




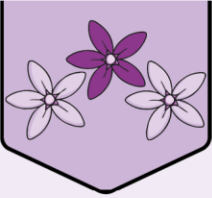
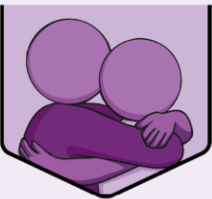
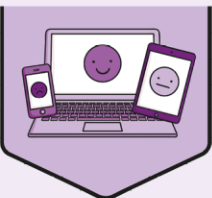






KS1 Health and Wellbeing

Unit Title	Outline of Coverage	Objectives
 <p>It's My Body</p>	<p>The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on:</p> <ul style="list-style-type: none"> • sleep and exercise; • diet; • cleanliness; • substances. 	<ul style="list-style-type: none"> • I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can make healthy choices about food and drink. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.
 <p>Safety First</p>	<p>We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe:</p> <ul style="list-style-type: none"> • outside; • in the home; • online; • around strangers. <p>Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.</p>	<ul style="list-style-type: none"> • I know how to stay safe and who can help if I feel unsafe. • I know how to stay safe at home. • I know how to stay safe when I am out and about. • I can keep myself safe in different situations with people I don't know. • I know what I can share and what I should keep private to keep myself and others safe. • I know who to go to if I need help.
 <p>Growing Up: Yr 2</p>	<p>Year 2 Unit</p> <p>In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions. We learn about the scientific "doctor" names for main parts of boys' and girls' bodies including; vagina, vulva, penis, testicles, testes, nipples and anus.</p>	<p>Year 2 Unit</p> <ul style="list-style-type: none"> • I can name the main parts of boys' and girls' bodies including; vagina, vulva, penis, testicles, testes, nipples and anus. • I understand how to respect my own and other people's bodies. • I understand that we are all different and different people like different things. • I can talk about my family and others' families. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.
 <p>Think Positive</p>	<p>This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of:</p> <ul style="list-style-type: none"> • thoughts and feelings; • ways to express emotions and cope with uncomfortable feelings; • gratitude; • mindfulness. 	<ul style="list-style-type: none"> • I can understand how happy thoughts can make me feel good. • I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't. • I can focus on what is happening now and how I am feeling.


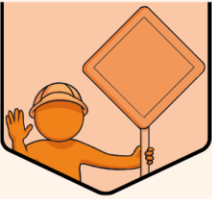

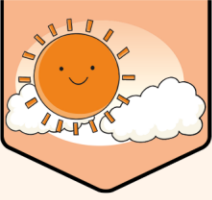
KS1 Relationships

Unit Title	Outline of Coverage	Objectives
 <p>TEAM (Together Everyone Achieves More)</p>	<p>The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes:</p> <ul style="list-style-type: none"> • behaviour; • kindness; • good choices; • bullying and teasing. 	<ul style="list-style-type: none"> • I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices.
 <p>Be Yourself</p>	<p>This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.</p>	<ul style="list-style-type: none"> • I can talk about what makes me special. • I can name some of the different feelings I have and can describe how they feel. • I can talk about things I like that make me feel happy. • I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. • I can discuss how change and loss make me feel. • I can share what I think and feel with confidence.
 <p>VIPs</p>	<p>This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.</p>	<ul style="list-style-type: none"> • I can talk about the very important people in my life and explain why they are special. • I can describe why families are important. • I can describe what makes someone a good friend. • I can describe ways to help resolve arguments and disagreements without being unkind. • I can cooperate with others to achieve a task. • I can describe how I can show my special people that I care about them and I understand why this is important.
 <p>Digital Wellbeing</p>	<p>In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.</p>	<ul style="list-style-type: none"> • I can talk about ways in which the Internet is useful. • I know how to balance screen time with other activities and understand why this is important. • I know how to stay safe online. • I can explain why we keep personal information private. • I know how to communicate online in ways that show kindness and respect. • I understand that not everything on the Internet is true.


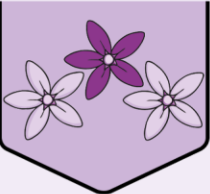
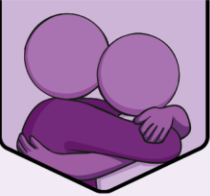

