



Autumn 1 Myself & My Relationships Beginning and Belonging (BB 5/6)	
<ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? • How can I take responsibility for building relationships in my school and how does this benefit us all? • How might different people feel when starting something new and how can I help? • How do we help people feel welcome and valued in and out of school? • What helps me to be resilient in a range of new situations? • Are there more ways I can get help now and how do I seek support? 	<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Networks of support • Online sources of support
Autumn 2 Myself & My Relationships Family and Friends (FF 5/6)	
<ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? • How do trust and loyalty feature in my relationships on and offline? • What are the benefits and risks of making new friends, including those I only know online? • Can I always balance the needs of family & friends & how do I manage this? • Can I communicate, empathise & compromise when resolving friendship issues? • How can I check that my friends give consent on and offline? • How do people in my family continue to support each other as things change? • Who are in my networks, on & offline, and how have these, changed and how do we support each other? 	<ul style="list-style-type: none"> • Healthy friendships • Trust, loyalty and empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities
Autumn 2 Myself & My Relationships Anti-bullying (AB 5/6)	
<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? • What do all types of bullying have in common? • Might different groups experience bullying in different ways? • How can people's personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? • Can I respond assertively to bullying, online and offline? • How might bullying affect people's mental wellbeing and behaviour? • How and why might peers become colluders or supporters in bullying situations? • Can I identify ways of preventing bullying in school and the wider community? 	<ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support

Spring 1 Citizenship - Diversity and Communities (DC 5/6)

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

- Influences on my identity
- Gender
- Diversity in communities
- Challenging stereotypes
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

Spring 2 Myself & My Relationships - Managing Change (MC 5/6)

- What positive and negative changes might people experience?
- How do people's emotions evolve over time as they experience loss and change?
- How can I manage the changing influences and pressures on my friendships and relationships?
- What different strategies do people use to manage feelings linked to loss and change and how can I help?
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experiences affected me?
- What strategies will help me to thrive when I move to my next school?

- Range of changes
- Emotions
- Strategies for change
- Supporting others
- School/phase transition

Summer 1 Healthy & Safer Lifestyles - Personal Safety (PS 5/6)

<ul style="list-style-type: none">• How do I recognise my own feelings and consider how my actions may affect the feelings of others?• Can I use my Early Warning Signs to judge how safe I am feeling?• How do I judge who is a trusted adult or trusted friend?• How can I seek help or advice from someone on my network of support and when should I review my network?• How could I report concerns of abuse or neglect?• Can I identify appropriate & inappropriate or unsafe physical contact?• How do I judge when it is not right to keep a secret and what action could I take?• How can I recognise risks online and report concerns?• What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?	<ul style="list-style-type: none">• Recognising own feelings & considering others• Rights and responsibilities• Is my fun, fun for everyone?• Early Warning signs• Identifying trusted adults• Networks of support• Safety continuum• Recognising and reporting abuse or neglect• Bodily autonomy• Personal boundaries• Safe, unsafe, unwanted touch• Safe and unsafe secrets• Online safety• Protective interruption• Assessing risk
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Summer 2 Healthy & Safer Lifestyles - Relationships and Sex Education (RS 5)

<ul style="list-style-type: none">• What are male and female sexual parts called and what are their functions?• How can I talk about bodies confidently and appropriately?• What happens to different bodies at puberty?• What might influence my view of my body?• How can I keep my growing and changing body clean?• How can I reduce the spread of viruses and bacteria?	<ul style="list-style-type: none">• Names of sexual parts• Puberty• Physical and emotional change• Menstruation• Developing body image• Changing hygiene routines• Viruses and bacteria
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Summer 2 Healthy & Safer Lifestyles - Drug Education (DE 5/6)

<ul style="list-style-type: none">• What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?• How does drug use affect the way a body or brain works?• How do medicines help people with different illnesses?• What immunisations have I had or may I have in future and how do they keep me healthy?• What is drug misuse?• What are some of the laws about drugs?• How can I assess risk, recognise peer influence & respond assertively?• When and how should I check information about drugs?	<ul style="list-style-type: none">• Effects of drug use• Essential use of medicines• Drug misuse• Staying safe around risky substances• Influence of friends and media• Reliability of information• Immunisations
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