



PSHE and Relationships, Sex and Health Education (RSE)

Brunswick Park Curriculum Map

*As a school, we use 'The Christopher Winter Project' (CWP) resources. Please refer to the year group overview PDFs. All materials used are available for you to browse through in school should you so wish.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Friendship	Courage	Determination	Respect	Kindness	Tolerance
Our Brunswick Park Themes (linking to our values)	Caring Friendships	Stand Up and Speak Out Online Safety	Mental Health and Emotional Literacy	Keeping Safe and Respectful Relationships	People who care for me Family Relationships	Stand Up Against Stereotype + transition Changing Bodies
Core themes (from the PSHE Association)	Health and wellbeing Relationships Living in the wider world					
NC Objectives Children should know:	<ul style="list-style-type: none"> -How important friendships are in making us feel happy and secure and how people choose and make friends. -The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. -That most friendships have ups and downs and that these can often be worked through so that 	<ul style="list-style-type: none"> -About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. -that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. -that bullying, including cyber bullying, has a negative and often long lasting impact on mental wellbeing. -about the concept of privacy including that it is not always right to 	<ul style="list-style-type: none"> -The characteristics and mental and physical benefits of an active lifestyle. -How and when to seek support, including which adults to speak to in school if they are worried about their mental health. -The importance of sufficient good sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. -That mental wellbeing is a normal part of daily life, in the same way as physical health. -That there is a normal range of emotions and scale of emotions that all humans experience in relation to different 	<ul style="list-style-type: none"> -The conventions of courtesy and manners (also continuous) -The importance of self respect and how this links to their own happiness -Practical steps they can take in a range of different contexts to improve or support respectful relationships. -The importance of permission seeking and giving in relationships with friends, peers and adults. -That each person's body belongs to them; the differences between appropriate and inappropriate or unsafe physical and other contact. -About safe and unsafe exposure to the sun and how to reduce the risk of sun 	<ul style="list-style-type: none"> -That families are important for children growing up because they can give love, security and stability. -The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members and the importance of spending time together and sharing each other's lives. -That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know 	<ul style="list-style-type: none"> -What a stereotype is and how stereotypes can be unfair, negative or destructive. -The importance of respecting others, even when they are very different from them, or make different choices, or have different preferences of beliefs. --That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority and of all different backgrounds. -Key facts about puberty and the changing adolescent body

	<p>the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>-How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>keep secrets if they relate to being safe.</p> <p>-That for most people the internet is an integral part of life and has many benefits.</p> <p>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>-How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health.</p> <p>-How to be a discerning consumer of information online, including understanding that information is ranked, selected and targeted,</p>	<p>experiences and situations.</p> <p>-How to recognise and talk about their emotions, including having a varied vocabulary of words to use.</p> <p>-How to judge what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>-The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</p> <p>-simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>-Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</p>	<p>damage including skin cancer.</p> <p>-The facts and science relating to allergies, immunisation and vaccination.</p> <p>-How to make a clear and efficient call to emergency services if necessary.</p> <p>-Concept of basic first aid for example dealing with common injuries, including head injuries.</p>	<p>that other children's families are also characterised by love and care.</p> <p>-That marriage presents a formally and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>-How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice from others if needed.</p>	<p>particularly from age 9-11, including physical and emotional changes.</p> <p>-About menstrual wellbeing, including the key facts about the menstrual cycle.</p>
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		<p>-Where and how to report concerns and get support with issues online.</p> <p>-That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>-That the same principles apply to online relationships as to face to face relationships including the importance of respect for others.</p> <p>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>-Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>-How information and data is shared and used online.</p>	<p>-it is common for people to experience mental ill health. For many people who do, the problems can be resolved with the right support, especially if accessed early enough.</p> <p>--What sort of boundaries and appropriate in friendships with peer and others including in a digital context.</p>			
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EYFS: (The most relevant statements for PSHE are taken from the following areas of learning: <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World 						
Nursery: Three and four-year-olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. 				
	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.				
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 				
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 				
Reception	Communication and Language	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.				
	Personal, Social and Emotional Development	See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian				
	Physical Development	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes				

	<i>Understanding the World</i>	Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
Early Learning Goals	<i>Communication and Language</i>	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers (listening, attention and understanding). Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (speaking).
	<i>Personal, Social and Emotional Development</i>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (self regulation). Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (managing self). Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs (building relationships).
	<i>Physical Development</i>	Negotiate space and obstacles safely, with consideration for themselves and others (gross motor skills).
	<i>Understanding the World</i>	Talk about the lives of people around them and their roles in society (past and present).