KS1 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 <p>Aiming High</p>	<p>In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.</p>	<ul style="list-style-type: none"> • I can think of star qualities I already have and those I would like to develop. • I can explain how a positive learning attitude can help me. • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to achieve in the future. • I can think about changes which might happen to me and consider how I feel about them.
 <p>One World</p>	<p>This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering:</p> <ul style="list-style-type: none"> • families; • school; • homes. <p>We will also think about how people around the world use their environment and how we can look after our wonderful world.</p>	<ul style="list-style-type: none"> • I can explore family life in different countries and say how it is the same as mine and how it is different. • I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. • I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. • I can explore places where people live which are different from where I live. • I can think about how people use things from the Earth and what problems this can cause. • I can say why it is important to care for the Earth and identify how I can help protect it.
 <p>Money Matters</p>	<p>In this unit, we will explore what money is and what forms it comes in. Children will discuss:</p> <ul style="list-style-type: none"> • coins and notes; • debit cards; • smart technology payments; • contactless payments; • online money transfers. <p>We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.</p>	<ul style="list-style-type: none"> • I can explain the different forms money comes in. • I can explain where money comes from. • I can explain how to keep money safe and why this is important. • I can explain choices I have about spending money and why it is important to keep track of what I spend. • I can explain the difference between things we want and things we need. • I can explain what happens when we go shopping.
 <p>Diverse Britain</p>	<p>This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss:</p> <ul style="list-style-type: none"> • communities; • being good neighbours; • looking after the local environment. <p>The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p>	<ul style="list-style-type: none"> • I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in the British Isles. • I can explore how people living in the British Isles can be different and how they are the same. • I can talk about being British and living in the British Isles.





LKS2 Health and Wellbeing

Unit Title	Outline of Coverage	Objectives
 <p>It's My Body</p>	<p>Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding:</p> <ul style="list-style-type: none"> • cleanliness; • sleep and exercise; • diet; • substances. <p>The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.</p>	<ul style="list-style-type: none"> • I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits.
 <p>Safety First</p>	<p>In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around:</p> <ul style="list-style-type: none"> • rail; • water; • road; • substances. <p>Children will also discuss basic first aid and how to respond in an emergency situation.</p>	<ul style="list-style-type: none"> • I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about. • I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.
 <p>Growing Up</p>	<p>Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p>	<ul style="list-style-type: none"> • I can name male and female body parts; vagina, vulva, penis, testicles, testes, anus, nipples; • I can describe how boys' bodies will change as they go through puberty; • I can describe how girls' bodies will change as they go through puberty; • I can describe the feelings that some people experience as they grow up; • I understand that there are many different types of relationships and families;
 <p>Think Positive</p>	<p>This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to:</p> <ul style="list-style-type: none"> • understand our feelings; • cope with and manage difficult emotions; • learn how to support feelings of calm; • develop a growth mindset; • practise mindfulness; • take responsibility for our decisions. 	<ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.


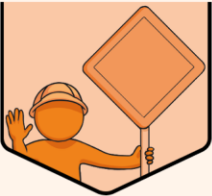

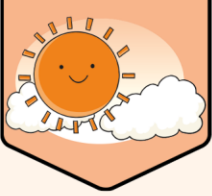
LKS2 Relationships

Unit Title	Outline of Coverage	Objectives
 <p>TEAM (Together Everyone Achieves More)</p>	<p>This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p>	<ul style="list-style-type: none"> • I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team.
 <p>Be Yourself</p>	<p>This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p>	<ul style="list-style-type: none"> • I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.
 <p>VIPs</p>	<p>This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.</p>	<ul style="list-style-type: none"> • I can explain the importance of respecting my VIPs. • I can explain how to make and keep fabulous friends. • I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I know what to do if someone is being bullied.
 <p>Digital Wellbeing</p>	<p>In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.</p>	<ul style="list-style-type: none"> • I can identify the positives and negatives of being online. • I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe. • I can decide how reliable online information is and know how to share information responsibly online. • I can identify things we shouldn't share online and give reasons why we shouldn't share them. • I understand how technology can affect our wellbeing in different ways.


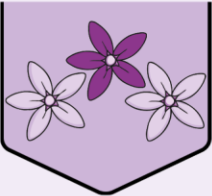

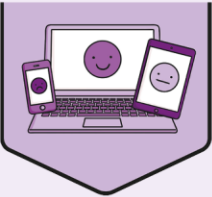
LKS2 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 <p>Aiming High</p>	<p>In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p>	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.
 <p>One World</p>	<p>This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p>	<ul style="list-style-type: none"> • I can discuss ways in which people's lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. • I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.
 <p>Money Matters</p>	<p>This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.</p>	<ul style="list-style-type: none"> • I can explain what skills are needed for a range of jobs and why people go to work. • I can explain the different ways people pay for things. • I can discuss financial risk and borrowing and explain some consequences of this. • I understand the different decisions people have to make about how to spend their money. • I can explain how adverts try to influence our spending and why they do this. • I can explain ways I can keep track of what I spend and why it is important to do this.
 <p>Diverse Britain</p>	<p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as:</p> <ul style="list-style-type: none"> • rules; • the law; • liberty; • democracy. 	<ul style="list-style-type: none"> • I can describe what it is like to live in the British Isles. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others.





