

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<b>Who Matters? / I Matter</b> <i>Likes and dislikes</i> <i>Feeling uncomfortable</i> <i>Being special</i>	<b>Me and My Health</b> How do we keep ourselves healthy? <i>Being clean</i> <i>Clean hands and teeth</i> <i>Healthy choices</i>	<b>Me and My Relationships</b> What is the best way to behave? <i>Behaviour and bullying</i> <i>Recognising feelings</i> <i>Fairness and kindness</i>	<b>Me and My Safety</b> How do I feel safe? <i>Feeling safe</i> <i>Who keeps me safe</i> <i>Ownership</i>	<b>Me and My Safety</b> How do I keep myself safe at home? <i>Safe at home</i> <i>Safe choices</i> <i>Hazards</i>	<b>Me and My Relationships</b> What is a family? <i>Growing and changing</i> <i>Types of family</i> <i>Asking for help</i>
2	<b>Who Matters? / I Matter</b> <i>Happy and Sad</i> <i>Angry, Calm and Scared</i> <i>Other people's emotions</i> <i>Needs, wants &amp; belonging</i>	<b>Y2: Me and My Relationships</b> What is a family? <i>Growing and changing</i> <i>Types of family</i> <i>Asking for help</i>	<b>Me and My Health</b> How can we stay healthy? <i>Healthy body</i> <i>Healthy mind</i> <i>Being resilient - work</i>	<b>Me and My Relationships</b> What is bullying? <i>Behaviour and bullying</i> <i>Good friendships</i> <i>How to resolve bullying</i>	<b>Me and My Safety</b> How do I keep myself safe outside? <i>Safe at home</i> <i>Safe outside</i> <i>Road safety</i>	<b>Me and My Relationships</b> What makes us the same or different? <i>Body parts</i> <i>Lifecycles</i> <i>Males and females</i>
3	<b>Who Matters? / I Matter</b> <i>Excitement, shame &amp; pride</i> <i>Loss and Disappointment</i> <i>Recognising feelings</i> <i>Y2: Recognition of difference</i> <i>Y2: Working cooperatively</i>	<b>Y2: Me and My Relationships</b> What makes us the same or different? <i>Body parts</i> <i>Lifecycles</i> <i>Males and females</i>	<b>Me and My Health</b> What do healthy people do? <i>Habits</i> <i>Healthy routine</i> <i>Being resilient - lifestyle</i>	<b>Me and My Relationships</b> What makes a good friend? <i>Private and secret</i> <i>Special people</i> <i>Friendship and Fall-outs</i> <i>Online and offline behaviour</i> <i>Emotional impact</i> <i>Managing risk</i>	<b>Me and My Safety</b> What should be done in an emergency? <i>Safe and unsafe situations</i> <i>Measuring safety</i> <i>Emergencies</i>	<b>Me and My Relationships</b> What does personal mean? <i>Body parts</i> <i>Personal space</i> <i>Types of family</i>
4	<b>Who Matters? / I Matter</b> <i>Complex emotions</i> <i>Anger</i> <i>Choices and consequences</i> <i>Assets and harms</i> <i>Improving the community</i> <i>Tolerance</i>	<b>Y3: Me and My Relationships</b> What does personal mean? <i>Body parts</i> <i>Personal space</i> <i>Types of family</i>	<b>Me and My Health</b> How can I be mentally healthy? <i>What humans need</i> <i>Happiness and anxiety</i> <i>Mental health</i>	<b>Me and My Relationships</b> What should we do about bullying? <i>Empathy</i> <i>Bullying</i> <i>Choices</i>	<b>Me and My Safety</b> What should I do with uncomfortable feelings? <i>Uncomfortable feelings</i> <i>Consent</i> <i>Being assertive</i>	<b>Me and My Health</b> Who am I going to be? <i>Human Lifecycle</i> <i>Babies and Pregnancy</i> <i>Puberty</i>
5	<b>Who Matters? / I Matter</b> <i>Intensity of feelings</i> <i>Recognising feelings</i> <i>Expressing feelings</i> <i>Rights and responsibilities</i> <i>Equality</i> <i>Laws, rules &amp; democracy</i>	<b>Y4: Me and My Health</b> Who am I going to be? <i>Human Lifecycle</i> <i>Babies and Pregnancy</i> <i>Puberty</i>	<b>Me and My Health</b> How can I be resilient? <i>Healthy lifestyle</i> <i>Mental health</i> <i>Managing feelings</i>	<b>Me and My Relationships</b> What are different relationships like? <i>Relationships (inc. marriage)</i> <i>Aggressive and assertive</i> <i>Barriers and conflict</i>	<b>Me and My Safety</b> How risky is this? <i>Identifying risks</i> <i>Reducing risks</i> <i>Peer pressure and prejudice</i>	<b>Me and My Health</b> How do I become an adult? <i>Puberty</i> <i>Emotional changes</i> <i>Puberty and hygiene</i>
6	<b>Who Matters? / I Matter</b> <i>Self esteem</i> <i>Stress</i> <i>Media</i> <i>Future planning</i> <i>Careers</i>	<b>Y5: Me and My Health</b> How do I become an adult? <i>Puberty</i> <i>Emotional changes</i> <i>Puberty and hygiene</i>	<b>Me and My Health</b> How can I be responsible for myself? <i>Responsible choices</i> <i>Diet, sun, allergies, vaccines</i> <i>First aid</i>	<b>Me and My Relationships</b> What is a healthy relationship? <i>Managing difficult relationships</i> <i>Self-respect</i> <i>Body ownership</i>	<b>Me and My Safety</b> What risks will I encounter? <i>Managing risks – alcohol, smoking</i>	<b>Sex Education (non-statutory)</b> Where do I come from? <i>Puberty and reproduction</i> <i>Sex and Pregnancy</i>