Reception	<ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (self-regulation). -Work and play cooperatively and take turns with others (building relationships). -Form positive attachments to adults and friendships with peers (building relationships). -Show sensitivity to their own and to others' needs (building relationships). -Explain the reasons for rules, know right from wrong and try to behave accordingly (managing self). 	<ul style="list-style-type: none"> -Form positive attachments to adults and friendships with peers (building relationships). -Show sensitivity to their own and to others' needs (building relationships). -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (managing self). 	<ul style="list-style-type: none"> -Express my ideas and feelings about my experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from my teacher (speaking). -I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly (self regulation). -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (self-regulation). 	<ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society (past and present). 	<ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society (past and present). 	<ul style="list-style-type: none"> -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
Reception sessions led by Pastoral Lead				NSPCC PANTS session.		Pastoral Lead begins transition work with Reception class.

Y1 Sessions led by Pastoral Lead	<p>-I know some ways people make friends and what makes a good friendship.</p> <p>-I know how to ask for help if a friendship is making me feel unhappy.</p> <p>Session: Children are introduced to the worry box during a Y1 transition assembly and 'people you trust' is discussed. Circle times with Pastoral Lead focused on this.</p>	<p>-I can talk about how to resolve conflicts with friends (simple scenarios).</p> <p>-I can identify which people I can ask for help if I experience unkindness or bullying.</p> <p>-I can explain how to keep myself safe online.</p> <p>Session: Pastoral Lead leads a circle time on simple bullying scenarios and how to seek help from a trusted adult. This includes online</p> <p>Pastoral Lead leads online safety sessions to support children to meet 'I can' statements.</p>	<p>-I can begin to develop my vocabulary to describe my feelings to others.</p> <p>-I know some simple strategies for managing feelings.</p> <p>-I can talk about good and not so good feelings.</p> <p>-I can say how I feel if I lose something or things change.</p> <p>Session: Pastoral Lead leads a circle time about describing feelings, recognising emotions and the importance of asking for help and speaking out if they have difficult/big feelings.</p>	<p>-I know how to keep myself safe at home.</p> <p>-Tell a trusted adult if they are worried about something unsafe in school.</p> <p>-Know to call 999 to get help in an emergency and what to say including their address.</p> <p>Session: Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p> <p>NSPCC 'Speak out. Stay safe' programme</p>	<p>-Describe their unique qualities and strengths and the qualities and strengths of others.</p> <p>-Understand that there are different types of families</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the I can statements.</p>	<p>-Talk about the fact that everyone has different views and opinions (BV)</p> <p>-I can say how I feel if things change or I lose something.</p> <p>Session: Pastoral Lead leads Christopher Winter Project Lessons and transition circle times.</p>

<p>Year 1 objectives</p>		<p>The Environment: What can I do at home and school to help the environment?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what can harm the local and global environment; how they and others can help care for it. <p>Children should:</p> <p>to know some of the things they can do at home and at school to help the environment.</p>		<p>Keeping Safe: How can medicine help people stay healthy?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that household products, including medicines, can be harmful if not used properly SG • how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy SG • some basic rules to keep safe online SG <p>Children should:</p> <ul style="list-style-type: none"> • know how to keep themselves safe at home and online SG • know how to keep themselves safe at home and online SG <p>Keeping Well and Clean: How can we keep well and clean?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that things people put into their bodies can affect how they feel • why hygiene is important and how simple hygiene routines can stop germs from being passed on • how physical activity and healthy eating helps them to stay healthy • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>Money: Where does money come from and how can I keep it safe?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what money is and where it comes from • about the cost of everyday items • that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank <p>Children should:</p> <ul style="list-style-type: none"> • be able to identify and recognise the value of coins and notes • be able to talk about where money can come from • be able to explain the difference between needs and wants • be able to explain a suitable place to keep money safe, and explain why 	<p>Being different: What groups do you belong to? Respectful relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about other people's opinions and views BV • about the different groups they belong to (clubs, faith, cultural heritage etc) BV • Children should: • be able to talk about the fact that everyone has different opinions and views BV

