

National curriculum and/or guidance documents

Health ed, RSE, British values

[Department for Education - \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Relationships Education

Sex Education

Citizenship

British values

- inclusion and equality of opportunity

Development of character, confidence and resilience

Physical Health and mental Well-being

spiritual, moral, social and cultural development

Safety

Economic understanding

Forest School (term 5 and 6)

Theme: Nature and identification

Skills: knots, nature and wildlife

Knowledge	Early Years	Year 1	Year 2
Citizenship	n/a	n/a	n/a
British values <ul style="list-style-type: none"> • Inclusion and equality of opportunity 	n/a	n/a	n/a

<p>Development of character, confidence and resilience</p>	<p>To identify some of the jobs I do in my family and how I feel like I belong</p> <p>To know how to make friends to stop myself from feeling lonely</p> <p>To use Calm Me time to manage my feelings</p>	<p>To know how it feels to belong to a family and care about the people who are important to me</p> <p>To recognise my qualities as person and a friend</p> <p>To know ways to praise myself</p>	<p>To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>To be comfortable accepting appreciation from others</p>
<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>To think of ways to solve problems and stay friends</p> <p>To start to understand the impact of unkind words</p> <p>To know how to be a good friend</p>	<p>To identify the members of my family and understand that there are lots of different types of families</p> <p>To identify what being a good friend means to me</p> <p>To know how to make a new friend</p> <p>To know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>To know who can help me in my school community</p> <p>To know when I need help and know how to ask for it</p> <p>To say why I appreciate someone who is special to me and express how I feel about them</p>	<p>To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>To accept that everyone's family is different and understand that most people value their family</p> <p>To know which types of physical contact I like and don't like and can talk about this</p> <p>To identify some of the things that cause conflict with my friends</p> <p>To recognise and appreciate people who can help me in my family, my school and my community</p> <p>To understand how it feels to trust someone</p> <p>To express my appreciation for the people in my special relationships</p>

Safety	n/a	To recognise which forms of physical contact are acceptable and unacceptable to me	To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
Economic understanding	n/a	n/a	n/a
Vocabulary	job role responsible belong lonely team work friend relationship argument angry calm	different same friendship caring sharing like dislike community confidence praise self belief	special cooperate physical contact communication acceptable not acceptable conflict point of view secret trust honesty
Texts	Mabel and Me by Sarah Warburton George and Martha: The Complete Stories of Two Best Friends by James Marshall	A handful of buttons by Carmen Parets Luque On Sudden Hill by Linda Sarah	Lost and found by Oliver Jeffers Ruby's Worry
Enhancements How the curriculum is enriched.	See separate curriculum enrichment document		

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	To understand how my needs and rights are shared by children around the world and identify how our lives may be different.	n/a	n/a	n/a
British values • Inclusion and equality of opportunity	To empathise with children whose lives are different to mine and appreciate what I may learn from them	n/a	n/a	n/a
Development of character, confidence and resilience	To describe how taking some responsibility in my family makes me feel To enjoy being part of a family and friendship groups	To know how most people feel when they lose someone or something they love To understand that we can remember people even if we no longer see them To know how to show love and appreciation to the people and animals who are special to me To love and be loved	To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities To know how to keep building my own self-esteem	To know that it is important to take care of my mental health To demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Physical Health and mental Well-being spiritual, moral, social	To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females	To recognise situations which can cause jealousy in relationships	To understand that belonging to an online community can have positive and negative consequences	To understand that people can get problems with their mental health and that it is nothing to be ashamed of

<p>and cultural development</p>	<p>To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p>To know how to negotiate in conflict situations to try to find a win-win solution</p> <p>To explain how some of the actions and work of people around the world help and influence my life</p> <p>To know how to express my appreciation to my friends and family</p>	<p>To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p>To identify someone I love and can express why they are special to me</p> <p>To speak about someone I know that I no longer see</p> <p>To recognise how friendships change, to know how to make new friends and how to manage when I fall out with my friends</p> <p>To know how to stand up for myself and how to negotiate and compromise</p> <p>To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>	<p>To understand there are rights and responsibilities in an online community or social network</p> <p>To recognise when an online community is helpful or unhelpful to me</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To recognise when I am spending too much time using devices (screen time)</p> <p>To can identify things I can do to reduce screen time, so my health isn't affected</p>	<p>To know how to take care of my mental health</p> <p>To help myself and others when worried about a mental health problem</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To recognise when I am feeling those emotions and have strategies to manage them</p> <p>To recognise when people are trying to gain power or control</p>
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Safety	<p>To know and use some strategies for keeping myself safe online</p> <p>To know who to ask for help if I am worried or concerned about anything online</p>	n/a	<p>To recognise when an online community feels unsafe or uncomfortable</p> <p>To recognise when an online game is becoming unhelpful or unsafe</p> <p>To explain how to stay safe when using technology to communicate with my friends</p> <p>To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>To judge whether something online is safe and helpful for me</p> <p>To resist pressure to do something online that might hurt myself or others</p> <p>To use technology positively and safely to communicate with my friends and family</p> <p>To take responsibility for my own safety and well-being</p>
Economic understanding	n/a	n/a	n/a	n/a
Vocabulary	<p>respect</p> <p>stereotype</p> <p>conflict</p> <p>solution</p> <p>safe</p> <p>unsafe</p> <p>inequality</p> <p>equality</p> <p>needs</p> <p>wants</p> <p>rights</p> <p>deprivation</p> <p>United Nations</p>	<p>jealousy</p> <p>emotions</p> <p>positive</p> <p>negative</p> <p>loss</p> <p>guilt</p> <p>pain</p> <p>relief</p> <p>acceptance</p> <p>memory negotiate</p> <p>compromise</p> <p>empathy</p>	<p>self-esteem</p> <p>social network</p> <p>community</p> <p>appropriate</p> <p>trustworthy</p> <p>screen time</p> <p>social</p> <p>mental health</p> <p>physical health</p> <p>personal information</p> <p>vulnerable</p>	<p>ashamed</p> <p>stigma</p> <p>stress</p> <p>anxiety</p> <p>support</p> <p>self-harm</p> <p>grief</p> <p>denial</p> <p>guilt</p> <p>hopelessness</p> <p>acceptance</p> <p>bereavement</p> <p>coping strategies</p> <p>power</p> <p>control</p> <p>assertive</p>

Texts	Online stories at: https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s	Badger's Parting Gifts by Susan Varley Goodbye Mousie by Robie H Harris Grandad's Island by Benji Davies	Can you Hear the Sea by Richard Palmer https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-3-11s	Staying Safe Online (Usborne Life Skills)
Enhancements How the curriculum is enriched.	See separate curriculum enrichment document			