

CITY OF  
ROCHESTER



SCHOOL

**City of Rochester School  
Personal, Social and  
Health Education  
Curriculum**

# PSHE Curriculum

## Key Stage 1 – 4

### Intent

- At City of Rochester school it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.
- We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded.
- We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life.
- We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth.
- We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council.
- We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.
- PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in the framework for personal, social and health education (PSHE).
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

### Implementation

- As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Jigsaw offer a wide range of child-centred activities ensure the learning is enjoyable for pupils and teachers alike.
- Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.
- Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons focusing on different topics each term and is embedded through all lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.
- Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.

## Impact

- Jigsaw has its own assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work. Jigsaw PSHE contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development.
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements.
- Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

## **Non - Statutory Guidance – PSHE**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

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

## **Links To Other Subjects**

PSHE permeates through all areas of school life and can be linked to almost any subject.

In particular PSHE and Jigsaw have explicit links with:

- Safeguarding
- British Values
- Spiritual, moral, social and cultural (SMSC) education
- Prevent Duty
- The Equality Duty
- Anti-bullying
- Citizenship
- Life Skills
- Careers

# Cultural and Diversity Calendar

The City of Rochester school has a comprehensive cultural and diversity calendar which supplements the curriculum throughout the year. Through this we encourage the children to make links with their work in PSHE as well as showing an appreciation for what people value and how it is an important aspect of their life.

September	21 <sup>st</sup> to 27 <sup>th</sup> Recycling Week	23rd National Fitness Day <a href="https://www.nationalfitnessday.com/">https://www.nationalfitnessday.com/</a>	28 <sup>th</sup> Sept to 4 <sup>th</sup> Oct Healthy Eating Week
October	<a href="#">Black History Month</a> 4 <sup>th</sup> Harvest Festival	9 <sup>th</sup> World Mental Health Day <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>	ADHD Awareness Month, World Mentoring Day
November	16 <sup>th</sup> to 20 <sup>th</sup> Anti Bullying Week <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a>	9 <sup>th</sup> to 13 <sup>th</sup> Road Safety Week <a href="http://www.roadsafetyweek.org.uk/">http://www.roadsafetyweek.org.uk/</a>	Remembrance Day, Bonfire Night, St Andrews Day, Diwali, Children in Need (9 <sup>th</sup> to 15 <sup>th</sup> ) UK Parliament Week (1 <sup>st</sup> to 7 <sup>th</sup> )
December		11 <sup>th</sup> Christmas Jumper Day/ Dinner <a href="https://www.savethechildren.org.uk">https://www.savethechildren.org.uk</a>	World Aids Day
January	27 <sup>th</sup> Holocaust Memorial Day (Be the Light in the Darkness) <a href="https://www.hmd.org.uk/">https://www.hmd.org.uk/</a>	18 <sup>th</sup> Acts of Kindness Day	
February	1 <sup>st</sup> Feb to 6 <sup>th</sup> Feb National Storytelling Week <a href="https://www.sfs.org.uk">https://www.sfs.org.uk</a>	12 <sup>th</sup> Chinese New Year of the Ox	Pancake Day
March	4 <sup>th</sup> World Book Day <a href="https://www.worldbookday.com/">https://www.worldbookday.com/</a>	8 <sup>th</sup> to 14 <sup>th</sup> British Science Week <a href="https://www.britishscienceweek.org/">https://www.britishscienceweek.org/</a>	Mother's Day, St David's Day, St Patrick's Day, Careers Week, Red Nose Day
April	29 <sup>th</sup> March to 2 <sup>nd</sup> April Autism Awareness Week	22 <sup>nd</sup> Earth Day <a href="https://www.earthday.org/">https://www.earthday.org/</a>	Easter, St George's Day
May	14 <sup>th</sup> Outdoor Classroom Day <a href="https://outdoorclassroomday.org.uk/">https://outdoorclassroomday.org.uk/</a>	21 <sup>st</sup> May World Day for Cultural Diversity <a href="https://www.un.org/en/events/culturaldiversityday/">https://www.un.org/en/events/culturaldiversityday/</a>	
June	8 <sup>th</sup> World Ocean Day <a href="https://worldoceansday.org/">https://worldoceansday.org/</a>	21 <sup>st</sup> World Music Day	Father's Day
July	7 <sup>th</sup> CoR British Values Day	15 <sup>th</sup> Youth Skills Day <a href="https://www.un.org/en/observances/world-youth-skills-day">https://www.un.org/en/observances/world-youth-skills-day</a>	

# Curriculum Overview

- \* Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

Please note that the outline of some year groups have merged in terms 4 – 6. This is to cover what students missed last academic year due to Covid-19. Teachers know their students well, and therefore will use their professional judgement to choose from the outcomes of two years groups in line with what best meet the needs of their students.

## KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Gingerbread People	Dreams and Goals - Our Garden of Dreams and Goals Stretchy Flowers and Dream Wellies	Healthy Me - The Healthy, Happy Me Recipe Book Keeping Clean and Healthy	Relationships - The Relationship Fiesta Balloon and Labels	Changing Me - Tree of Change Display Flowers of Change
<b>Year 2</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Trophy of Celebration	Dreams and Goals - Our Garden of Dreams and Goals Dream Birds	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Snack Recipes	Relationships - The Relationship Fiesta Compliment Bunting	Changing Me - Tree of Change Display Leaf Mobiles

## KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Compliment Kites	Dreams and Goals - Our Garden of Dreams and Goals Garden Decorations	Healthy Me - The Healthy, Happy Me Recipe Book Keeping Safe	Relationships - The Relationship Fiesta Appreciation Streamers	Changing Me - Tree of Change Display Ribbon of Change Mobiles
<b>Year 4</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Picture Frames	Dreams and Goals - Our Garden of Dreams and Goals Garden Decorations	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Friendships	Relationships - The Relationship Fiesta Memory Box	Changing Me - Tree of Change Display Circles of Change
<b>Year 5</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Culture Displays	Dreams and Goals - Our Garden of Dreams and Goals Fundraising Event	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Body Image	Relationships - The Relationship Fiesta Internet Safety Posters	Changing Me - Tree of Change Display Change Cards (becoming a teenager)
<b>Year 6</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Admiration accolades	Dreams and Goals - Our Garden of Dreams and Goals Bunting/ Garden Event	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Body Healthy Mind	Relationships - The Relationship Fiesta Internet Safety Presentation	Changing Me - Tree of Change Display Journey T-shirts

## KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices
<b>Year 8</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices
<b>Year 9</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices

## KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices
<b>Year 11</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices



## Detailed Curriculum Map

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Gingerbread People	Dreams and Goals - Our Garden of Dreams and Goals Stretchy Flowers and Dream Wellies	Healthy Me - The Healthy, Happy Me Recipe Book Keeping Clean and Healthy	Relationships - The Relationship Fiesta Balloon and Labels	Changing Me - Tree of Change Display Flowers of Change
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co-operation</li> <li>• Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 2</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Trophy of Celebration	Dreams and Goals - Our Garden of Dreams and Goals Dream Birds	Merge Year 1 and 2, due to COVID 19 last academic year.  Healthy Me - The Healthy, Happy Me Recipe Book Healthy Snack Recipes	Merge Year 1 and 2, due to COVID 19 last academic year.  Relationships	Merge Year 1 and 2, due to COVID 19 last academic year.  Changing Me - Tree of Change Display Leaf Mobiles
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 1:</b></li> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> <li></li> <li><b>Year 2:</b></li> <li>Exercise Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Y1: Different types of families</li> <li>Y2: Family roles and responsibilities</li> <li>Y1: Friendship and conflict</li> <li>Y2: Friendship and negotiation</li> <li>Y1: Secrets and trust</li> <li>Y2: Keeping safe online and who to go to for help</li> <li>Y2: Being aware of how my choices affect others</li> <li>Y2: Awareness of how other children have different lives</li> <li>Y2: Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Y1: Growing from young to old</li> <li>Y2: How babies grow</li> <li>Y2: Understanding a baby's needs</li> <li>Y1: Differences in female and male bodies (correct terminology)</li> <li>Y2: Outside body changes</li> <li>Y2: Inside body changes</li> <li>Y2: Family stereotypes</li> <li>Y1: Assertiveness</li> <li>Y2: Challenging my ideas</li> <li>Y2: Preparing for transition</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Compliment Kites	Dreams and Goals - Our Garden of Dreams and Goals Garden Decorations	Merge Year 2 and 3, due to COVID 19 last academic year.  Healthy Me - The Healthy, Happy Me Recipe Book Keeping Safe	Merge Year 2 and 3, due to COVID 19 last academic year.  Relationships - The Relationship Fiesta Appreciation Streamers	Merge Year 2 and 3, due to COVID 19 last academic year.  Changing Me - Tree of Change Display Ribbon of Change Mobiles
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2:</b></li> <li>• Exercise Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important online and off line scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> <li>• <b>Year 3:</b></li> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2:</b></li> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> <li>• <b>Year 3:</b></li> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2:</b></li> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> <li>• <b>Year 3:</b></li> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 4</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Picture Frames	Dreams and Goals - Our Garden of Dreams and Goals Garden Decorations	Merge Year 3 and 4, due to COVID 19 last academic year.  Healthy Me - The Healthy, Happy Me Recipe Book Healthy Friendships	Merge Year 3 and 4, due to COVID 19 last academic year.  Relationships - The Relationship Fiesta Memory Box	Merge Year 3 and 4, due to COVID 19 last academic year.  Changing Me - Tree of Change Display Circles of Change
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Y3: Healthier friendships</li> <li>• Y3: Group dynamics</li> <li>• Y3/4Smoking, including vaping</li> <li>• Y3/4Alcohol</li> <li>• Y4Alcohol and anti-social behaviour</li> <li>• Y3 Assertiveness</li> <li>• Y3 Peer pressure</li> <li>• Y3 inner strength</li> <li>• Y4 Emergency aid</li> <li>• Y4 Body image</li> <li>• Y4 Relationships with food</li> <li>• Y4 Healthy choices</li> <li>• Y4 Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 3</b></li> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> <li><b>Year 4:</b></li> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Y3: Being unique</li> <li>• Y4: Self- and body image</li> <li>• Y4: Influence of online and media on body image</li> <li>• Y3: Having a baby</li> <li>• Y4: Conception (including IVF)</li> <li>• Y3/4: Girls and puberty</li> <li>• Y4: Puberty for boys</li> <li>• Y3: Confidence in change</li> <li>• Y3: Accepting change</li> <li>• Y4: Coping with change</li> <li>• Y3/4 Preparing for transition</li> <li>• Y4: Environmental change</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Culture Displays	Dreams and Goals - Our Garden of Dreams and Goals Fundraising Event	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Body Image	Relationships - The Relationship Fiesta Internet Safety Posters	Changing Me - Tree of Change Display Change Cards (becoming a teenager)
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 6</b>	Being Me in My World - The whole-school Learning Charter	Celebrating Difference (including anti-bullying) - Hall of Fame Display Admiration accolades	Dreams and Goals - Our Garden of Dreams and Goals Bunting/ Garden Event	Healthy Me - The Healthy, Happy Me Recipe Book Healthy Body Healthy Mind	Relationships - The Relationship Fiesta Internet Safety Presentation	Changing Me - Tree of Change Display Journey T-shirts