				<ul style="list-style-type: none"> • who helps help them to stay healthy (e.g. parent, dentist, doctor) <p>Children should:</p> <ul style="list-style-type: none"> • know how to keep themselves clean and how to brush their teeth effectively • be able to describe different ways to stay healthy 		
Y2 Sessions led by Pastoral Lead	<p>-I can consider what to do when friendships break up, or people move away.</p> <p>-I know some simple strategies to resolve difficulties with friends positively.</p> <p>Session: Pastoral Lead leads circle times on strategies for resolving conflict and what they can do if a friendship breaks up.</p>	<p>-I can talk about some strategies to resolve conflicts with friends.</p> <p>-I can recognise that there are different types of teasing and bullying and that these are wrong and unacceptable.</p> <p>-I understand that not everything that is online is true or trustworthy and that people can pretend to be someone they are not.</p> <p>-Recognise the importance of knowing when to take a break from time online or TV.</p> <p>Sessions: Pastoral Lead leads a circle time focusing on the fact that bullying can be emotional as well as physical. For</p>	<p>-I recognise that a healthy person has good physical and mental health and wellbeing.</p> <p>-I recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>-I can talk about different things that I can do to manage big feelings using strategies to calm myself down and that help to change my mood when I don't feel good.</p> <p>-I know when I need help with my feelings and that it is important to do this when I need to.</p> <ul style="list-style-type: none"> •be able to describe the difference between feelings that feel *'small' and *'big' to them, and know 	<p>-Understand how rules and restrictions help them to keep safe.</p> <p>-Recognise how to identify risky and potentially unsafe situations.</p> <p>-Know to call 999 to get help in an emergency and what to say including their address (Recap from Year 1).</p> <p>Keeping Safe:</p> <p>-Recognise they share a responsibility of keeping themselves and others safe, when to say yes, no and I will ask and I will tell.</p> <p>-recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ^{SG}</p> <p>-know what 'privacy' means ^{SG}</p> <p>Session:</p>	<p>-Talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attentions.</p> <p>-Understand ways that they can help these people look after them.</p> <p>-Identify their special people and what makes them special and how special people should care for one another.</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the I can statements.</p>	<p>-Begin to understand the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>-Start to recognise and challenge gender stereotypes.</p> <p>-I can identify strategies to manage transitions between classes and key stages.</p> <p>-Talk about their bodies and how they work and the similarities and differences between males and females.</p> <p>Session: Pastoral Lead leads Christopher Winter Project Lessons and transition circle times.</p>

		<p>example, unkind 'looks'. The difference between unkindness and bullying is explained by saying that bullying is a repeated pattern of behaviour not a one off.</p> <p>Pastoral Lead leads online safety sessions to support children to meet 'I can' statements.</p>	<p>some strategies for managing these SG</p> <p>Session: Pastoral Lead leads a circle time focused on mental health and wellbeing (see separate planning document)</p>	<p>Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p> <p>NSPCC 'Speak out. Stay safe' programme</p>		
Year 2 objectives	<p>Healthy People: What makes a healthy day? (PE lessons to reinforce importance of hydration, diet, exercise etc) Children will learn:</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum) • to recognise the importance of knowing when to take a break from time online or TV • that a healthy person has good physical and mental health and wellbeing <p>Children should:</p>	<p>Money, shopping and saving: How do we spend money? Children will learn:</p> <ul style="list-style-type: none"> • about spending money and understanding the importance of waiting for and checking change • that I have choices about spending and saving money, and that people may make different choices about how to save and spend money <p>Children should:</p> <ul style="list-style-type: none"> • be able to role-play simple financial transactions • to be able to choose the correct value of coins and notes to use and calculate change 			<p>Global food: Where does our food come from? Children will learn:</p> <ul style="list-style-type: none"> • about where food comes from <p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about where food comes from and some of the ethical questions around food supply. 	

	<ul style="list-style-type: none"> • be able to describe the components of a healthy day 	<ul style="list-style-type: none"> • to be able to make a simple plan for my spending and saving choices and stick to it 				
	<p>Special Days: -to learn about a range of festivals. Children will learn:</p> <ul style="list-style-type: none"> • about a range of festivals BV <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate this learning through an assembly or display BV 					
Y3 Sessions led by Pastoral Lead	<p>-I know about the importance of friendships. -I know some strategies for building positive friendships. -I know what constitutes a healthy friendship including mutual respect, trust, kindness, generosity and sharing interests and experiences. -To understand that healthy friendships make people feel included. -To recognise if a friendship is making them feel unsafe or uncomfortable and the importance of asking for support from a trusted adult and the option of calling Childline.</p> <p>Session:</p>	<p>-To understand the importance of seeking support if they feel lonely or excluded. -To recognise when others may feel lonely or excluded; strategies for how to include them. -I can begin to understand the consequences of anti-social and aggressive behaviours such as bullying. -I know that the same principles of being a good friend and how friends should behave apply online as well as in face to face relationships. -To recognise what it means to 'know someone online' and how this differs from</p>	<p>-I understand that mental health and wellbeing is a normal part of daily life and therefore I need to take care of my mental health and wellbeing. -I recognise that people's feelings change over time, that feelings may range in intensity and that different people may experience the same feelings with different levels of intensity. -I can talk about my emotions and how to respond appropriately in different situations. -be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time</p>	<p>-Recognise inappropriate and appropriate physical contact and understand the need to seek and give permission in different situations. -Recognise what it means to feel safe and explore early warning signs for when we don't feel safe. -Recognise risks that they may face and how to predict, assess and manage the risks. - Identify school rules about health and safety and basic emergency first aid procedures. <i>Children complete St John's Ambulance – Calling for Help and Head Injuries and Bites and Stings.</i> <i>Keeping Safe: be able to describe what risk is and how this may affect decisions SG</i></p> <p>Session:</p>	<p>-Recognise different family structures e.g. single parent, same-sex and foster parents. -Understand that positive family life is about caring relationships and giving love, security and stability. -Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the 'I can' statements.</p>	<p>-I can begin to understand the consequences of anti-social and aggressive behaviours such as discrimination on individuals and communities. -I can identify strategies to manage transitions between classes and key stages.</p> <p>Session: Pastoral Lead leads Christopher Winter Project Lessons and transition circle times</p>

