

Autumn 1: Me and my Relationships



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Feelings Getting help Classroom rules Special people Being a good friend 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Rules and their purpose Cooperation Friendship (including respectful relationships) 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Healthy relationships Listening to feelings Bullying Assertive skills 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Assertiveness Cooperation Safe/unsafe touches Positive relationships
<p>Essential Knowledge: Name a variety of different feelings and explain how it makes them feel. Think of different ways of dealing with 'not so good' feelings. Be able to know when they need help and who to go to for help. Identify different classroom rules.</p>	<p>Essential Knowledge: Recognise ways to get help if they are being bullied. Be able to know what to do when they are being teased. Rules that will help to stay happy and friendly and know how to uphold them. Know how to be a good friend and what makes a good friend. Learn strategies to express feelings in a safe, controlled way.</p>	<p>Essential Knowledge: Be able to accept the views of others and understand that agreement does not need to be established. Give ideas on how to be a good friend. Give ideas on how to resolve conflicts or disagreements between friends.</p>	<p>Essential Knowledge: Provide examples of how to identify if a person is worried through their body language. Know what to do if someone is upsetting or bullying them. Explain what assertive means and ways to be assertive.</p>	<p>Essential Knowledge: Providing examples of emotional needs and their importance. Qualities of a friend and their importance. How to be assertive and know when to be assertive. Understand what consent is</p>	<p>Essential Knowledge: Explain behaviours that contribute to being a bystander and what they do when someone is being bullied. Provide examples of negotiation and compromise. Explain and provide examples of what inappropriate touch is. Understand what consent is</p>
<p>Essential Skills Identifying types of feelings. Developing strategies to cope with negative feelings. Know how and when to get help Know the importance of classroom rules.</p>	<p>Essential Skills How to get help. Identify what teasing and bullying is. Having rules to develop positive feelings. Knowing the qualities of a good friend. Sharing feelings positively.</p>	<p>Essential Skills Accepting different viewpoints. Building healthy friendships. Knowing how to handle situations with understanding and maturity.</p>	<p>Essential Skills Identifying body language cues. Learning to be kind and helpful. Having confidence to develop expressing their feelings and opinions.</p>	<p>Essential Skills Support with emotional regulation. Decision making. Building supportive relationships. Respecting their own beliefs/opinions.</p>	<p>Essential Skills Being courageous. Advocating for others. Developing effective verbal communication. Making decisions. Learning how to be safe against sexual abuse. Safeguarding</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Feelings Being a good friend</p>	<p>Links to prior learning: See EYFS LTP Y1, Being a good friend. Y2, Being a good friend. Our school rules</p>	<p>Links to prior learning: See EYFS LTP Y1, Feelings Y2, Y3, Friendship (including respectful relationships)</p>	<p>Links to prior learning: See EYFS LTP Y1, Feelings Y2, Being a good friend Y3, Cooperation Y4, Assertive skills</p>	<p>Links to prior learning: See EYFS LTP Y1 Getting help Y2, Bullying and teasing Being a good friend Y3, Cooperation Y4, Assertive skills Y5, Cooperation Assertive skills</p>
<p>Links to future learning: Y2, Our school rules about bullying. Being a good friend Y3, Friendship (including respectful relationships) Y4, Healthy relationships Listening to feelings Y5, Feelings Friendship skills, including compromise Y6,</p>	<p>Links to future learning: Y3, Friendship (including respectful relationships) Y4, Healthy relationships Listening to feelings Y5, Feelings Friendship skills, including compromise Recognising emotional needs Y6, Positive relationships</p>	<p>Links to future learning: Y4, Healthy relationships Y5, Friendship skills, including compromise Y6, Positive relationships</p>	<p>Links to future learning: Y5, Assertive skills Y6, Positive relationships</p>	<p>Links to future learning: Y6 Assertiveness Cooperation</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>

