Ranvilles Junior School – our PSHE Pathway

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PSHE Progression Overview

The DfE Statutory Guidance Categories for Relationships and Heath Education (Primary level)			
Relationships Education	**Code**	**Health Education**	**Code**
Families and people who care for me	**FPC**	Mental wellbeing	**MW**
Caring friendships	**CF**	Internet safety and harms	**ISH**
Respectful relationships	**RR**	Physical health and fitness	**PHF**
Online relationships	**OR**	Healthy eating	**HE**
Being safe	**BS**	Drugs, alcohol and tobacco	**DAT**
		Health and prevention	**HP**
		Basic first aid	**BFA**
		Changing adolescent body	**CAB**

Relationships Education	
Families and people who care for me (FPC)	1. Learn that families are important for children growing up because they can give love, security and stability. 2. Learn the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. Learn 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. 4. Learn 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. 5. Learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	1. Learn how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. Learn the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. Learn that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. Learn 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. 5. Learn 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.
Respectful relationships (RR)	1. Learn 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. 2. Learn practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. Learn the conventions of courtesy and manners. 4. Learn the importance of self-respect and how this links to their own happiness. 5. Learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. Learn 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. 7. Learn what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. Learn the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. Learn that people sometimes behave differently online, including by pretending to be someone they are not. 2. Learn 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. 3. Learn the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. Learn how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. Learn how information and data is shared and used online.
Being safe (BS)	1. Learn what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. Learn 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. 3. Learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. Learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. Learn how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. Learn how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. Learn how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Learn where to get advice e.g. family, school and/or other sources.

Health Education	
Mental wellbeing (MW)	1. Learn that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. Learn 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. 3. Learn 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. 4. Learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. Learn the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. Learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. Learn isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. Learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. Learn 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). 10. Learn it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	1. Learn that for most people the internet is an integral part of life and has many benefits. 2. Learn 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. 3. Learn 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. 4. Learn why social media, some computer games and online gaming, for example, are age restricted. 5. Learn 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. 6. Learn how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. Learn where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. Learn the characteristics and mental and physical benefits of an active lifestyle. 2. Learn 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. 3. Learn the risks associated with an inactive lifestyle (including obesity). 4. Learn how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. Learn what constitutes a healthy diet (including understanding calories and other nutritional content). 2. Learn the principles of planning and preparing a range of healthy meals. 3. Learn 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).
Drugs, alcohol and tobacco (DAT)	Learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	1. Learn how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. Learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. Learn the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. Learn the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. Learn how to make a clear and efficient call to emergency services if necessary. 2. Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. Learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. Learn about menstrual wellbeing including the key facts about the menstrual cycle.

Please see the next page for the plan of where these statements will be covered in our curriculum.

Ambitious Learners

Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.

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	Unit Title	Relationships Education					Health Education							
		FPC	CF	RR	OR	BS	MW	ISH	PHF	HE	DAT	HP	BFA	CAB
Year 3	Autumn 1 Context: **Me and My Relationships**	✓	✓	✓		✓	✓							
	Autumn 2 Context: **Valuing Difference**	✓	✓	✓	✓	✓	✓	✓						
	Spring 1 Context: **Keeping Safe**	✓		✓	✓	✓	✓	✓			✓			
	Spring 2 Context: **Rights and Respect**			✓	✓	✓	✓	✓						
	Summer 1 Context: **Being My Best**			✓			✓	✓	✓	✓		✓		
	Summer 2 Context: **Growing and Changing**	✓		✓	✓	✓	✓	✓					✓	✓
Year 4	Autumn 1 Context: **Me and My Relationships**	✓	✓	✓		✓	✓							
	Autumn 2 Context: **Valuing Difference**	✓	✓	✓	✓	✓	✓	✓						
	Spring 1 Context: **Keeping Safe**	✓		✓	✓	✓	✓	✓			✓			
	Spring 2 Context: **Rights and Respect**			✓	✓	✓	✓	✓						
	Summer 1 Context: **Being My Best**			✓			✓	✓	✓	✓		✓	✓	
	Summer 2 Context: **Growing and Changing**	✓		✓		✓	✓							✓
Year 5	Autumn 1 Context: **Me and My Relationships**	✓	✓	✓		✓	✓							
	Autumn 2 Context: **Valuing Difference**	✓	✓	✓	✓	✓	✓	✓						
	Spring 1 Context: **Keeping Safe**	✓			✓	✓	✓	✓			✓			
	Spring 2 Context: **Rights and Respect**			✓	✓	✓	✓	✓						
	Summer 1 Context: **Being My Best**	✓		✓	✓		✓	✓	✓	✓		✓	✓	
	Summer 2 Context: **Growing and Changing**	✓		✓		✓	✓							✓
Year 6	Autumn 1 Context: **Me and My Relationships**	✓	✓	✓		✓	✓							
	Autumn 2 Context: **Valuing Difference**	✓	✓	✓		✓	✓							
	Spring 1 Context: **Keeping Safe**	✓	✓	✓	✓	✓	✓	✓			✓			
	Spring 2 Context: **Rights and Respect**			✓		✓	✓							
	Summer 1 Context: **Being My Best**						✓		✓	✓	✓	✓	✓	
	Summer 2 Context: **Growing and Changing**	✓		✓	✓	✓	✓	✓						✓