	<p>Pastoral Lead leads circle time introducing boundaries in friendships. Children explore what makes them feel good and not so good in a friendship and when friendships might not be safe.</p>	<p>knowing someone face to face. -The risks of communicating online with others not known face to face. -Recognise the importance of self-respect.</p> <p>Sessions: Pastoral Lead leads a circle time addressing that it is always right to speak up about bullying and that the word 'snitch' is unacceptable. Strategies to respond to bullying are discussed including speaking up to an adult they trust and also how they can support themselves.</p> <p>Pastoral Lead leads online safety sessions to support children to meet 'I can' statements</p>	<p>outdoors, spending time with family and friends, talking about feelings and emotions etc.) -be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down -be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these SG</p> <p>Session: Pastoral Lead leads a circle time focused on mental health and wellbeing (see separate planning document)</p>	<p>Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p>		
Year 3 objectives	<p>Me and My Community: What is the role of a school councillor? Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced, SG why different rules 	<p>Healthy Lifestyles: How can I keep healthy? Children will learn:</p> <ul style="list-style-type: none"> • about what constitutes a healthy diet and the risks of 	<p>Drugs Education – Smoking and Basic First Aid: What are the rules about smoking? Children will learn:</p> <ul style="list-style-type: none"> • to understand the impact of smoking and passive smoking • school rules about 	<p>Managing Money: How can I pay? Children will learn:</p> <ul style="list-style-type: none"> • about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, 	<p>Where do things come from?: Children will learn:</p> <ul style="list-style-type: none"> • about sources of products and Fairtrade • that people's decisions can affect others and the environment e.g. 	<p>Aspirations: What are my unique skills and attributes? Children will learn:</p> <ul style="list-style-type: none"> • To recognise positive things about themselves and their achievements; set

	<p>are needed in different situations and how to take part in making and changing rules BV</p> <ul style="list-style-type: none"> • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment BV • about school and local democracy BV <p>Children should:</p> <ul style="list-style-type: none"> • show an understanding of the role of a school councillor BV • resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices BV 	<p>eating too much sugar</p> <ul style="list-style-type: none"> • about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating • about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing <p>Children should:</p> <ul style="list-style-type: none"> • use their learning to plan a healthy lunchbox • be able to name at least 3 things they can do to look after their teeth • Should be able to describe the (physical and mental) benefits of physical activity 	<p>health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) SG</p> <p>Children should:</p> <ul style="list-style-type: none"> • know some of the effects of smoking on the body • be able to consider why some people smoke • know the rules and laws to prevent smoking <p>Emotions and Feelings: How can I support my mental health and wellbeing? Children will learn:</p> <ul style="list-style-type: none"> • that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing SG • that people's feelings change over time, their feelings may range in intensity and that different people 	<p>listing/counting, keeping receipts etc., and why this is important Children should:</p> <ul style="list-style-type: none"> • be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments • begin to understand that different people have different attitudes to, and feelings about, saving and spending money <p>NSPCC 'Speak out. Stay safe' programme</p>	<p>Fairtrade, buying single-use plastics, giving to charity Children should:</p> <ul style="list-style-type: none"> • be able to explain the ethical considerations and environmental impact of buying/products 	<p>goals to help achieve personal outcomes</p> <ul style="list-style-type: none"> • That there are a broad range of different jobs/careers and that people can have more than one career/job during their life <p>Children should:</p> <ul style="list-style-type: none"> • Be able to consider their unique skills and attributes • Be able to talk about the jobs/careers they are familiar with
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			<p>may experience the same feelings with different levels of intensity SG</p> <ul style="list-style-type: none"> • how to talk about their emotions and how to respond appropriately in different situations SG • strategies to manage transitions between classes and key stages <p>Children should:</p> <ul style="list-style-type: none"> • be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) • be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down • be able to describe the difference between feelings that feel *‘small’ and *‘big’ to them, and know some strategies for managing these SG 			
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<p>Y4 Sessions led by Pastoral Lead</p>	<p>-Understand that there are a variety of relationships. -Talk about friendships with regards to ownership of feelings and have strategies to include children who are feeling lonely or excluded.</p> <p>Session: Pastoral Lead leads circle time discussing children having ownership of their behaviours and responsibilities within relationships. The importance of everyone being responsible for including and supporting others in friendships is explored.</p>	<p>-I can talk about strategies I can use to include children who are feeling lonely or excluded. -I can demonstrate some basic techniques for resisting pressure from peers (within the context of bullying).</p> <p>-I can identify the benefits of the internet. -I understand the reasons for following and complying with regulations and restrictions (including age restrictions). -Understand how to respond safely and appropriately to adults they may encounter in all contexts whom they know and also whom they do not know.</p> <p>Sessions: Pastoral Lead leads circle times introducing the concept of 'bystanders' and their role in bullying. Pastoral Lead leads online safety sessions</p>	<p>-I can describe what is meant by mental health and wellbeing and understand that events in our lives such as loss and change can have an impact on this.</p> <p>-I can identify a number of people, including adults from both home and outside the home, and friends, who I might choose to talk to when I have difficult or uncomfortable feelings.</p> <p>Session: Pastoral Lead leads a circle time focused on mental health and wellbeing (see separate planning document)</p>	<p>-I can identify the benefits of the internet. -I understand the reasons for following and complying with regulations and restrictions (including age restrictions). -Understand how to respond safely and appropriately to adults they may encounter in all contexts whom they know and also whom they do not know. -Recognise that their increasing independence brings increased responsibility to keep themselves and others safe. -Deepen their understanding of risk by recognising and predicting and assessing risks in different situations and deciding how to manage them responsibly. <i>Children complete St John's Ambulance 'asthma' unit of work and 'allergies' unit of work.</i></p> <p>Session: Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p> <p>NSPCC 'Speak out. Stay safe' programme</p>	<p>-Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the 'I can' statements.</p>	<p>-Talk about and celebrate differences. -I can identify strategies to manage transitions between classes and key stages. -Talk about some emotional and physical changes that happen during puberty</p> <p>Session: Pastoral Lead leads a transition circle time.</p>