Autumn 2: Valuing Difference



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Being kind and helping others Celebrating difference People who help us Listening Skills 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant My community 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Recognising and celebrating difference, including religions and cultural Influence and pressure of social media 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping
<p>Essential Knowledge: State differences and similarities between people. Explain why things may seem unfair even if they are not.</p>	<p>Essential Knowledge: Learn skills to assist in being left out. Know how to show good listening skills and explain why listening skills help to understand a different point of view.</p>	<p>Essential Knowledge: Identify different community groups and what is good about having different groups. Provide examples of how respect and tolerance have helped to create a happier, safer classroom.</p>	<p>Essential Knowledge: List ways in which people are different from one another, including religious and cultural differences. Knowing how and why it is important to challenge stereotypes that might be applied to themselves or others.</p>	<p>Essential Knowledge: Provide examples of different faiths and cultures and the positive things about having these differences. Understand how people sometimes aim to create an impression of themselves online, but that is not real and understand why they might do this.</p>	<p>Essential Knowledge: Reflecting on and providing reasons against why prejudice behaviour is shown. Thinking about why they might bully for these reasons. Understand the differences between a passive bystander and an active bystander. Provide examples of how an active bystander can help in bullying situations.</p>
<p>Essential Skills Respecting uniqueness. Engaging with others. Practising empathy.</p>	<p>Essential Skills Build independent skills. Learning to be helpful towards others. Improving relationships. Make decisions more effectively and reach agreements.</p>	<p>Essential Skills Being respectful towards differences. Learning how to make an environment safe. Learning to accept differences.</p>	<p>Essential Skills Learning to be respectful and show tolerance towards differences. Developing inclusive skills.</p>	<p>Essential Skills Learning to be respectful and show tolerance towards differences. Learning how to show respect in more than one way. Knowing how to be accepting.</p>	<p>Essential Skills Learning to show tolerance and acceptance towards differences. Understanding diversity. Recognising danger. Promote equality and inclusiveness.</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Recognising, valuing and celebrating difference</p>	<p>Links to prior learning: See EYFS LTP Y1, Recognising, valuing and celebrating difference Developing respect and accepting others Y2, Celebrating difference</p>	<p>Links to prior learning: See EYFS LTP Y1, Developing respect and accepting others Y2, Being kind and helping others Celebrating difference Y3, Recognising and respecting diversity Being respectful and tolerant</p>	<p>Links to prior learning: See EYFS LTP, Y1, Recognising, valuing and celebrating difference Developing respect and accepting others Y2, Celebrating difference Y3, Recognising and respecting diversity Y4, Recognising and celebrating difference (including religions and cultural difference)</p>	<p>Links to prior learning: See EYFS LTP Y1 Recognising, valuing and celebrating difference Developing respect and accepting others Y2, Celebrating difference Y3, Recognising and respecting diversity Being respectful and tolerant Y4, Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes Y5, Recognising and celebrating difference, including religions and cultural</p>
<p>Links to future learning: Y2, Celebrating difference Y3, Recognising and respecting diversity Being respectful and tolerant Y4, Recognising and celebrating difference (including religions and cultural difference) Y5, Recognising and celebrating difference, including religions and cultural Y6, Recognising and celebrating difference Understanding Bystander behaviour</p>	<p>Links to future learning: Y3, Recognising and respecting diversity Y4, Recognising and celebrating difference (including religions and cultural difference) Y5, Recognising and celebrating difference, including religions and cultural Y6, Recognising and celebrating difference Understanding Bystander behaviour</p>	<p>Links to future learning: Y4, Recognising and celebrating difference (including religions and cultural difference) Y5, Recognising and celebrating difference, including religions and cultural Y6, Recognising and celebrating difference</p>	<p>Links to future learning: Y5, Recognising and celebrating difference Y6, Gender stereotyping</p>	<p>Links to future learning: Y6 Recognising and celebrating difference</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>

