

	RSE curriculem	Objectives	Vocab
Year 1 Autumn Term			
Families and people who care for me	<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, the importance of spending time together and sharing each other's lives. 	<ul style="list-style-type: none"> • I know and can talk about the people who care for me, e.g. parents, siblings, grandparents, relatives, friends, teachers • I know the role these different people play in my live and how they care for me. • I know what it means to be part a family and how families are different, e.g. single parents, same-sex parents, etc. • I know the importance of telling someone (and how to tel them) if I am worried about something in my family . 	Names of family members eg mam, dad, srepmam, stepdad ,auntie, grandma. 2 mams, 2 dads, foster parents.
Caring Friendships Anti-bulling	<ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • I can recognise hurtful behaviour, including online. • I know what to do and who to tell I they see or experience hurtful behaviour, including online. • I know what bullying is and different types of bullying. • I know how someone may feel if they are being bullied. • I know the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help • I know how to resist pressure to do something that feels uncomfortable or unsafe • I can ask for help if they feel unsafe or worried and what vocabulary to use 	Cyber, verbal, physical, support, surprises, secrets, scared, unsafe.
Respectful Relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<ul style="list-style-type: none"> • I can talk about how I am the same and different to others • I can recognise what makes me special and unique including my likes, dislikes and whatl am good at. 	Differences, unique, likes, dislikes, character, religion, beliefs, Ethnicity.

Respectful Relationships. Rules in the community	<ul style="list-style-type: none"> • The conventions of courtesy and manners • That in school and the Widder community they should expect to be treated with respect and that in turn they should show respect to others including those in authority. 	<ul style="list-style-type: none"> • I know how rules help to keep us safe. • I can tell you why some things have age restrictions, e.g. T.V and films, games, toys or play areas. • I know who to tell if I see something that I am worried about. • I can tell you the school and class rules. 	respect Health and safety
Spring Term			
Wider World Money and work	<ul style="list-style-type: none"> • Jobs In the community 	<ul style="list-style-type: none"> • I understand that everyone has different strengths in and out of school • I understand that different strengths are needed for different jobs. • I can tell you what job I would like when I'm older. 	Careers, communication, working together, team work, wages.
Wider world World of Work visit from North Tyneside Learning Trust.	Gatsby	<ul style="list-style-type: none"> • Superhero CV Workshop designed to explore the concept of skills linked with local employment 	Jobs Careeres opportunities Work
Being Safe	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Where to get advice 	<ul style="list-style-type: none"> • I can tell you who's job it is to help us in the community • I know who I can go to for help and advice . 	People who help us Emergency services, 999, teachers, parents
Mental Wellbeing	<ul style="list-style-type: none"> • 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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • .How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Simple self care techniques, including the importance of rest, time spent with friends and families and the benefits of hobbies and interests. 	<ul style="list-style-type: none"> • I can describe and share a range of feelings . • I know how to manage my feelings when things go wrong and whom to tell when finding things difficult. • I can recognise feelings in myself and others . • I know that feelings can affect how people behave. 	Happy, sad, excited scared, upset, angry , calm, emotions, feelings, cry, hit, nice, unkind
Summer Term			

Health and Prevention	<ul style="list-style-type: none"> • About personal hygiene (hand washing) • How to ask for help or advice for themselves or others, and to keep trying until they are heard. • Where to get advice e.g family, school, doctors and/or other sources. 	<ul style="list-style-type: none"> • I know how to look after myself on a daily basis. • I know about basic hygiene. • I know why I need to keep my hands clean. 	Hygiene, health professionals, support, bad habits, bacteria and germs.
Being Safe	<ul style="list-style-type: none"> • That each persons body belongs to them, and the differences, between appropriate and inappropriate or unsafe physical and other contact. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<ul style="list-style-type: none"> • I can tell you about situations when someone’s body or feelings might be hurt and whom to go to for help. • I can tell you what it means to keep something private, including parts of the body that are private. • I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) . • I know how to respond if being touched makes me feel uncomfortable or unsafe. • I know that it is important to ask for permission to touch others • I can ask for and give/not give permission to touch. 	Abuse, PANTS, unsafe, uncomfortable, support, penis, vagina, privates, safe person, adult, help, talk
Health and Prevention	<ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<ul style="list-style-type: none"> • I know importance of routines for brushing teeth and visiting the dentist • I know how food and drink can affect dental health. 	Canines, incisors, molars, sugar, routines, dental health, plaque, rotten
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet • The risks associated with an inactive lifestyle (including obesity). 	<ul style="list-style-type: none"> • I know what it means to be healthy and why it is important. • I know ways to take care of myself on a daily basis. • I know about healthy and unhealthy foods, including sugar intake . • I know that physical activity keeps people healthy and how. • I know who can help about me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. 	Eat well plate Sugar Excessive Healthy Diet
Year 2 Autumn Term	RSE curriculem	Objectives	Vocab