		to support children to meet 'I can' statements				
Year 4 objectives		<p>Healthy Lifestyles: What makes a healthy menu? Children will learn:</p> <ul style="list-style-type: none"> • about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • about what good physical health means and how to recognise early signs of physical illness • how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to design a series of healthy menus and compare these with each other and the food offered in school • be able to name some of the early 	<p>Local community – shared responsibilities: How does Brunswick Park help to protect the environment? Children will learn:</p> <ul style="list-style-type: none"> • to value the different contributions that people and groups make to the community • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) <p>Children should:</p> <ul style="list-style-type: none"> • consider the school's contribution to protecting the environment 		<p>Drugs education – alcohol and decision making: What is alcohol and what are its risks and effects? Children will learn:</p> <ul style="list-style-type: none"> • to understand the effect alcohol has on the body SG • to understand the law and risks relating to alcohol SG • to understand why people choose to use or not use legal drugs such as alcohol SG <p>Children should:</p> <ul style="list-style-type: none"> • know what alcohol is and understand the risks and effects to the body SG • understand that drug use can become a habit which can be difficult to break SG 	<p><i>Teachers deliver Lessons 1-3 of Christopher Winter Project.</i></p> <p>Aspirations: What stereotypes may exist in the workplace? Children will learn:</p> <ul style="list-style-type: none"> • about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them • about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) <p>Children should:</p> <ul style="list-style-type: none"> • be able to challenge stereotypes in the workplace <p>Managing money: What may make someone want to spend or save? Children will learn:</p> <ul style="list-style-type: none"> • to recognise that people make spending decisions

		<p>signs of physical illness SG</p> <ul style="list-style-type: none"> • have some basic knowledge about immunisations and allergies SG • know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health SG <p>Media and Me: How does the media try to persuade me? Children will learn:</p> <ul style="list-style-type: none"> • about how the media influences decisions SG • about sources of persuasion including the media SG <ul style="list-style-type: none"> • the importance of protecting personal information, including passwords, addresses and images SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to hold a debate on a topical issue • be able to recognise some persuasive media tactics e.g. on television adverts SG • deepen their understanding of risk by recognising, predicting and 				<p>based on priorities, needs and wants</p> <ul style="list-style-type: none"> • that I can keep my money in a standard bank account and the benefits this might have • that if I don't have enough money I may have to borrow but that if I do I will have to pay it back Children should: • be able to consider the influences behind a person's decision to save or spend money • explain why they might use an account e.g. bank, building society, credit union • be able to explain why they might want to borrow money and how this might make them fee
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		assessing risks in different situations SG and deciding how to manage them responsibly				
Y5 Sessions led by Pastoral Lead	<p>-I understand how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>-I can describe how friendships can enhance wellbeing.</p> <p>-I know that friends support each other through problems and difficulties.</p> <p>- To understand that friendships have ups and downs and to have a repertoire of strategies to resolve disputes and reconcile differences positively.</p> <p>-be able to identify similarities and differences between them and their peers ^{BV}</p> <p>know what makes a good friend (on and offline) ^{SG}</p> <p>be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ^{SG}</p>	<p>-I can talk about a range of strategies to resolve disputes and conflict in friendships.</p> <p>-I can demonstrate how to show care and compassion for others.</p> <p>To recognise the effect of their online actions on others.</p> <p>-To critique online friendships, recognise when they are not supporting their wellbeing and know strategies they can take to address this, including continuing to speak up to a trusted adult if they feel upset, uncomfortable or unsafe.</p> <p>-Recognise and model respectful behaviour (including online).</p> <p><i>Crew Workshops – Adapt focus depending on context and needs of cohort</i></p>	<p>-I can challenge the stigma around mental health and wellbeing.</p> <p>-I recognise that anyone can experience mental health difficulties or mental ill health and that it is important to discuss feelings with one of your identified trusted adults.</p> <p>-I recognise warning signs about mental health and wellbeing and know how to seek support for myself and others.</p> <p><i>The children take part in CREW workshops linked to mental health with a particular focus on body image.</i></p> <p>Session: Pastoral Lead leads a circle time focused on mental health and wellbeing (see separate planning document)</p>	<p>-Understand how to respond safely and appropriately to adults they may encounter in all contexts whom they know and also whom they do not know.</p> <p>-Recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>-Deepen their understanding of risk by recognising and predicting and assessing risks in different situations and deciding how to manage them responsibly.</p> <p><i>Children complete St John's Ambulance 'Bleeding' unit of work.</i></p> <p>Session: Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p> <p>NSPCC 'Speak out. Stay safe' programme</p>	<p>-Be aware of some of the problems and challenges families and parents can face.</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the 'I can' statements.</p>	<p>-I can identify strategies to manage transitions between classes and key stages.</p> <p>Session: Pastoral Lead leads a transition circle time.</p>