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Personal identity</li> <li>• What influences personal identity</li> <li>• Identify personal strengths</li> <li>• How do others see me?</li> <li>• Group identity</li> <li>• My growing sense of personal identity and independence</li> <li>• Online and global identity</li> <li>• Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Prejudice and discrimination</li> <li>• My values and those of others</li> <li>• Challenging stereotypes</li> <li>• Discrimination in school</li> <li>• How prejudice and discrimination fuels bullying</li> <li>• Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• What are my dreams and goals?</li> <li>• Steps to success</li> <li>• Coping when things don't go to plan</li> <li>• Rewarding my dreams</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Keeping my dreams alive</li> <li>• How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices about my emotional health</li> <li>• Managing stress</li> <li>• Managing my choices around substances</li> <li>• Managing my nutritional choices</li> <li>• Medicines and immunisation</li> <li>• Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>• My changing web of friendships</li> <li>• Support I need now and in the future</li> <li>• Developing positive relationships</li> <li>• What external factors affect relationships, e.g. media influences?</li> <li>• Assertiveness in relationships</li> <li>• The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>• My changing body and feelings</li> <li>• What is self-image?</li> <li>• Coping during times of change</li> <li>• My changing ways of thinking</li> <li>• Managing my changes in mood</li> <li>• Moving forwards into my next year of education</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Identity – what makes a person?</li> <li>• Is fitting in more important than being unique?</li> <li>• Influences/ peer pressure</li> <li>• That happiness is linked to being connected with others</li> <li>• Maintaining positive relationships with people who are different to me</li> <li>• Online identity and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging prejudice and discrimination</li> <li>• Protected characteristics</li> <li>• Assertiveness</li> <li>• Role of a bystander</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Assertiveness</li> <li>• Relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying personal dreams and goals</li> <li>• Skills for the 21st century workplace</li> <li>• Steps to achievement</li> <li>• Managing set-backs</li> <li>• Basic first aid in emergency situations</li> <li>• Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and describing emotions</li> <li>• Strategies for positivity</li> <li>• Managing stress</li> <li>• Link between mental health and activity</li> <li>• Taking responsibility for health</li> <li>• Substances and their effects</li> <li>• Nutrition</li> <li>• Vaccinations</li> <li>• Sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying my relationships</li> <li>• Values and qualities in healthy relationships</li> <li>• Relationship change</li> <li>• Managing my responses to keep my relationships healthy and safe</li> <li>• Discernment</li> <li>• Media portrayal of relationships</li> <li>• Assertiveness</li> <li>• Sexting</li> <li>• Rights and responsibilities (including consent)</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty and body development (Re-cap from primary)</li> <li>• Conception and childbirth (Re-cap from primary)</li> <li>• Choices with pregnancy (IVF, surrogacy, contraception)</li> <li>• Different types of parenting and families</li> <li>• Self and body-image</li> <li>• FGM, breast ironing</li> <li>• Brain changes in adolescence</li> <li>• Emotional changes in adolescence</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Merge Year 7 and 8, due to COVID 19 last academic year.  Healthy Me and My World- Healthy living choices. Looking after our world.	Merge Year 7 and 8, due to COVID 19 last academic year.  Relationships - Social skills and healthy relationships.	Merge Year 7 and 8, due to COVID 19 last academic year.
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• How have I changed?</li> <li>• Planning for the year ahead</li> <li>• Family, what does that mean to me?</li> <li>• Different types of committed stable relationships</li> <li>• Does my family influence me?</li> <li>• Active listening</li> <li>• Stereotyping (in families)</li> <li>• What do I choose to 'hear' about myself?</li> <li>• Faith and beliefs</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising similarities</li> <li>• Prejudice and discrimination</li> <li>• Protected characteristics</li> <li>• Social injustice and inequality</li> <li>• Hate crime</li> <li>• Making a positive contribution to community</li> <li>• Making a difference and links to wellbeing</li> <li>• Blood and organ donation</li> </ul>	<ul style="list-style-type: none"> <li>• Short-, medium- and long-term goals</li> <li>• Resilience</li> <li>• Employability skills</li> <li>• Career choices</li> <li>• My online 'footprint'</li> <li>• Budgeting</li> <li>• Debt</li> <li>• Gambling inc links to mental health</li> <li>• Positive/negative role of money in society inc links to mental health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 7:</b></li> <li>• Recognising and describing emotions</li> <li>• Strategies for positivity</li> <li>• Link between mental health and activity</li> <li>• Nutrition</li> <li>• Sleep</li> <li>• <b>Year 8:</b></li> <li>• Taking personal responsibility for health</li> <li>• Stress triggers</li> <li>• Managing stress</li> <li>• Substances and their effects</li> <li>• Drug supply and possession</li> <li>• County lines/exploitation/gang culture</li> <li>• Role of medicines and vaccines</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 7:</b></li> <li>• Identifying my relationships</li> <li>• Values and qualities in healthy relationships</li> <li>• Relationship change</li> <li>• Managing my responses to keep my relationships healthy and safe</li> <li>• Discernment</li> <li>• Media portrayal of relationships</li> <li>• Assertiveness</li> <li>• Sexting</li> <li>• Rights and responsibilities (including consent)</li> <li>• <b>Year 8:</b></li> <li>• Relationship with self</li> <li>• Negative self-thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 7:</b></li> <li>• Puberty and body development (Re-cap from primary)</li> <li>• Conception and childbirth (Re-cap from primary)</li> <li>• Choices with pregnancy (IVF, surrogacy, contraception)</li> <li>• Different types of parenting and families</li> <li>• Self and body-image</li> <li>• FGM, breast ironing</li> <li>• Brain changes in adolescence</li> <li>• Emotional changes in adolescence</li> <li>• <b>Year 8:</b></li> <li>• Boyfriends and girlfriends</li> <li>• Different types of committed stable and loving relationships/partnerships</li> <li>• Positive aspects of healthy intimate relationships</li> <li>• Negative factors that can make an intimate</li> </ul>