Our PSHE Pathway – Year 3

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Year 3

Focus The contextual focus for the pupils' learning.		Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links *The purple '**Ambitious Learners**' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.*	
Autumn 1 Context: **Me and My Relationships**		In order to develop the children's ability to be **Successful Communicators** in their friendships and relationships through reviewing what constitutes a successful, healthy relationship.		**Making a difference as an individual is more important than as a team.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain why we have rules and consider the consequences for breaking the rules.	To identify people we have a special relationship with and why.	To make good decisions to resolve conflict situations.	To identify what makes a good friend and how we can make up after a falling out.	To express my own opinion and consider others' points of view.	To define what a dare is and develop strategies to use if they are ever made to feel uncomfortable by a dare.
Autumn 2 Context: **Valuing Difference**		In order to develop the children's own sense of **Be You** as a **Secure and Happy Individual** through exploring how we are all different and celebrating those differences that make our own identity.		**Making a positive contribution in the world is your responsibility, not mine.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To develop my listening skills and develop examples of respectful challenge.	To recognise and understand that there are many types of family.	To define the term 'community' and identify the communities that I belong to.	To identify similarities and differences between the diverse range of people living in the UK.	To define and recognise what actions are bullying and develop strateiges to deal with this.	To explain the various causes of bullying, and identify when to seek help.
Spring 1 Context: **Keeping Safe**		In order to develop the children as **Secure and Happy Individuals** through buidling their understanding of the choices they may face in the coming years and what constitutes a safe opportunity or a risk not to take.		**What we have achieved in this century is more significant than the past.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify situations that are safe or unsafe and develop strategies for keeping safe.	To identify strategies for managing dangers and risks.	To identify and manage risks in different situations.	To identify and manage risks online.	To understand medicines are drugs and that they can be helpful or harmful.	To identify and manage risks from the effects of cigarettes and alcohol.
Spring 2 Context: **Rights and Respect**		In order to develop our children as **Secure and Happy Individuals** through learning strategies to support their own wellbeing, reflect on their communities that they are part of and how they can support others.		**What is more important, physical, social, emotional or mental well-being?**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To use similarities and differences to help me to develop healthy habits.	To define the difference between a 'fact' and an 'opinion' and understand that people can have different opinions about the same event.	To define what a volunteer is and understand the effects of volunteering.	To understand the terms 'income', 'saving' and 'spending' and reflect when it is good to spend and good to save.	To explain that people earn income through their jobs and evaluate why pay can be different.	To define the term 'environment' and develop strategies for caring for the environment.
Summer 1 Context: **Being My Best**		In order to be **Secure and Happy Individuals,** children will confident to articulate their strengths and aims for the future, whilst able to explain how they are keeping themselves safe and healthy both physically and mentally.		**Embracing diversity enhances understanding and appreciation of the world.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify and explain what is meant by a 'balanced diet'.	To identify and evaluate how diseases spread and how we can reduce illnesses.	To identify and explain the purpose of major body parts.	To develop my understanding of health and wellbeing issues through debates.	To identify my achievements and areas to be even better at, and evaluate if these achievements are shown through the media.	To recognise and celebrate skills and talents.
Summer 2 Context: **Growing and Changing**		In order for all of our children to be **Secure and Happy Individuals,** by developing the children's knowledge and understanding of how they grow and how to manage the physical and emotional changes that they will experience.		**I'm Ok – You're OK! Differences are good.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify different types of relationships and what makes a relationship healthy.	To understand comfortable and uncomfortable body space and develop stratgies for when people are too close to my body space.	To learn strategies of how to stay safe online by knowing what to share and what not to share.	To define 'secret' and 'surprise' and know what is safe or what is uncomfortable.	To recognise how my body will change during puberty, and what part of the body are needed to make a baby when I am an adult.	To develop basic first aid skills.