<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • What sorts of boundaries are appropriate in friendships with peers and others • 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. 	<ul style="list-style-type: none"> • I know how play with friends, e.g. joining in, including others, etc. • I can talk about what causes arguments between friends and how to positively resolve arguments between friends . • I can ask for help, when I am feeling lonely or unhappy or to help someone else • I can listen to other people and play and work cooperatively (including simple strategies to resolve simple arguments through negotiation). • I know how be a good friend, e.g. kindness, listening, honesty and about the different ways that people meet and make friends. • I can recognise hurtful behaviour. • I can ask for help with issues around friendships. 	<p>Trust Love Friendship Happy Funny Caring Supportive Listener Understanding</p>
<p>Caring Friendships Anti Bullying</p>	<ul style="list-style-type: none"> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, the responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • I know that words and actions can affect how people feel. • I know that name calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. • I know how to respond if this happens in different situations. • I know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. 	<p>Respect Verbal Cyber Physical mental Support Feelings Negative Positive Excluding</p>
<p>Respectful Relationships Rules</p>	<ul style="list-style-type: none"> • The conventions of courtesy and manners. 	<ul style="list-style-type: none"> • I can contribute to the life of the classroom and school. • I can help construct, and agree to follow, group, class and school rules and understand how these rules help me. 	<p>Rules Safety helpfull/unhelpfull behaviour Safety Respect Manners</p>

Respectful Relationships We are all different (community)	<ul style="list-style-type: none"> • That in school or 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. • The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<ul style="list-style-type: none"> • I understand the range of national, regional, religious and ethnic identities in the United Kingdom. • I understand that we are all important regardless of our physical appearance, disability's, religion and beliefs. 	physical/mental disability Race Religion Beliefs
Spring Term			
Being safe Fire	<ul style="list-style-type: none"> • Not included in the statutory framework, but it is an important skill to learn and understand. 	<ul style="list-style-type: none"> • I can recognise, predict and assess different situations relating to keeping safe around fire and decide how to manage them responsibly. • I understand the strategies of keeping safe relating to fire. 	Escape route Fire alarm
Being safe Road	<ul style="list-style-type: none"> • Not included in the statutory framework, but it is an important skill to learn and understand. 	<ul style="list-style-type: none"> • I can recognise, predict and assess different situations relating to keeping safe around roads and decide how to manage them responsibly. • I understand the strategies of keeping safe relating to roads. • I know how to cross a road safely. 	Green cross code Crossings
Online relationships/safety	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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 well-being. 	<ul style="list-style-type: none"> • I understand why I need to ration time spent online or on a mobile phone.(time limits, turning it off at night etc.) 	Social media Mobile devices Health Fatigue Limits
Wider World World of work North Tyneside Council workshop around careers.	Gatsby		
Summer Term			

Being Safe Medicines	<ul style="list-style-type: none"> The facts about legal and illegal substances and the associated risks, including smoking, alcohol use and drug taking. 	<ul style="list-style-type: none"> I know how rules and restrictions keep me safe in relation to medicines. E.g. who can administer them and where to keep them. 	chemist Doctor Adult pharmacy Harmfull Sik Ill
Being Safe Germs	<ul style="list-style-type: none"> About personal hygiene (hand washing) How to ask for help or advice for themselves or others, and to keep trying until they are heard. Where to get advice e.g family, school, doctors and/or other sources. 	<ul style="list-style-type: none"> I understand the importance of hand washing to stop the spread of germs. I can tell you how germs affect my health. 	Spread Soap Bacteria Germs
Diet	<ul style="list-style-type: none"> The characteristics of a poor diet and the risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol use on diet or health). 	<ul style="list-style-type: none"> I know that eating too much sugar can affect my health, including my dental health. I know that different things help my body to be healthy, including food and drink, physical activities, sleep and rest. 	Sugar Diet Calories Healthy eating plate Obesity Illness
NSPCC	<ul style="list-style-type: none"> About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe. That each persons body belongs to them , and the differences between appropriate and inappropriate or unsafe physical and other contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report feelings of being unsafe or feeling bad about an adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report abuse, and the vocab and confidence needed to so. Where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> I can identify potentially risky and unsafe situations (including online) and take steps to avoid or remove myself from them. I know who is a trusted adult and how to tell that trusted adult that I am feeling unsafe. I know that my body should not be hurt or touched without my permission. 	Privates Penis Vagina Doctor Nurse body Unwanted Uncomfortable Touch Talk Secrets speak up 08001111
Year 3 Autumn Term			