Spring 1: Keeping Myself Safe



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Safe and unsafe secrets Appropriate touch Medicine safety 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Managing risk Decision-making skills Drugs and their risks Staying safe online 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)
<p>Essential Knowledge: Recognising strong negative feelings to support in staying safe. Being able to identify ways to stay healthy. Identifying when medicines might be harmful to a person.</p>	<p>Essential Knowledge: Learning the difference between a safe and unsafe secret. Knowing who to go to when something feels wrong. Identify safe and unsafe touches and to know a safe person to tell if it is not okay. Understanding how medicine can be helpful and harmful and how they can be used safely.</p>	<p>Essential Knowledge: How to prevent situations from becoming risky, Knowing the helpful and harmful effects of medicines. How to keep personal details safe online and explain why information online is not always true.</p>	<p>Essential Knowledge: List examples of people or things that might influence someone to take risks but know that people have choices about their risks taken. Identify the risks of smoking and drinking alcohol on the body and why most people do not take this risk. State positive and negative influences, including decision making.</p>	<p>Essential Knowledge: Provide examples of influences that impact risks taken online. Understand that everyone has choices. Be aware that people aged between 11-15 who smoke in the UK is only 3% and give reasons why society might think it is a lot more than this. Understand what consent is</p>	<p>Essential Knowledge: Explain the importance of emotional needs and why they are just as important as physical needs. Understand the dangers of what could happen if emotional needs are not met. Learning how to keep safe when using a mobile phone, including personal information and images which there are laws related to. Explain why some people believe that more young people drink than they actually do (misperceive norm) Understand what consent is</p>
<p>Essential Skills Learning emotional regulations. Developing strategies and mechanisms that support different emotions. Learning to look after the body. Developing their understanding of handing and taking medicines.</p>	<p>Essential Skills Identifying signs of danger or abuse. Understanding negative emotions associated with danger. Developing their understanding of handing and taking medicines. Safeguarding</p>	<p>Essential Skills Knowing when to get help. Understanding there are dangers to medicine. How to look after the human body. Staying safe online. Safeguarding</p>	<p>Essential Skills Being knowledgeable of peer pressure. Decision making. Developing healthy habits. Looking after the human body.</p>	<p>Essential Skills Staying safe online. Digital skills. Decision making. Taking responsibility for choices. Learning perceptions of society. Safeguarding</p>	<p>Essential Skills Developing positive self-image Taking responsibility for choices. Mindfulness. Staying safe online. Digital skills. Learning perceptions of society Safeguarding .</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Medicine Safety Safe and unsafe touches</p>	<p>Links to prior learning: See EYFS LTP Y1, How our feelings can keep us safe – including online safety Y2, Medicine safety</p>	<p>Links to prior learning: See EYFS LTP Y1, How our feelings can keep us safe – including online safety Y2, Y3, Managing risk Staying safe online</p>	<p>Links to prior learning: See EYFS LTP Y1, How our feelings can keep us safe – including online safety Y2, Y3, Decision-making skills Y4, Understanding the norms of drug use (cigarette and alcohol use) Influences</p>	<p>Links to prior learning: See EYFS LTP Y1 Y2, Y3, Drugs and their risks Staying safe online Y4, Online safety Y5, Norms around use of legal drugs (tobacco, alcohol)</p>
<p>Links to future learning: Y2, Safe and unsafe secrets Appropriate touch Medicine safety</p>	<p>Links to future learning: Y3, Managing risk Y4, Managing risk Online safety Y5, Managing risk Y6,</p>	<p>Links to future learning: Y4, Managing risk Online safety Y5, Managing risk, including online safety Y6, Staying safe online</p>	<p>Links to future learning: Y5, Managing risk, including online safety. Norms around use of legal drugs (tobacco, alcohol) Y6, Staying safe online Drugs: norms and risks (including the law)</p>	<p>Links to future learning: Y6, Staying safe online Drugs: norms and risks (including the law)</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>