Our PSHE Pathway – Year 4

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Year 4

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.*	
Autumn 1 Context: **Me and My Relationships**		In order to develop the children's ability to be **Successful Communicators** in their friendships and relationships through reviewing what constitutes a successful, healthy relationship.		**Identity and self-worth are influenced more by change than by context and culture.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To define *collaboration* and demonstrate successful qualities of teamwork.	To explain what we mean by a positive, healthy relationship.	To recognise when we may need to say 'No' to a friend and develop strategies for doing this assertively.	To identify and describe a range of feelings and their impact on my body.	To identify a wide range of feelings and reflect how we can feel different emotions to the same event.	To recognise behaviours that could make someone feel unsafe, unhappy or uncomfortable, and develop strategies to respond to this.
Autumn 2 Context: **Valuing Difference**		In order to develop the children's own sense of **Be You** as a **Secure and Happy Individual** through exploring how we are all different and celebrating those differences that make our own identity.		**Being powerful is more important than being different.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To define 'negotiation' and 'compromise' and understand ways of using these to resolve conflict.	To identify and respect how we are different to each other and develop strategies for dealing with aggressive behaviour.	To identify and respect how we are different to each other and develop respect for these differences.	To identify and understand stereotypes.	To identify the features of different types of relationships that I have.	To evaluate comfortable and uncomfortable actions when people are close to my body space.
Spring 1 Context: **Keeping Safe**		In order to develop the children as **Secure and Happy Individuals** through buidling their understanding of the choices they may face in the coming years and what constitutes a safe opportunity or a risk not to take.		**Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify strategies for managing dangers, risks and hazards.	To define the words 'dare' and 'challenge', and develop strategies for managing dares.	To describe stages of identifying and managing risks and offer strategies to help people in these situations.	To identify how other people influence us positively and negatively and reflect on how to keep safe.	To identify what is safe to share online and the effect that sharing unsafe images may have.	To understand medicines are drugs and explain safety issues for using medicines.
Spring 2 Context: **Rights and Respect**		In order to develop our children as **Secure and Happy Individuals** through learning strategies to support their own wellbeing, reflect on their communities that they are part of and how they can support others.		**We have the right to learn from our mistakes without being judged.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify how I can be responsible in my community and who can help me be responsible.	To identify rights and responsibilities that we have.	To explain why we have rules and laws, and recognise ways to have a voice in influencing these.	To define the word *influence* and form my own opinions based on safe, informed choices.	To identify and explain the roles people may have in bullying and anti-social behaviour.	To explain what tax is and what it is used for.
Summer 1 Context: **Being My Best**		In order to be **Secure and Happy Individuals,** children will confident to articulate their strengths and aims for the future, whilst able to explain how they are keeping themselves safe and healthy both physically and mentally.		**Our behaviour should always positively reflect how we value others.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify and celebrate ways we are all unique.	To identify and evaluate how we make different types of choices.	To understand different factors, such as a balanced diet and good-quality sleep, help us to remain healthy.	To explain ways in which we can be responsible for the environment.	To define what is meant by *community* and apply this to our school community.	To develop an understanding of basic first aid and what to do in an emergency.
Summer 2 Context: **Growing and Changing**		In order for all of our children to be **Secure and Happy Individuals,** by developing the children's knowledge and understanding of how they grow and how to manage the physical and emotional changes that they will experience.		**We are all responsible for our environment and natural world to ensure lives are impacted positively.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To describe changes that happen during our lives and suggest who may be able to help manage these changes.	To name and describe uncomfortable emotions, and develop skills to respond to these successfully.	To identify parts of male and female bodies that change during puberty.	To recognise and prepare for changes that happen at puberty.	To define 'secret' and 'surprise' and know what is safe or what is uncomfortable.	To define and evaluate my choices and the laws of marriage.