Respectful Relationships	<ul style="list-style-type: none"> • The conventions of courtesy and manners • That in school and the wider community they should expect to be treated with respect and that in turn they should show respect to others including those in authority. • Practical steps they can take in a range of different contexts to improve or support respectfully relationships. 	<ul style="list-style-type: none"> • I can listen and respond respectfully to a wide range of people even when they are different from me. 	respect Manners Acceptance
Families and people who care for me	<ul style="list-style-type: none"> • That others families either in school or in the wider world sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. 	<ul style="list-style-type: none"> • I can tell you how families differ from each other, not every family has the same structure, e.g. single parents, same sex parents, step parents etc • I can tell you that some families have different religions etc. <p>Different families same love</p>	Foster Adopted Love Respect care]equal gay Lesbian
Caring Friendships Anti-Bullying	<ul style="list-style-type: none"> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, the responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • I can recognise bullying and abuse. • I know the consequences of bullying. • I can use strategies to resist bullying, if they experience or witness it where to go for help. • I understand that my actions on the internet affects myself and others. 	Respect Verbal Cyber Physical mental Support Feelings Negative Positive Excluding

Mental Well-being	<ul style="list-style-type: none"> • 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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Where to seek support (including recognising the tigers 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 (including issues arising online). • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<ul style="list-style-type: none"> • I have an understanding of what mental health means. • I can understand why and how my body might react in relation to feelings and emotions. • I understand that not all reactions are appropriate such as violence. 	Feelings Emotions Happy sad angry excited etc. Shaking crying lashing out strategies coping
Spring Term			
Wow	World of work North Tyneside Council workshop around careers.		
Being Safe Metro/rail Safety	<ul style="list-style-type: none"> • Not included in the statutory framework, but it is an important skill to learn and understand. 	<ul style="list-style-type: none"> • I can recognise, predict and assess different situations relating to keeping safe around roads and decide how to manage them responsibly. • I understand the strategies of keeping safe relating to the metro/rail. 	Tracks Platform Electricity Safety
Being Safe Water Safety	<ul style="list-style-type: none"> • Not included in the statutory framework, but it is an important skill to learn and understand. 	<ul style="list-style-type: none"> • I can recognise, predict and assess different situations relating to keeping safe around roads and decide how to manage them responsibly. • I understand the strategies of keeping safe relating to water. 	Current Water swimming pool beach

Online relationships/safety	<ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> • I can keep myself safe online, and I understand the need to keep personal information, including passwords, addresses and images of myself or others private. • I understand why we have rules and laws around social media and the internet. 	Passwords Respect Anonymous Social media
Summer Term			
Health Prevention Sun Saety	<ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> • I can use the slip, slap, slop rule. • To know why we wear sun screen and how it protects us. 	Uv rays exposure Suncream Sunburn Cancer
Health Prevention Staying Healthy	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • 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). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> • I know how regular physical activity benefits both physical and mentally. • I know why I need to be active on a daily and weekly basis- how to balance time online with physical activities. • I know who I should talk to in relation to my health, doctor, parent etc. 	Healthy Exercise Diet Carbohydrates Fats Protein Dairy Fruit and vegetables
Mental Wellbeing Sleep	<ul style="list-style-type: none"> • The importance of good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> • I know how much sleep I need. • I can yell you what is happening top my body when I am asleep. 	Sleep Repair our body Rest

Being Safe NSPCC	<ul style="list-style-type: none"> • About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each persons body belongs to them , and the differences between appropriate and inappropriate or unsafe physical and other contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to report feelings of being unsafe or feeling bad about an adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report abuse, and the vocab and confidence needed to so. • Where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • I can identify potentially risky and unsafe situations (including online) and take steps to avoid or remove myself from them. • I know who is a trusted adult? • I can tell that trusted adult if I am feeling unsafe. • I know that my body should not be hurt or touched without my permission. • I understand personal boundaries, and that we all have the right to privacy. 	Privates Penis Vagina Doctor Nurse body Unwanted Uncomfortable Touch Talk Secrets speak up 08001111
Year 4 Autumn Term			
Respectful Relationships	<ul style="list-style-type: none"> • The importance of self-respect and how this links to their own happiness. 	<ul style="list-style-type: none"> • I can recognise personal qualities and individuality. • To develop self worth by identifying positive things about themselves and their achievements. • I know how manage when there are set-backs, learn from mistakes. 	Resilience Unique Qualities Respect
Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • The importance of permission seeking and giving in relationships with friends peers and adults. 	<ul style="list-style-type: none"> • I can develop the skills to maintain a positive and healthy friendship. • I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. 	Respect Positive Care Repair Conflict Negotiation