					<ul style="list-style-type: none"> <li>• Body-image including online and in media</li> <li>• Competing relationships and how to manage these demands</li> <li>• Personal space inc online</li> <li>• Media portrayal of relationships</li> <li>• Media manipulation</li> <li>• Components of positive relationships</li> <li>• Personal space</li> <li>• Social media and online safety</li> <li>• Illegal aspects of social media</li> <li>• Recognising negative relationships and skills to manage them</li> </ul>	<p>relationship unhealthy e.g. power and control/STIs</p> <ul style="list-style-type: none"> <li>• Choosing to 'come out'</li> <li>• Pornography</li> <li>• Alcohol and relationships</li> <li>• Accessing support</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Merge Year 8 and 9, due to COVID 19 last academic year.  Healthy Me and My World- Healthy living choices. Looking after our world.	Merge Year 8 and 9, due to COVID 19 last academic year.  Relationships - Social skills and healthy relationships.	Merge Year 8 and 9, due to COVID 19 last academic year. d  Self-development- Career choices
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>Personal identity and intimate relationships</li> <li>Peer approval</li> <li>Social media</li> <li>Self-identity</li> <li>Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Sexism and homophobia</li> <li>Perception of others</li> <li>Positive and negative language, banter and verbal bullying</li> <li>Types of bullying</li> <li>Recognising prejudice</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Personal strengths and weaknesses</li> <li>SMART planning</li> <li>Mental health and body image.</li> <li>Recognising mental ill-health self-harm &amp; suicide, eating disorders, depression, anxiety pressure (peep, online, media)</li> <li>Maintaining mental health</li> <li>Accessing mental health support</li> </ul>	<ul style="list-style-type: none"> <li>Y8: Taking personal responsibility for health</li> <li>Y8: Dental health</li> <li>Y9: What does the media say about teenagers?</li> <li>Y9: Dental health</li> <li>Y8: substances and their effects</li> <li>Y8: substances and their effects</li> <li>Y8: Drug supply and possession</li> <li>Y9: Alcohol and decision making</li> <li>Y9: Drugs and decision making</li> <li>Y9: Emergency first-aid</li> <li>Y8: Stress triggers</li> <li>Y8: Managing stress</li> <li>Y9: Substances and mental health</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 10:</b></li> <li>Relationship with self</li> <li>Negative self-thoughts</li> <li>Body-image including online and in media</li> <li>Competing relationships and how to manage these demands</li> <li>Personal space inc online</li> <li>Media portrayal of relationships</li> <li>Media manipulation</li> <li>Components of positive relationships</li> <li>Personal space</li> <li>Social media and online safety</li> <li>Illegal aspects of social media</li> <li>Recognising negative relationships and</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 10:</b></li> <li>Boyfriends and girlfriends</li> <li>Different types of committed stable and loving relationships/partnerships</li> <li>Positive aspects of healthy intimate relationships</li> <li>Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs</li> <li>Choosing to 'come out'</li> <li>Pornography</li> <li>Alcohol and relationships</li> <li>Accessing support</li> <li><b>Year 11:</b></li> <li>Changing perceptions and opinions</li> <li>Mental health</li> <li>Common mental health issues</li> <li>Skills for change and 'pressure'</li> <li>Adapting to change</li> </ul>