	<p>- know how to ask for support and from whom e.g trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable</p> <p>Session: Pastoral Lead leads a circle time looking at how friendships evolve over time and that this is ok. They explore that they are maturing at different rates and their interests may change and so therefore may their friendships.</p>	<p>Sessions: Pastoral Lead leads a circle time looking at restorative justice and strategies children can use to resolve issues involving bullying. The children self-reflect on who they want to be and how to be responsible for their actions. They learn about the lasting impact of bullying and discuss people who have experienced this and how they have overcome it.</p> <p>Pastoral Lead leads online safety sessions to support children to meet 'I can' statements.</p>				
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<p>Year 5 objectives</p>	<p>What makes a democracy?: Children will learn: <ul style="list-style-type: none"> • about how local democracy works BV Children should: <ul style="list-style-type: none"> • be able to identify the key elements of a democracy BV </p> <p>Healthy Lifestyles: What do food and drink labels tell me? Children will learn: <ul style="list-style-type: none"> • about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this • about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay • about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and </p>	<p>Self-respect and personal goals: What are my goals? Children will learn: <ul style="list-style-type: none"> • to recognise the importance of selfrespect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others. • how to set goals and targets for themselves Children should: <ul style="list-style-type: none"> • recognise and model respectful behaviour (including online) SG • produce a personal plan with regards to their goals <p>Media literacy and digital resilience: How can I be a discerning user of the internet? Children will learn: <ul style="list-style-type: none"> • how to assess the reliability of sources of information </p> </p>	<p>Stereotypes and Diversity: What is diversity and how can we challenge stereotypes? Children will learn: <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) BV • about stereotypes; how they can negatively influence behaviours and attitudes towards others SG BV Children should: <ul style="list-style-type: none"> • understand the law in relation to the Equality Act (2010) BV • appreciate the range of national, </p>	<p>Personal Safety: How can I keep myself physically and emotionally safe? Children will learn: <ul style="list-style-type: none"> • about situations which could cause them personal risk SG • that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child SG BV • that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk SG BV (Suggested content, not statutory) • about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online SG Children should: <ul style="list-style-type: none"> • develop strategies for keeping physically and emotionally safe including </p>	<p>Drug Education – Legal and Illegal drugs: Children will learn: <ul style="list-style-type: none"> • about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects SG • about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) SG • strategies to resist drug use SG Children should: <ul style="list-style-type: none"> • understand some basic facts around risks, effects and the law of various legal and illegal drugs SG • be able to challenge myths about drug use and drug users SG • be able to demonstrate assertiveness skills to help resist peer pressure around drug use SG </p>	<p><i>Teachers deliver Lessons 1-3 of Christopher Winter Project.</i></p> <p>Aspirations: Children will learn: <ul style="list-style-type: none"> • how they can work together to bring about change • about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation Children should: <ul style="list-style-type: none"> • listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns SG • work collaboratively towards shared goals to develop strategies SG to resolve disputes and conflict through negotiation </p>