Caring Friendships Anti-Bullying	<ul style="list-style-type: none"> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, the responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, trolling, how to respond and ask for help. 	Respect Verbal Cyber Physical Mental Support Feelings Negative Positive Excluding
Respectful Relationships/ Caring Friendships	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • The importance of permission stacking and giving in relationships with friends peers and adults. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Practical steps they can take in a range of different contexts to improve or support respectfully relationships. 	<ul style="list-style-type: none"> • I can recognise that secrets can lead to good and bad feelings. • I can recognise and respond appropriately to a wider range of feelings in others • I can recognise ways in which a relationship can be unhealthy and who I can talk to if I need support. • I understand that there are different levels to friendships and relationships and that we do not act the same at all levels. • I understand different types of relationships, including those between acquaintances, friends, family and relatives. 	Respect Positive Care Repair Conflict Negotiation
Spring Term			
Wow	World of work North Tyneside Council workshop around careers.		

<p>Online relationships/safety</p>	<ul style="list-style-type: none"> • That the same principles apply to online relationships as face to face relationships, including the importance of respect for others including when we are anonymous. • The rules and principles for keeping safe online, how to recognise the risks , harmful content and contact, and how to report them. • Why social media, some computer games and online gaming for example are age restricted. 	<ul style="list-style-type: none"> • I know where to get support relating to harmful content online. • I can explain why games and apps have age restrictions. 	<p>Age restrictions PEG Child net NSPCC</p>
<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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 (including issues arising online). 	<ul style="list-style-type: none"> • To deepen their understanding of good and not so good feelings, to extend their vocab to enable them to explain both the range and intensity of their feelings to others. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • I know where to access help. 	<p>emotions Feelings</p>
<p>Summer Term</p>			

Being Safe	<ul style="list-style-type: none"> • About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each persons body belongs to them , and the differences between appropriate and inappropriate or unsafe physical and other contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to report feelings of being unsafe or feeling bad about an adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report abuse, and the vocab and confidence needed to so. • Where to get advice e.g. family, school and/or other sources. • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, hoe to recognise risk, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • The importance of permission seeking and giving in relationships with friends peers and adults. 	<ul style="list-style-type: none"> • I understand that my body belongs to me and only me. • I understand the dangers if taking personal photos of my/others body and that no one should take photos of my body. • I understand that if someone takes photos of my body without my consent they are braking the law.(I also should not take photos of others) • I know not to feel pressured into taking these photos by peers or any adult. 	Safety online Private Penis Vagina social media Danger passwords illegal
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet 	<ul style="list-style-type: none"> • I can recognise opportunities and develop the skills to make my own choices about food, and understanding what might influence my choices. 	Peer pressure Advertisements
Drugs alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal substances and the associated risks, including smoking, alcohol use and drug taking. 	<ul style="list-style-type: none"> • I know why and how smoking can damage my immediate and future health. The laws around smoking. • I know where to get help. 	nicotine Tar Tobacco Lungs Breathing Cancer

Being Safe	<ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> I understand why the sun's rays can be harmful and could potentially lead to cancer. 	Uv rays Cancer sun cream SPF
Year 5 Autumn Term			
Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	I understand that discrimination relating to race, disability, character, gender and backgrounds is not acceptable.	Disability Equality Gender Homophobia Racism
Caring friendships	<ul style="list-style-type: none"> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, the responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media. 	Cyber verbal mental health prejudice racist stereotype
Online relationships/safety x2	<ul style="list-style-type: none"> 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. How to critically consider their online friendships and how sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media. I understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. I can critically examine what I see on social media and understand that information contained in social media can be misrepresented or misleading. 	Trolling Social media Child net Prejudice
Spring Term			

Mental Wellbeing x2	<ul style="list-style-type: none"> • 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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Where to seek support (including recognising the tigers 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 (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> • I understand what mental health is and the strategies that I can put in place to take care of my mental health. 	Feelings support emotions moods thoughts body mind mental physical health wellbeing balanced lifestyle
BasicFirst Aid	<ul style="list-style-type: none"> • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> • I understand the basic rules for CPR, what to do if someone is choking, is losing blood, burnt and the recovery position. 	CPR Recovery position
WOW	World of work North Tyneside Council workshop around careers.		
Summer Term			
Drugs alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal substances and the associated risks, including smoking, alcohol use and drug taking. 	<ul style="list-style-type: none"> • I know why and how alcohol can damage their immediate and future health. The laws around smoking. Where to get help. 	Alcohol legal Illegal Dependence Addiction Liver

Being Safe

- About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each persons body belongs to them , and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report feelings of being unsafe or feeling bad about an adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report abuse, and the vocab and confidence needed to so.
- Where to get advice e.g. family, school and/or other sources.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, hoe to recognise risk, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

- I understand that even in a relationship my body belongs to me.
- I can identify appropriate/inappropriate touch and behaviour.