					<p>skills to manage them</p> <ul style="list-style-type: none"> <li>• <b><u>Year 11:</u></b></li> <li>• Power and control in relationships</li> <li>• Consent and assertiveness</li> <li>• Contraception</li> <li>• Sexually Transmitted Infections</li> <li>• Am I normal?</li> <li>• Common concerns around adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection and evaluation</li> <li>• Transition (to next year group)</li> <li>• Sleep</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World- Healthy living choices. Looking after our world.	Relationships - Social skills and healthy relationships.	Self-development- Career choices
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Freedom and safety</li> <li>• Safe relationships</li> <li>• Online safety and cultural norms</li> <li>• Personal safety with technology</li> <li>• Staying safe off line</li> <li>• Managing threats to safety in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• What does equality mean to me?</li> <li>• Equality in the workplace</li> <li>• Equality in society</li> <li>• Equality in relationships</li> <li>• Equality and vulnerable groups</li> <li>• Power and control</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams for myself and the world; balance and perspective, relationships and community.</li> <li>• Jobs - legislation around work for young people</li> <li>• Managing setbacks/ resilience building</li> <li>• Planning for success</li> </ul>	<ul style="list-style-type: none"> <li>• Physical health; screening, vaccination, personal hygiene.</li> <li>• Health MOT</li> <li>• Achieving mental health</li> <li>• Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a happy relationship?</li> <li>• Parenting relationships</li> <li>• Relationship breakdown</li> <li>• Social influences on relationships, e.g. stereotypes, pornography, media, peer perception</li> <li>• Friendships and peer support and connectedness</li> <li>• Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• How does social change affect me?</li> <li>• Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce</li> <li>• Gender identity</li> <li>• Spectrum of sexuality</li> <li>• Managing the challenges in the year ahead</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	Being Me- Exploring personal identity	Celebrating Difference- Discovering our communities and celebrating diversity	Dreams and Goals - Working towards own goals. Planning and completing an enterprise project.	Merge Year 10 and 11, due to COVID 19 last academic year.  Healthy Me and My World- Healthy living choices. Looking after our world.	Merge Year 10 and 11, due to COVID 19 last academic year.  Relationships - Social skills and healthy relationships.	Due to COVID 19 cover Y10 Term 6 curriculum here.  Self-development- Career choices
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Entering the adult world</li> <li>• Ok at 16, Legislation affecting 16-year olds</li> <li>• Managing adult on-line relationships</li> <li>• Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury</li> </ul>	Revision and mock exams	<ul style="list-style-type: none"> <li>• Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting)</li> <li>• Resilience</li> <li>• Contingency planning</li> </ul>	<ul style="list-style-type: none"> <li>• Y10: Physical health; screening, vaccination, personal hygiene.</li> <li>• Y10: Health MOT</li> <li>• Y10: Achieving mental health</li> <li>• Y10: Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</li> <li>• Y11: Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent,</li> </ul>	<ul style="list-style-type: none"> <li>• Y10 Term 5: Y10: Parenting relationships</li> <li>• Y10: Relationship breakdown</li> <li>• Y10: Friendships and peer support and connectedness</li> <li>• : Sexuality spectrum</li> <li>• Y10: What makes a happy relationship?</li> <li>• Y11: Respect and equality in relationships (recognising conflicts and power -based relationships)</li> <li>• Y10: influences on relationships, e.g. stereotypes, pornography,</li> </ul>	Revision and exams <ul style="list-style-type: none"> <li>• How does social change affect me?</li> <li>• Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce</li> <li>• Gender identity</li> <li>• Spectrum of sexuality</li> <li>• Managing the challenges in the year ahead</li> </ul>

				<p>termination choices, protected sex, delay etc)</p> <ul style="list-style-type: none"> <li>• Y11: Communication about relationships, sex and sexual health</li> <li>• Y11: Exam preparation and concentration, sleep, stress, relaxation.</li> </ul>	<p>media, peer perception</p> <ul style="list-style-type: none"> <li>• Y11: Individuality in relationships</li> <li>• Y10: Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</li> <li>• Y11: Stages of relationships</li> <li>• Y11: Sexual relationship checklist</li> <li>• Y11: Gender/honour-based violence</li> <li>• Y11: FGM</li> </ul>	
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