

EYFS	In this unit of work, pupils will learn...	Enrichment
Autumn	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Become more outgoing with familiar people.</li> <li>• Show more confidence in new social situations.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Can talk about feelings.</li> <li>• Welcome distractions when upset.</li> <li>• Increasingly follow rules.</li> <li>• Know likes and dislikes.</li> <li>• Independently organise belongings in the morning.</li> <li>• Manage personal hygiene.</li> <li>• Know that physical exercise is important for their health.</li> <li>• Build constructive and respectful relationships.</li> <li>• Beginning to express their feelings and consider the perspectives of others.</li> <li>• Begin to take turns and share resources.</li> <li>• Independently choose where they would like to play.</li> <li>• Continue to build constructive and respectful relationships.</li> </ul>	<p>Community Action Project Launch</p> <p><a href="#">Jeans for Genes</a></p> <p>PSCO re <a href="#">Clever Never Goes</a></p> <p>Fire Service</p>
Spring	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Play with one or more children, extending and elaborating play ideas.</li> <li>• Talk about their feelings.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Show pride in achievements.</li> <li>• Understand behavioural expectations.</li> <li>• Can explain right from wrong and try to behave accordingly.</li> <li>• Manage their own needs.</li> <li>• Can identify kindness, patience, peace and love.</li> <li>• Seek others to share activities and experiences.</li> <li>• Can make choices and communicate what they need.</li> <li>• Begin to show persistence when faced with challenges.</li> <li>• Can keep play going by co-operating, listening, speaking, and explaining.</li> </ul>	<p>Community Action Project</p> <p>Enrichment visitors linked to careers</p> <p>PSCO online safety workshop</p>
Summer	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Begin to understand how others might be feeling.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Beginning to know that children think and respond in different ways to them.</li> <li>• Children will know how regular teeth brushing is important for their health.</li> <li>• Children will know what a sensible amount of screen time is and why this is important for their health.</li> <li>• Can talk about their own abilities positively.</li> <li>• Confident to try new activities</li> <li>• Show resilience and perseverance.</li> <li>• Able to identify and moderate own feelings.</li> <li>• See themselves as a unique and valued individual.</li> <li>• Children will know about the importance of a good sleep routine for their health.</li> <li>• Can seek out a challenge and enjoy the process.</li> <li>• Show sensitivity to others' needs and feelings</li> </ul>	<p>Child-led online safety workshop</p> <p><a href="#">Water Safety</a></p> <p>PSCO Visit</p>

Years 1&2	In this unit of work, pupils will learn...	Enrichment
<p><b>Autumn 1</b> Families &amp; Friendships (Y2 Focus)</p>	<ul style="list-style-type: none"> <li>•how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>Community Action Project Launch (linked to Harvest?)</p> <p><a href="#">Jeans for Genes</a></p>
<p><b>Autumn 2</b> Respecting ourselves and others (Y1 Focus)</p> <p>Keeping Safe</p>	<ul style="list-style-type: none"> <li>•what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• how to help keep themselves safe at home in relation to electrical appliances and fire safety.</li> </ul>	<p>PSCO re <a href="#">Clever Never Goes</a></p> <p>Fire Service</p>
<p><b>Computing</b> Safe Relationships Anti-bullying Week (Y2 Focus)</p>	<ul style="list-style-type: none"> <li>•how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> </ul>	<p><a href="#">Anti-Bullying Week</a> 15 – 19 November</p> <p>Workshop for parents on online safety</p>
<p><b>Spring 1</b> Belonging to a Community (Y2 Focus)</p>	<ul style="list-style-type: none"> <li>•about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<p>Community Action Project</p>
<p><b>Spring 2</b> Money &amp; work (Y1 Focus)</p>	<ul style="list-style-type: none"> <li>•that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p>Enrichment visitors linked to careers</p>
<p><b>Computing</b> Media Literacy &amp; Digital Resilience (Y2 Focus)</p>	<ul style="list-style-type: none"> <li>•the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	<p>PCSO online safety workshop</p>
<p><b>Summer 1</b> Physical Health &amp; Mental Wellbeing (Y2 Focus)</p>	<ul style="list-style-type: none"> <li>•about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to</li> </ul>	<p>GUNY Survey (Year 2 only)</p>

	describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings	
<p><b>Summer 2</b> Growing &amp; Changing</p> <p>Keeping Safe (Y1 Focus)</p>	<ul style="list-style-type: none"> <li>•to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> <li>•how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> </ul>	<p>Child-led online safety workshop</p> <p><a href="#">Water Safety</a></p>
<p><b>Computing</b> Keeping Safe (Y1 Focus)</p>	<ul style="list-style-type: none"> <li>•why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p>PCSO visit</p>