**Key concepts:**

**These should be developed throughout the curriculum and revisited in greater depth and in new contexts as children go through the school.**

<p><b>Emotional literacy</b> – recognising, discussing and managing emotions</p> <ul style="list-style-type: none"> <li>- Year 1: Likes and dislikes; comfortable and uncomfortable</li> <li>- Year 2: Recognising feelings in yourself and others</li> <li>- Year 3: Recognising and managing more complex emotions</li> <li>- Year 4: Managing conflicting or difficult emotions; recognising choices and consequences</li> <li>- Year 5: Acknowledging intensity of feelings; expressing feelings</li> <li>- Year 6: Recognising and understanding emotional health in self esteem</li> </ul>	<p><b>Resilience</b> – managing change and difficulty</p> <ul style="list-style-type: none"> <li>- Year 1: Understanding you can choose beyond your emotions</li> <li>- Year 2: Understanding what resilience means</li> <li>- Year 3: Being resilient as part of a wider lifestyle; online awareness</li> <li>- Year 4: Recognising mental health; managing anxiety</li> <li>- Year 5: Managing feelings to promote good mental health</li> <li>- Year 6: Managing stress and self-esteem</li> </ul>	<p><b>Respect</b> – recognising and promoting diversity and equality</p> <ul style="list-style-type: none"> <li>- Year 1: Types of family</li> <li>- Year 2: Recognising diversity in a community; challenging stereotypes</li> <li>- Year 3: Recognising diversity</li> <li>- Year 4: Showing tolerance in a community</li> <li>- Year 5: Equality in society</li> </ul>
<p><b>Consent</b> – understanding of their own rights and responsibilities across a range of contexts, including managing their own privacy</p> <ul style="list-style-type: none"> <li>- Year 1: Understanding ownership; recognising fair and unfair, kind and unkind</li> <li>- Year 2: Compromise</li> <li>- Year 3: Understanding the difference between something being private and secret; understanding your own privacy; personal space</li> <li>- Year 4: Understanding consent in terms of managing behaviour; being assertive</li> <li>- Year 5: Rights and responsibilities; understanding the difference between aggressiveness and assertive; peer pressure and prejudice</li> <li>- Year 6: Body ownership</li> </ul>	<p><b>Risk</b> – how to recognise and manage risks across a range of contexts</p> <ul style="list-style-type: none"> <li>- Year 1: Safety at home; recognising hazards; what it feels like to be safe</li> <li>- Year 2: Being safe in and out of home; Road safety</li> <li>- Year 3: Recognising safe and unsafe situations; measuring safety inc. online; emergencies</li> <li>- Year 4: Risk in the context of feeling uncomfortable in relationships</li> <li>- Year 5: Identifying and managing risks</li> <li>- Year 6: Managing risks independently; alcohol, smoking.</li> </ul>	<p><b>Healthy relationships</b> – how to recognise and manage healthy and unhealthy relationships</p> <ul style="list-style-type: none"> <li>- Year 1: Knowing who keeps me safe; recognising positive and negative behaviour</li> <li>- Year 2: Recognising other people’s emotions and empathy; bullying</li> <li>- Year 3: Identifying special people; managing friendships and fall-outs</li> <li>- Year 4: Showing empathy; understanding choices in relationships; recognising bullying</li> <li>- Year 5: Recognising a positive and negative relationship</li> <li>- Year 6: Managing a difficult relationship</li> </ul>

Content on Growth Mindset should be taught as part of Expectations days and reinforced throughout the year.

ESC can choose units based on the identified level and needs of the children.