Spring 2: Rights and Responsibilities



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught: Taking care of things:</p> <ul style="list-style-type: none"> • Myself • My money • My environment 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Cooperation • Self-regulation • Online safety • Looking after money – saving and spending 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped • Looking after the environment • Managing money 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Rights and responsibilities • Rights and responsibilities relating to my health • Making a difference • Decisions about lending, borrowing and spending 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Understanding media bias, including social media • Caring: communities and the environment • Earning and saving money • Understanding democracy
<p>Essential Knowledge: Giving examples of ways in which to look after ourselves and the environment - at school or home. Understanding how to look after money.</p>	<p>Essential Knowledge: Giving examples of things to help settle an individual's emotions and thoughts.</p>	<p>Essential Knowledge: Identifying ways to check for opinions and facts. Knowing how to help the people who help me by giving examples.</p>	<p>Essential Knowledge: Learning the positive effects of working together and stopping negative behaviour by not being a bystander. Explain how reports on the media can give messages that might influence how people think about things and why this might be a problem. Knowing decisions on money can have an impact on lives.</p>	<p>Essential Knowledge: List rights and responsibilities as children grow older with examples. Understanding the responsibility of keeping yourself healthy. Knowing that local councils have to make decisions about how money is spent on the community with examples.</p>	<p>Essential Knowledge: Explain why social media shows a biased view of people and why they might choose to do this. How social media can affect people's feelings about themselves. Understand what environmentally sustainable living means and how this is achieved. The advantages and disadvantages of saving money in different ways.</p>
<p>Essential Skills Developing healthy skills Money saving/management</p>	<p>Essential Skills Regulating emotions Identifying negative emotions</p>	<p>Essential Skills Comprehension skills Strengthen social skills Develop self-awareness</p>	<p>Essential Skills Cooperation. Being assertive. Critical thinking Decision making</p>	<p>Essential Skills Maturity and reliability. Looking after yourself both physically and mentally. Budgeting.</p>	<p>Essential Skills Critical thinking. Self-awareness. Budgeting. Self control</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Looking after money – saving and spending</p>	<p>Links to prior learning: See EYFS LTP Y1, My environment My money Y2, Cooperation</p>	<p>Links to prior learning: See EYFS LTP Y1, My environment My money Y2, Looking after money – saving and spending Y3, Looking after the environment Managing money</p>	<p>Links to prior learning: See EYFS LTP Y1, Taking care of myself Y2, Cooperation Y3, Helping and being helped Looking after the environment Y4, Decisions about spending money</p>	<p>Links to prior learning: See EYFS LTP Y1 Looking after my environment Y2, Looking after money – saving and spending Y3, Looking after the environment Y4, Media influence Y5, Decisions about lending, borrowing and spending</p>
<p>Links to future learning: Y2, Looking after money – saving and spending Self-regulation Y3, Looking after the environment Managing money Y4, Making a difference (different ways of helping others or the environment) Decisions about spending money Y5, Rights and responsibilities Y6, Earning and saving money Caring: communities and the environment</p>	<p>Links to future learning: Y3, Managing money Y4, Decisions about spending money Y5, Rights and responsibilities Decisions about lending, borrowing and spending Y6, Earning and saving money</p>	<p>Links to future learning: Y4, Making a difference (different ways of helping others or the environment) Decisions about spending money Y5, Rights and responsibilities Rights and responsibilities relating to my health Y6, Caring: communities and the environment Earning and saving money</p>	<p>Links to future learning: Y5, Rights and responsibilities Making a difference Decisions about lending, borrowing and spending Y6, Caring: communities and the environment Earning and saving money</p>	<p>Links to future learning: Y6, Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>

Summer 1: Being my best



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Growth Mindset • Healthy eating • Hygiene and health • Cooperation 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Growth Mindset • Looking after my body • Hygiene and health • Exercise and sleep 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Keeping myself healthy and well • Celebrating and developing my skills • Developing empathy 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment • My skills and interests 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Growing independence and taking responsibility • Keeping myself healthy • Media awareness and safety • My community 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Aspirations and goal setting • Managing risk • Looking after my mental health
<p>Essential Knowledge: Developing strategies of what can be done if something is difficult. Explain why certain foods are healthy and why it is important to eat at least five portions of vegetables/fruit a day.</p>	<p>Essential Knowledge: List the different body parts that help turn food into energy and needs to be done to get energy. Explain how setting a goal can help achieve what needs to be done.</p>	<p>Essential Knowledge: Learning how to make decisions on taking responsibility related to health by providing examples. List examples of a skill or talent that was achieved by goal setting.</p>	<p>Essential Knowledge: Provide examples of different things that help to keep people or themselves healthy. Give different examples of how the environment can be looked after.</p>	<p>Essential Knowledge: Identifying how increased independence has helped to show responsibility. Listing several positive qualities on how someone can behave.</p>	<p>Essential Knowledge: Identifying how to overcome challenges on the way to achieving goals. Provide examples of emotional and physical risks.</p>
<p>Essential Skills Problem solving Analyse information Understanding the important of a balanced diet</p>	<p>Essential Skills Scientific knowledge Identifying steps needed to reach goals Building goals with ambition</p>	<p>Essential Skills Decision making Taking ownership of personal health Recognising achievements</p>	<p>Essential Skills Recognising healthy habits Taking responsibility and being aware of problems Problem solving Risk taking</p>	<p>Essential Skills Ability to care for own needs Self esteem Safeguarding Risk taking Safety</p>	<p>Essential Skills Risk taking Decision making Social norms Keeping safe and healthy</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Growth mindset Hygiene and health</p>	<p>Links to prior learning: See EYFS LTP, Y1, Hygiene and health Growth mindset Y2, Looking after my body Exercise and sleep</p>	<p>Links to prior learning: See EYFS LTP Y1, Healthy eating Cooperation Y2, Looking after my body Exercise and sleep Y3, Keeping myself healthy and well Developing empathy</p>	<p>Links to prior learning: See EYFS LTP Y1, Healthy eating Hygiene and health Cooperation Y2, Hygiene and health Exercise and sleep Looking after my body Y3, Keeping myself healthy and well Developing empathy Y4, Having choices and making decisions about my health My skills and interests</p>	<p>Links to prior learning: See EYFS LTP Y1 Growth mindset Y2, Looking after my body Growth mindset Y3, Celebrating and developing my skills Y4, Having choices and making decisions about my health My skills and interests Y5, Growing independence and taking responsibility Keeping myself healthy</p>
<p>Links to future learning: Y2, Growth Mindset Hygiene and health Y3, Hygiene and health Growth mindset Y4, Healthy eating Cooperation Y5, Healthy eating Hygiene and health Cooperation Y6, Growth mindset</p>	<p>Links to future learning: Y3, Looking after my body Exercise and sleep Y4, Looking after my body Exercise and sleep Y5, Hygiene and health Exercise and sleep Looking after my body Y6, Looking after my body Growth mindset</p>	<p>Links to future learning: Y4, Keeping myself healthy and well Developing empathy Y5, Keeping myself healthy and well Developing empathy Y6, Celebrating and developing my skills</p>	<p>Links to future learning: Y5, Celebrating and developing my skills Y6, Having choices and making decisions about my health</p>	<p>Links to future learning: Y6, Growing independence and taking responsibility Keeping myself healthy</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>