Years 3&4	In this unit of work, pupils will learn...	Enrichment
<p><b>Autumn 1</b> Families &amp; Friendships (Y4 Focus)</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p>Community Action Project Launch (linked to Harvest?)</p> <p><a href="#">Jeans for Genes</a></p>
<p><b>Autumn 2</b> Respecting ourselves and others (Y3 Focus) Keeping Safe</p>	<ul style="list-style-type: none"> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> <li>• about fire safety at home including the need for smoke alarms</li> </ul>	<p>PSCO re stranger danger</p> <p>Fire Service</p>
<p><b>Computing</b> Safe Relationships Anti-bullying Week (Y3 Focus)</p>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<p><a href="#">Anti-Bullying Week</a> 15 – 19 November</p> <p>Workshop for parents on online safety</p>
<p><b>Spring 1</b> Belonging to a Community (Y4 Focus)</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p>Community Action Project</p>
<p><b>Spring 2</b> Money &amp; work (Y3 Focus)</p>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p>Enrichment visitors linked to careers</p>

<p><b>Computing</b> Media Literacy &amp; Digital Resilience (Y4 Focus)</p>	<ul style="list-style-type: none"> <li>•that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p>PCSO online safety workshop</p>
<p><b>Summer 1</b> Physical Health &amp; Mental Wellbeing (Y4 Focus)</p>	<ul style="list-style-type: none"> <li>•to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>GUNY Survey</p>
<p><b>Summer 2</b> Growing &amp; Changing (Y3 Focus)</p> <p>Keeping Safe (Y4 Focus)</p>	<ul style="list-style-type: none"> <li>•that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> <li>•the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a ‘drug’</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<p><a href="#">Water Safety</a></p> <p>Child-led online safety workshop</p> <p>PCSO visit (to support teaching of risks associated with drugs)</p>

Years 5&6	In this unit of work, pupils will learn...	Enrichment
<p><b>Autumn 1</b> Families &amp; Friendships (Y6 Focus)</p>	<p>•what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried</p>	<p>Community Action Project Launch (linked to Harvest?)  <a href="#">Jeans for Genes</a></p>
<p><b>Autumn 2</b> Respecting ourselves and others (Y5 Focus)  Keeping Safe</p>	<p>•to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment POSSIBLY RECAP: •to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations</p>	<p>PSCO re stranger danger  Fire Service  <a href="#">Anti-Bullying Week</a> 15 – 19 November  Workshop for parents on online safety</p>
<p><b>Computing</b> Safe Relationships Anti-bullying Week (Y5 Focus)</p>	<p>•what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this</p>	<p>Community Action Project  <a href="#">Protected Characteristics</a></p>
<p><b>Spring 1</b> Belonging to a Community (Y6 Focus)</p>	<p>•to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>Enrichment visitors linked to careers</p>
<p><b>Spring 2</b> Money &amp; work (Y5 Focus)</p>	<p>•to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>Enrichment visitors linked to careers</p>

<p><b>Computing</b> Media Literacy &amp; Digital Resilience (Y6 Focus)</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p>PCSO online safety workshop</p>
<p><b>Summer 1</b> Physical Health &amp; Mental Wellbeing (Y6 Focus)</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> </ul>	<p>GUNY Survey</p>

<p><b>Summer 2</b> Growing &amp; Changing (Y5 Focus)</p> <p>Keeping Safe (Y6 Focus)</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> </ul> <ul style="list-style-type: none"> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> <li>• what is meant by the term 'County Lines', how to recognise early signs of gang exploitation/coercion, and how to report or seek help in response to concerns.</li> </ul>	<p><a href="#">Water Safety</a></p> <p>Child-led online safety workshop</p> <p>PCSO visit (to support teaching of risks associated with drugs and county lines)</p>
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