UKS2 Health and Wellbeing

Unit Title	Outline of Coverage	Objectives
 <p>It's My Body</p>	<p>This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.</p>	<ul style="list-style-type: none"> • I know that my body belongs to me and that I have control over what happens to it. • I understand why getting enough exercise and enough sleep is important. • I understand how to take care of my body. • I understand the harmful effects of using drugs, including alcohol and tobacco. • I understand what a positive body image is. • I can make informed choices in order to look after my physical and mental health.
 <p>Safety First</p>	<p>This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.</p> <p>This unit covers safety around:</p> <ul style="list-style-type: none"> • rail; • road; • water; • fireworks; • dangerous substances; • medicines. 	<ul style="list-style-type: none"> • I can take responsibility for my own safety. • I can assess and manage risks in different situations. • I can confidently identify and manage pressure to get involved in risky situations. • I can act sensibly and responsibly in an emergency. • I can identify hazards and reduce risks to keep myself and others safe at home. • I know how to stay safe in different outdoor environments.
 <p>Growing Up</p>	<p>This topic builds on children's knowledge of how we grow and change, both physically and emotionally. We will also explore what it means to have a positive body image.</p>	<ul style="list-style-type: none"> • I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. • I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. • I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. • I understand what a loving relationship is and that there are many types of relationships.
 <p>Think Positive</p>	<p>This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.</p>	<ul style="list-style-type: none"> • I understand the link between thoughts, feelings and behaviours. • I understand the concept and impact of positive thinking. • I can recognise and manage uncomfortable feelings. • I understand the importance of making good choices. • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life.

UKS2 Relationships

Unit Title	Outline of Coverage	Objectives
 <p>TEAM (Together Everyone Achieves More)</p>	<p>This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.</p>	<ul style="list-style-type: none"> • I can talk about the attributes of a good team. • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully.
 <p>Be Yourself</p>	<p>This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.</p>	<ul style="list-style-type: none"> • I can explain why everyone is unique and understand why this should be celebrated and respected. • I can explain why I should share my own thoughts and feelings and I know how to do this. • I can explore uncomfortable feelings and understand how to manage them. • I can understand why we sometimes feel shy or nervous and know how to manage these feelings. • I can identify when I might have to make different choices from those around me. • I can explore how it feels to make a mistake and describe how I can make amends.
 <p>VIPs</p>	<p>This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore:</p> <ul style="list-style-type: none"> • conflicts and resolutions; • secrets and dares; • healthy and unhealthy relationships. 	<ul style="list-style-type: none"> • I can explain how VIPs who love and care for each other should treat each other. • I can identify different ways to calm down when I am feeling angry or upset. • I understand that people have different opinions that should be respected. • I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • I can explain when it is right to keep a secret, when it is not and who to talk to about this. • I can recognise healthy and unhealthy relationships.
 <p>Digital Wellbeing</p>	<p>In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.</p>	<ul style="list-style-type: none"> • I can identify the benefits of the Internet and know how to look after my digital wellbeing. • I know how to stay safe, healthy and happy online and when I use digital technology. • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images.

UKS2 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 <p>Aiming High</p>	<p>In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.</p>	<ul style="list-style-type: none"> • I can understand how people learn new things and achieve certain goals. • I can understand that a helpful attitude towards learning can help us succeed in life. • I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. • I can understand that gender, race and social class do not determine what jobs people can do. • I can understand there are a variety of routes into different jobs which may match my skills and interests. • I can discuss my goals for the future and the steps I need to take to achieve them.
 <p>One World</p>	<p>This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about:</p> <ul style="list-style-type: none"> • sustainability; • biodiversity; • global warming; • natural resources. <p>All this learning will hold central the consideration of what we can do to make the world a better place.</p>	<ul style="list-style-type: none"> • I can talk about and understand how we can be responsible global citizens. • I can describe what global warming is and what we can do to help prevent it from getting worse. • I can explain how our energy use can harm the environment and describe what we can do to help. • I can describe how we can use water responsibly and understand the importance of doing this. • I can understand what biodiversity is and explain the importance of doing all we can to encourage it. • I can make choices which make the world a better place and that help people across the world.
 <p>Money Matters</p>	<p>This unit will explore money in the wider world and the consequences of our spending and saving. Children will consider why people might decide to borrow money and the impact this can have as well as what financial risks are and ways these can be avoided if possible. The unit discusses what ethical spending is and ways spending can positively affect the people and environment around us and in the wider world. This includes lots of options from charity shop donations to fair trade, all grounded in the foundations of viewing other people's spending decisions with kindness and respect.</p>	<ul style="list-style-type: none"> • I can explain some financial risks and discuss how to avoid them. • I understand how retailers try to influence our spending. • I can discuss the spending decisions people have to make. • I can explain why budgeting can be helpful and how a budget can be made. • I can discuss the impact money can have on people's emotional wellbeing. • I can explain the impact spending has on our environment.
 <p>Diverse Britain</p>	<p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.</p>	<ul style="list-style-type: none"> • I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. • I can explain what a community is and what it means to belong to one. • I can explain why and how laws are made and identify what might happen if laws are broken. • I can discuss the terms democracy and human rights in relation to local government. • I can discuss the terms democracy and human rights in relation to national government. • I can investigate what charities and voluntary groups do and how they support the community.