Our PSHE Pathway – Year 5

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Year 5

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.*	
Autumn 1 Context: **Me and My Relationships**		In order to develop the children's ability to be **Successful Communicators** in their friendships and relationships through reviewing what constitutes a successful, healthy relationship.		**Belonging - we should all be free to move between countries.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To develop my attributes for working collaboratively.	To develop how my skills to negotiate and compromise.	To learn about what makes a good friend and what qualities we have to be a good friend.	To learn about different types of relationship, and what makes them healthy or unhealthy.	To develop skills for how we take safe risks, and for how not to take unsafe risks.	To understand and rehearse how to be assertive.
Autumn 2 Context: **Valuing Difference**		In order to develop the children's own sense of **Be You** as a **Secure and Happy Individual** through exploring how we are all different and celebrating those differences that make our own identity.		**Being remembered for making a difference is more important than making a difference.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify the key qualities that make a good friendship.	To develop my skills in order to have kind conversations.	To learn what the term **discrimination** means and understand the importance of respecting others.	To identify different groups of people that make up our diverse community and society.	To evaluate the truth of online social media images and text and how we choose to represent ourselves.	To identify examples of bullying behaviours through stereotyping, and appropriate strategies to respond to this.
Spring 1 Context: **Keeping Safe**		In order to develop the children as **Secure and Happy Individuals** through buidling their understanding of the choices they may face in the coming years and what constitutes a safe opportunity or a risk not to take.		**Making a difference to the world is critical for the future.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify types of bullying and learn about skills to support those who are targeted.	To identify information shared online / offline and recognise risk of giving out information online.	To recognise risky situations and explore how to make a safe decision.	To assess risks and make informed decisions in a range of situations.	To describe health effects of smoking and vaping s othat I am able to evaluate the risks and make informed future decisions.	To recognise how peer pressure and influence decision making, and use assertiveness skills to make safe and responsible choices.
Spring 2 Context: **Rights and Respect**		In order to develop our children as **Secure and Happy Individuals** through learning strategies to support their own wellbeing, reflect on how their role in the community and how they can support others.		**The voice of a child is as important and valuable as that of an adult.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To develop skills to identify whether information is reliable, misleading or false.	To identify the difference between a fact and opinion and relfect on how opinions can be affected by bias.	To learn how voluntary groups and charities make a difference.	To define rights, respect and responsibilities and identify the impact these have on the wider community.	To learn the importance of spending wisely.	To learn about and give appropriate advice for situations involving personal finance.
Summer 1 Context: **Being My Best**		In order to be **Secure and Happy Individuals,** children will confident to articulate their strengths and star qualities, whilst able to explain how they are keeping themselves safe and healthy both physically and mentally.		**Being financially safe is just as important as being emotionally safe.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify what our bodies need to grow, stay healthy and work properly.	To identify my own strengths and talents, and how these can link to jobs and careers.	To develop my knowledge of community and what this means to me.	To identify people who keep me healthy and safe and ways I can be responsible when independent.	To evaluate how people appear in media and identify what 'star' qualities I have.	To describe first aid actions for a range of common emergencies.
Summer 2 Context: **Growing and Changing**		In order for all of our children to be **Secure and Happy Individuals,** by developing the children's knowledge and understanding of how they grow and how to manage the physical and emotional changes that they will experience.		**Learning together and from our mistakes leads to significant personal growth.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To analyse and evaluate a range of emotions and develop strategies for resilience.	To identify people who are trustworthy and manage situations where you feel uncomfortable.	To define a 'safe' and 'unsafe' secret and apply this knowledge to online and offline scenarios, and analyse media stereotypes.	To identify and explain how bodies change during puberty.	To identify and describe some of the thoughts, feelings and emotions that people may experience during puberty.	To evaluate how emotions can change during puberty, and identfiy strategies to manage these emotions and compromise.