	<p>ability to learn Children should:</p> <ul style="list-style-type: none"> • be able to identify nutritional information on food and drink labels • keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation <p>-keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation (homework opportunity)</p>	<p>online; and how to make safe, reliable choices from search results</p> <ul style="list-style-type: none"> • about some of the different ways information and data is shared and used online, including for commercial purposes <p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about how to be a discerning user of the internet 	<p>regional, religious and ethnic identities in the United Kingdom SG BV</p> <ul style="list-style-type: none"> • have strategies to challenge these stereotypes SG BV 	<p>road safety, safety in the environment and safety online (including social media and the responsible use of ICT) SG</p> <ul style="list-style-type: none"> • know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support SG BV (Suggested content, not statutory) 	<p>Money: How can I make the most of my money? Children will learn:</p> <ul style="list-style-type: none"> • I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money • that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) <p>Children should:</p> <ul style="list-style-type: none"> • be able to discuss how making informed choices can help us make the most of our money • run a simple marketing project in teams 	
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Y6 Sessions led by Pastoral Lead	<p>-To know strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>-Recognise how peer influence may be influential in their actions and behaviours.</p> <p>Session: Pastoral Lead leads a circle time on strength of character and what kind of friend they would like to be in secondary school and what friendships they would like to develop. Personal boundaries concept is reinforced.</p>	<p>-I can recognise how peer acceptance may be influential on my behaviours and actions.</p> <p>-I understand about bullying and discrimination and the effect of this on others and myself.</p> <p>-I understand what the protected characteristics are within the Equality Act (2010).</p> <p>-I understand the links between time spent online and my mental and physical wellbeing.</p> <p>-I understand the many benefits of the internet as well as how I may be targeted as a consumer.</p> <p><i>The children take part in a CREW workshop about bullying with a focus on bystanders, peer on peer abuse and online bullying.</i></p> <p>Crew Workshops – Adapt focus depending on context and needs of cohort.</p>	<p>-I have a range of problem solving strategies and self-care techniques, including relaxation, for dealing with emotions, challenges and change, including transition to new schools.</p> <p>-I recognise that I might experience conflicting emotions, and when I might need to listen to my emotions and find ways to manage them</p> <p>Session: Pastoral Lead leads a circle time focused on mental health and wellbeing (see separate planning document)</p>	<p>-Recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise.</p> <p>-Know that communication and permission seeking are important.</p> <p>-Know when it is appropriate to share personal/private information in a relationships.</p> <p>-Understand the benefits and risks of sun exposure and know how to keep themselves safe.</p> <p>-Understand some basic facts around immunisations.</p> <p>-Demonstrate some basic first aid techniques and talk through how to make a clear 999 call.</p> <p><i>Children complete Year 6 St John's Ambulance unit of work 'choking' and 'Basic Life Support'.</i></p> <p>Session: Pastoral Lead leads a circle time about 'the body bubble' and the concept of personal space, consent and bodily autonomy at an age appropriate level.</p>	<p>-Appreciate that there are different types of love: parental love, partner love, friendship love.</p> <p>-Understand that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to.</p> <p>-Demonstrate how to show care and compassion to others.</p> <p>- Family Dynamics: -recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise SG</p> <p>Session: Pastoral Lead leads a circle time about different families to support pupils to meet the 'I can' statements.</p>	<p>-I understand about discrimination and the effect of these on others and myself.</p> <p>-I have a range of problem solving strategies and self-care techniques, including relaxation, for dealing with emotions, challenges and change, including transition to new schools.</p> <p>-Know some basic facts about conception and pregnancy.</p> <p>-Describe the decisions that have to be made before having children (including age of consent).</p>

		<p>Conflict resolution:</p> <ul style="list-style-type: none"> -be able to suggest strategies for handling conflict SG -be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable SG -be able to recognise how "peer acceptance" may be influential in their actions and behaviours SG <p>Session:</p> <p>Pastoral Lead leads online safety sessions to support children to meet 'I can' statements.</p>		NSPCC 'Speak out. Stay safe' programme		
Year 6 objectives	<p>Drug addiction – drugs, risk and the media:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to understand the effects, risks and laws in relation to drugs SG • about the mixed messages in the media about drugs, including alcohol and smoking/vaping SG 		<p>Media literacy and digital resilience:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices 		<p><i>Christopher Winter Project Lesson 1 on Relationships.</i></p> <p>Money and Me:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the role money plays in their own and others' lives, including the impact it can have 	<p><i>Teachers deliver Lessons 2-4 of Christopher Winter Project.</i></p> <p><i>Year 6 team deliver weekly transition circle time programme.</i></p> <p>Relationships:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that people may be attracted to someone

