smoking)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Drugs, alcohol and tobacco</p> <p>1. The facts about</p>	<p>Spot Bullying</p> <p>(Bullying, Internet Safety)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>Play, like, Share.</p> <p>(Safeguarding, Safety Internet Safety, Relationships Education (formerly SRE or RSE), Keeping Safe, Decision Making, Keeping Safe Online)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Online relationships</p> <p>1. That people sometimes behave differently online,</p>	<p>Drugs: true or false</p> <p>(Alcohol, Drugs, Healthy Lifestyles, Medicines, Smoking)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-</p>	<p>Smoking: what is normal</p> <p>(Drugs, Healthy Lifestyles, Peer Pressure, Risk-taking, Smoking, Social Norms, Peer influence)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p>	<p>Would you risk it?</p> <p>(Assertiveness, Dares, Friendship Media influence, Positive relationships, Respect, Risk-taking)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including</p>	<p>Summative assessment</p> <p>Wearing my scarf Reflection on learning.</p> <p>Post unit Assessment</p>

## PSHE-SRE-Safeguarding Curriculum Overview

	<p>legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>3. The rules and</p>	<p>including by pretending to be someone they are not.</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Relationships</b> <b>Education</b>   <b>Online relationships</b></p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks</p>	<p>taking.</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6</b> <b>Animals</b> including <b>humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6</b> <b>Animals</b> including <b>humans</b> (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged □ including how some drugs and other substances can be harmful to the human body.</p> <p>Science <b>Y6</b> <b>Animals</b> including <b>humans</b> (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between</p>	<p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><b>Physical Health and Mental Wellbeing</b> (Health <b>Education</b>) <b>Drugs, alcohol and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6</b> <b>Animals</b> including <b>humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6</b> <b>Animals</b> including</p>	<p>in a digital context).</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6</b> <b>Animals</b> including <b>humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

		<p>principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education   Online relationships</p> <p>5. How information and data is shared and used online.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Mental wellbeing</p> <p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>associated with people they have never met.</p> <p>Relationships Education   Online relationships</p> <p>5. How information and data is shared and used online.</p> <p>Relationships Education   Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education   Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and</p>	<p>diet, exercise, drugs, lifestyle and health.</p>	<p>humans (Non-statutory guidance)</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged</p> <p>□ including how some drugs and other substances can be harmful to the human body.</p> <p>Science Y6   Animals including humans (Non-statutory guidance)</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>		
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## PSHE-SRE-Safeguarding Curriculum Overview

		<p><b>National Curriculum Links</b></p> <p>Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</p> <p>Computing <b>KS2</b> Recognise acceptable/unacceptable behaviour.</p> <p>Computing <b>KS2</b> Identify a range of ways to report concerns about content and contact.</p>	<p>display respectful behaviour online and the importance of keeping personal information private.</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b></p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b></p> <p>7. Where and how to report concerns and get support with issues online.</p> <p><b>National Curriculum Links</b></p> <p>Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</p> <p>Computing <b>KS2</b> Recognise</p>				
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## PSHE-SRE-Safeguarding Curriculum Overview

			acceptable/unacceptable behaviour.				
<b>Intent</b>	Aspirational Positive relationships Resilience Respect Confidence	Aspirational Positive relationships Resilience Rejoice in prayer Community Respect Confidence	Community Positive relationships Respect Confidence	Hope Positive relationships Resilience Skilled readers	Community, Respect, Confidence, Resilience, Positive relationships,	Positive relationships, Community, Keeping safe, Confidence,	'Can do' Skilled readers
<b>Year 6 Summer 1 Being my best</b>	Pre unit Assessment  Five ways to well being.  (Five ways to wellbeing, Healthy Lifestyles, Physical activity)  <b>DfE Relationships Education and Health Education statutory requirements</b>  Physical Health and Mental Wellbeing (Health Education) Mental wellbeing	This will be your life.  (Achievement, Aspirations, Building self - esteem, Growth Mindset)  <b>National Curriculum Links</b>  English Y5 & 6 Writing - composition Draft and write by using further organisational and presentational devices to structure text and to guide	Our recommendations  (Healthy Lifestyles, Responsibility, Pupil voice)	What's the risk (1)?  (Risk-taking, safety)  <b>DfE Relationships Education and Health Education statutory requirements</b>  Relationships Education Caring friendships  2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and	What's the risk (2)?  (Relationships Education (formerly SRE or RSE), Keeping Safe, Decision Making, Independence)  <b>DfE Relationships Education and Health Education statutory requirements</b>  Relationships Education Families and	Basic First Aid  <b>DfE Relationships Education and Health Education statutory requirements</b>  Physical Health and Mental Wellbeing (Health Education) Basic first-aid  1. How to make a clear and efficient call to emergency services if necessary.  Physical Health and Mental Wellbeing (Health Education) Basic first-aid  2. Concepts of basic	Summative assessment  Wearing my scarf Reflection on learning.  Post unit Assessment