Communication respect comfortable appropriate/inappropriate.

Changing adolescent body

- Key facts about puberty and the changing adolescent body , particular from age 9 to age 11, including physical and emotional changes.
- About mensural wellbeing including the key facts about the mensural cycle.

- I understand how my body will change in relation to puberty, such as periods, wet dreams, erections, the growing of breasts and pubic hair.
- I understand that during puberty we need to wash more frequent.

Penis
Vagina
Pubic hair
semen
Sperm
Ovaries
Breasts
Wet dreams
Discharge
Erection

Health and Prevention	<ul style="list-style-type: none"> About personal hygiene and germs including bacteria, viruses, how they are spread and treated. 	<ul style="list-style-type: none"> I know that bacteria and viruses can affect health and that following simple routines can reduce their spread. I understand how Personal hygiene relates to puberty. 	Bacteria Viruses Sweat Puberty Acne
Year 6 Autumn Term			
Families and people who care for me	<ul style="list-style-type: none"> That marriage represents a formal and legal recognised commitment of two people to each other which is intended to be life long. 	<ul style="list-style-type: none"> I understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and what to spend their lives together and who are of the legal age to make that commitment and have not been forced against their will. 	Marriage love respect civil partnership forced marriage gay lesbian trans
Respectful Relationships	<ul style="list-style-type: none"> What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> I can recognise and challenge stereotypes. 	
Caring friendships	<ul style="list-style-type: none"> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. The importance of respecting others, even when they are very different from them (for example, physical, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, the responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> I understand the consequences of anti-social , aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk. 	Race hate community prosecution different religion respect Social media be kind
Spring Term			
Careres/ Gatsby	Not in the RSE curriculum but important to our school.	<ul style="list-style-type: none"> I can talk about my career choices and the steps I need to get there. 	Careers apprenticeship University Roles Asperations
WOW	World of work North Tyneside Council workshop around careers.		

Mental Wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Where to seek support (including recognising the tigers 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 (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> • I have consistent and accessible language to talk about mental health and wellbeing. • I can understand the difference between everyday feelings and overwhelming feelings. • I know who to ask for help and support. • I have an understanding of how I can manage my own mental health. 	Mental Health Feelings Overwhelming Self-care
Mental Wellbeing	As above	As above	
Mental Wellbeing	As above	As above	
Summer Term			
Healthy Eating	<ul style="list-style-type: none"> • The principles of planning and preparing a range of healthy meals. What constitutes a healthy diet including understanding calories and other nutritional content.	<ul style="list-style-type: none"> • I understand the labelling on food packaging and the choices around it. • I understand that simple swaps with food can be made to improve our health and combat obesity. 	Calories Saturated fat Sugar
Health and prevention	<ul style="list-style-type: none"> • How to recognise the early signs of physical illness, such as weight loss or unexplained changes to the body. • The facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> • I understand why we have immunisations and vaccines, what we can be vaccinated from and why we react to allergens. 	Vaccines measles mumps chickenpox injection doctors allergies anaphylactic shock.

<p>Being Safe</p>	<ul style="list-style-type: none"> • About the concept of privacy and the implications of it both for children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each persons body belongs to them , and the differences between appropriate and inappropriate or unsafe physical and other contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to report feelings of being unsafe or feeling bad about an adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report abuse, and the vocab and confidence needed to so. • Where to get advice e.g. family, school and/or other sources. • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, hoe to recognise risk, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. 	<ul style="list-style-type: none"> • I can identify the warning signs of grooming and child sexual exploitation. • I can name who my trusted adults are. • I know where to access support for myself or others. 	<p>Grooming child sexual exploitation unsafe/ safe adults strangers images secrets inappropriate selfie social media</p>
<p>Online relationships/safety</p>	<ul style="list-style-type: none"> • How information and data is shared and used online. • How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted. 	<ul style="list-style-type: none"> • I know how important it is to keep passwords, addresses and images of myself safe. • I know not to meet people in person that I meet online. • I can critical examine what is presented to me via social media, understand why it is important to do so, how information contained in social media can be misrepresented or misleading. 	<p>Child net Grooming Search engines</p>