	<ul style="list-style-type: none"> • about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe effects and risks, understand consequences of drug use and know where to go for help SG <p>Democracy and decisions: How do our government and parliament function?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • learn about government and parliament BV <p>Children should:</p> <ul style="list-style-type: none"> • be able to explain how our government and parliament function BV 		<p>can share information SG</p> <ul style="list-style-type: none"> • recognise things appropriate to share and things that should not be shared on social media; rules around distributing images SG <ul style="list-style-type: none"> • about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation SG <p>Children should:</p> <ul style="list-style-type: none"> • understand the law around sharing images SG • Look at current media campaigns including how images can be manipulated and content can be targeted SG • Design a positive media campaign aimed at children 		<p>on people's feelings and emotions</p> <ul style="list-style-type: none"> • about risks associated with money including different ways money can be won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations SG • about enterprise and the skills that make someone 'enterprising' <p>Children should:</p> <ul style="list-style-type: none"> • develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) SG • consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) SG 	<p>(of the opposite or same sex) romantically and sexually</p> <ul style="list-style-type: none"> • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment SG BV • that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others SG BV <p>Children should:</p> <ul style="list-style-type: none"> • appreciate there are different types of love e.g. parental love, partner love, friendship love etc. SG • be aware that marriage and civil
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						<p>partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so SG BV</p> <p>Aspirations, work and career:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • to identify the kind of job they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, university) <p>Children should:</p> <ul style="list-style-type: none"> • have an understanding about a variety of different jobs/careers and the possible routes to these
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						<ul style="list-style-type: none"> • have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.
Continuous Provision – 1	<ul style="list-style-type: none"> -About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand washing. -How to recognise and report feelings of being unsafe or feeling bad about any adult. -How to ask for advice to help themselves or others and to keep trying until they are heard. -How to report concerns or abuse and the vocabulary and confidence needed to do so. -Where to get advice if they need it. -Understand how and when to seek support including which adults to speak to in school and outside of school if they are worried about their health. -Worry Boxes -Zones of Regulation -Lunchtime drop in Lego club and board game club -Playground Buddies -Emotion Coaching -Transition programme -Wellbeing Walks -Wellbeing Ambassadors -Forest School 					
Continuous Provision – 2	<ul style="list-style-type: none"> -Quiet Voices Group -Social Skills groups -1:1 with Pastoral Lead -Additional bespoke circle times with Pastoral Lead for classes as required -Reading Dog -Resilient Six programme -Mini First Aiders training with a focus on mental health (selected children from KS2) -Ignite resilience and well-being programme -NSPCC 'Speak out. Stay safe' programme 					
Parental Engagement Strategies and Support	<ul style="list-style-type: none"> -Promotion of theme and half termly value in weekly newsletter including introducing the key objectives and sharing quotes and examples from the children. -Provision of book lists for parents to support continuation of learning at home. -Provision of links to resources to support parents at home e.g. parent anti bullying packs, information for parents about how to approach difficult conversations. -Family Links programme -1:1 support and advice from Pastoral Lead as required -Wellbeing Board by main entrance to the school -signposting to external provisions 					

Provision in Science and Design Technology (see also Science and DT mapping)	<ul style="list-style-type: none"> -The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular vigorous exercise. -The risks associated with an inactive lifestyle (including obesity). -What constitutes a healthy diet (including calories and other nutritional content) -The principles of planning and preparing a range of healthy meals. -The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours (e.g. the impact of alcohol on diet or health). -The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. -Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Year 1</p> <ul style="list-style-type: none"> -Describe how to keep themselves clean, brush their teeth effectively and are able to describe different ways to stay healthy. <p>Year 2</p> <ul style="list-style-type: none"> -Understand that different things help their bodies to be healthy including food and drink, physical activity, sleep and rest. -Talk about what constitutes a healthy diet and the risks of eating too much sugar. <p>Year 3</p> <ul style="list-style-type: none"> -Talk about how to maintain good oral hygiene (including correct brushing and flossing) and the importance of regular trips to the dentist. -To design a series of healthy menus. <p>Year 5</p> <ul style="list-style-type: none"> -Identify nutritional information on food and drink labels. -Keep a diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques. <p>Year 6</p> <ul style="list-style-type: none"> -Understand the impact of smoking including passive smoking. -Talk about what alcohol is and understand the risks and effects to the body. -Understand the effects, risks and consequences of drug use and challenge myths about drug use and drug users. Understand that drug use can become a habit which can be difficult to break.
Provision in PE (see also PE Mapping)	<ul style="list-style-type: none"> -The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular vigorous exercise. -The risks associated with an inactive lifestyle (including obesity). -Understand the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing.
Provision – Curriculum Design	<ul style="list-style-type: none"> -Core texts for both whole class reading and writing have been carefully chosen to reflect the diversity within our school community and to provide opportunities to challenge stereotyping and discrimination. <p>Examples:</p> <p>Year 5 – Biography of Katherine Johnson</p> <p>Year 2 – Upside down fairy tales – e.g. Rapunzel by Bethan Woollvin and The Worst Princess which challenge gender stereotyping</p> <ul style="list-style-type: none"> -Curriculum reflects the diversity within our school and wider community -Inspirational people celebrated across the curriculum -Themed weeks



	<ul style="list-style-type: none">-Range of artists studied-Nairobi and London comparison Year 2 Geography – stereotypes actively challenged through use of photo images of both cities which focus on similarities as well as differences.
Provision – Computing	<ul style="list-style-type: none">-Online safety – see computing curriculum map