## PSHE-SRE-Safeguarding Curriculum Overview

	<p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>7. Isolation and loneliness can affect children and that it is very important for</p>	<p>the reader [for example, headings, bullet points, underlining].</p>		<p>experiences and support with problems and difficulties.</p> <p>Relationships Education Caring friendships</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Relationships Education Caring friendships</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are</p>	<p>people who care for me</p> <p>1. That families are important for children growing up because they can give love, security and stability.</p> <p>Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to</p>	<p>first-aid, for example dealing with common injuries, including head injuries.</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>children to discuss their feelings with an adult and seek support.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b>   <b>Internet safety and harms</b></p> <p>2. 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.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b>   <b>Physical health and fitness</b></p> <p>2. 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>			<p>very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Relationships Education</b>   <b>Respectful relationships</b></p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p><b>Relationships Education</b>   <b>Respectful relationships</b></p> <p>6. 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.</p> <p><b>Relationships Education</b>   <b>Being safe</b></p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including</p>	<p>keep secrets if they relate to being safe.</p> <p><b>Relationships Education</b>   <b>Being safe</b></p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b>   <b>Internet safety and harms</b></p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>		
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# PSHE-SRE-Safeguarding Curriculum Overview

	<p><b>National Curriculum Links</b></p> <p>English <b>Y5 &amp; 6 Writing - composition</b> Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>English <b>Y5 &amp; 6 Writing - composition</b> Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Science <b>Y6 Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Science <b>Y6 Animals including humans</b> Recognise the impact of diet,</p>			<p>in a digital context).</p> <p>Physical Health and Mental Wellbeing (Health Education) <b>Drugs, alcohol and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6 Animals including humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged □ including how some drugs and other substances can be harmful to the human</p>			
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## PSHE-SRE-Safeguarding Curriculum Overview

	<p>exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6</b> <b>Animals including humans</b> Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Science <b>Y6</b> <b>Animals including humans</b> (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Art and Design <b>KS2</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range</p>		<p>body.</p> <p>Science <b>Y6</b> <b>Animals including humans</b> (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</p>			
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## PSHE-SRE-Safeguarding Curriculum Overview

	of materials.						
<b>Summer 2 Keeping safe</b>	<p>Pre unit assessment</p> <p>Traffic lights</p> <p>(Safety Internet, Safety, Relationships Education (formerly SRE or RSE), Keeping Safe, Decision Making)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education   Online</p>	<p>To Share or not to share?</p> <p>(Bullying, Internet Safety, Relationships Education (formerly SRE or RSE), Keeping Safe, Decision Making, Relationships, Sexting, Law)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education   Online</p>	<p>What sort of drug is...?</p> <p>(Alcohol, Drugs, Medicines, Rules and Laws, Smoking)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. 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>Physical Health and Mental Wellbeing (Health Education)   Drugs, alcohol and tobacco</p> <p>1. The facts about</p>	<p>Drugs: It's the law</p> <p>(Alcohol, Drugs, Medicines, Rules and Laws, Smoking)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. 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>Physical Health and Mental Wellbeing (Health Education)   Drugs, alcohol and tobacco</p> <p>1. The facts about</p>	<p>Alcohol: What is normal</p> <p>(Alcohol, Drugs, Social Norms, Peer influence)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. 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</p>	<p>Joe's Story (Part 1)</p> <p>(Alcohol, Drugs, Emotional needs, Risk-taking, Smoking Social Norms)</p> <p><b>DfE Relationships Education and Health Education statutory requirements</b></p> <p>Relationships Education   Caring friendships</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>Summative assessment</p> <p>Wearing my scarf Reflection on learning.</p> <p>Post unit Assessment</p>

## PSHE-SRE-Safeguarding Curriculum Overview

	<p><b>relationships</b></p> <p>5. How information and data is shared and used online.</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b></p> <p>3. 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.</p> <p><b>National Curriculum Links</b></p> <p>Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</p> <p>Computing <b>KS2</b> Recognise acceptable/unacceptable behaviour.</p> <p>Computing <b>KS2</b> Identify a range of ways to report concerns about content and contact.</p>	<p><b>relationships</b></p> <p>5. How information and data is shared and used online.</p> <p><b>Relationships Education Being safe</b></p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Relationships Education Being safe</b></p> <p>2. About the concept of privacy and the implications of it for both non-children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p><b>Relationships Education Being safe</b></p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>National Curriculum Links</b></p> <p>Science <b>Y6 Animals including humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Science <b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged □ including how some drugs and other substances can be harmful to the human body.</p> <p>Science <b>Y6 Animals including humans</b> (Non-statutory guidance) Pupils might work scientifically by:</p>	<p>legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>diet or health).</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</b></p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p><b>Relationships Education Caring friendships</b></p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Relationships Education Caring friendships</b></p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Relationships Education Respectful relationships</b></p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

		<p>Relationships Education   Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>3. 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.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative</p>	<p>exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>			<p>or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education   Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education   Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Relationships Education   Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Relationships Education   Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence</p>	
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## PSHE-SRE-Safeguarding Curriculum Overview

		<p>impact on mental health.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Internet safety and harms</p> <p>7. Where and how to report concerns and get support with issues online.</p> <p><b>National Curriculum Links</b></p> <p>Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</p> <p>Computing <b>KS2</b> Recognise acceptable/unacceptable behaviour.</p>				<p>needed to do so.</p> <p>Physical Health and Mental Wellbeing (Health Education)   Healthy eating</p> <p>3. 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>	
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