Our PSHE Pathway – Year 6

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Year 6

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.*	
Autumn 1 Context: **Me and My Relationships**		In order to develop the children's ability to be **Successful Communicators** in their friendships and relationships through reviewing what constitutes a successful, healthy relationship.		**It is important that some personal information is in the public domain.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To develop how we work collaboratively to achieve a task.	To learn strategies to solve challenges that arise from friendships.	To develop strategies for acting assertively. Context: different behaviours in my peer group	To develop strategies for acting assertively. Context: peer pressure situations	To identify how people safely show commitment to each other.	To describe how to respond to uncomfortable or unsafe situations assertively.
Autumn 2 Context: **Valuing Difference**		In order to develop the children's own sense of **Be You** as a **Secure and Happy Individual** through exploring how we are all different and celebrating those differences that make our own identity.		**Change always has a positive impact.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To recognise bullying and discriminatory behaviour and compare differences positively.	To recognise that everyone should be treated with respect and consider responses to observing bullying.	To demonstrate ways of showing respect to others.	To define **prejudice** and identify the importance of our multi-cultural differences.	To recognise different types of relationships and their benefits to us.	To define **stereotype** and recognise how we can challenge stereotypes.
Spring 1 Context: **Keeping Safe**		In order to develop the children as **Secure and Happy Individuals** through buidling their understanding of the choices they may face in the coming years and what constitutes a safe opportunity or a risk not to take.		**It is possible to break the cycle of injustice.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To recognise how my actions online leave a digital footprint, and apply strategies to make safe and responsible choices when posting online.	To recognise the impact posting images online may have and explore the potential risks and consequences.	To define **addiction** and understand our own human needs.	To recognise different categories of drugs and why this is the case.	To recognise the basic laws in relation to drugs and explain the purpose of these laws.	To understand the norms, effects and risks of drinking alcohol.
Spring 2 Context: **Rights and Respect**		In order to develop our children as **Secure and Happy Individuals** through learning strategies to support their own wellbeing, reflect on how their role in the community and how they can support others.		**Together we can make our world more sustainable for everyone.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To learn how bias and stereotyping in the media can influence attitudes and lead to unfair or harmful views.	To describe safe and responsible behaviours when using social media, including thinking carefully before sharing content.	To recognise the importance of saving and spending wisely.	To evaluate what is meant by living in an environmentally sustainable way and suggest appropriate actions to enable this.	To understand, consider and implement the 5 fundamental British Values.	To identify and explain the rules and laws of Britain and how Democracy works in Britain.
Summer 1 Context: **Being My Best**		In order to be **Secure and Happy Individuals,** children will confident to articulate their strengths and aims for the future, whilst able to explain how they are keeping themselves safe and healthy both physically and mentally.		**Fair trade is fair.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify my own goals and aspirations, and describe the actions needed to set and achieve these.	To research and identify appropriate choices that support my health and wellbeing.	To identify risk factors in a situation and evaluate the possible outcomes of risk-taking actions.	To identify risk factors in a situation and explore strategies for managing and reducing risks	To identify how to respond safely and appropriately in a range of first aid situations	To describe and explain the ways to support my own wellbeing for a healthy lifestyle.
Summer 2 Context: **Growing and Changing**		In order for all of our children to be **Secure and Happy Individuals,** by developing the children's knowledge and understanding of how they grow and how to manage the physical and emotional changes that they will experience.		**Every individual can leave a positive legacy.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify how images can be adapted to reflect a real or desired image.	To identify and evaluate how the media forms stereotypes and how we can challenge these.	To understand the pressures and risks of sharing images online.	To identify and evaluate positive strategies to deal with change.	To identify safe changes to our bodies that occur through puberty, and identify what to do if someone needed support.	To understand the process of how a baby is made.