Summer 2: Growing and Changing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts • Taking care of self and others 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Relationships • Changing bodies and puberty • Keeping safe • Safe and unsafe secrets 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Body changes during puberty • Managing difficult feelings • Relationships including marriage 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Managing difficult feelings • Managing change • How my feelings help • Keeping safe • Getting help 	<p>Subject Content: Pupils should be taught:</p> <ul style="list-style-type: none"> • Coping with changes • Keeping safe • Body Image • Sex education • Self-esteem
<p>Essential Knowledge: Identify an adult to talk to both at home and school when help is required. List things developmental changes from toddler to now. Explain what some parts of the body do.</p>	<p>Essential Knowledge: Identify people who are part of their growing process and notice the independent changes. Understand emotions linked to loss or saying goodbye. Be able to give supportive feedback.</p>	<p>Essential Knowledge: Listing what makes a positive and negative relationship. Understanding the menstruation cycle when an egg is not fertilised in a woman's body. . Learning how to be safe and assertive when someone intrudes into body space.</p>	<p>Essential Knowledge: Labelling body part differences of both genders., Understanding emotions linked to puberty. Being aware of different relationships including marriage.</p>	<p>Essential Knowledge: Understanding what resilience is and how it can be developed. List ways in which change can be experienced. Know how to get help and identify trusted adults. Understand what consent is</p>	<p>Essential Knowledge: Know when a secret should be kept or shared. Understand the emotional changes associated with puberty. List examples of how self esteem can be affected. Understand what consent is</p>
<p>Essential Skills Keeping safe Healthy lifestyles Safeguarding Safety and secrets Getting help Understanding life cycles Learning to look after their bodies</p>	<p>Essential Skills Relationships Managing change Dealing with loss/change Identifying feelings Resilience</p>	<p>Essential Skills Support networks Relationships Communication Keeping safe Safeguarding Safety Body parts Decision making Online safety</p>	<p>Essential Skills Growing and changing Body parts Personal hygiene Menstruation Independence Relationship education Managing change</p>	<p>Essential Skills Conflict resolution Peer pressure Safeguarding Relationships Getting help Menstruation Emotion regulation</p>	<p>Essential Skills Growing and changing Privacy Decision making Relationship education Safeguarding Being confident in yourself Online safety Conflict resolution</p>
<p>Links to prior learning: See EYFS LTP</p>	<p>Links to prior learning: See EYFS LTP Y1, Taking care of self and others.</p>	<p>Links to prior learning: See EYFS LTP Y1, Getting help Y2, Life cycles Privacy</p>	<p>Links to prior learning: See EYFS LTP Y1, My body parts Y2, Growing and changing Dealing with loss Y3, Changing bodies and puberty Relationships</p>	<p>Links to prior learning: See EYFS LTP Y1, Getting help Y2, Growing and changing Privacy Y3, Keeping safe Sfe and unsafe secrets Y4, Body changes during puberty Managing difficult relationships</p>	<p>Links to prior learning: See EYFS LTP Y1 Taking care of myself and others Y2, Privacy Y3, Keeping safe Changing bodies and puberty Y4, Body changes during puberty Managing difficult feelings Y5, Managing difficult feelings Managing change Keeping safe</p>
<p>Links to future learning: Y2, Taking care of self and others Y3, Getting help Y4, My body parts Y5, Getting help Y6, Taking care of myself and others</p>	<p>Links to future learning: Y3, Life cycles Privacy Y4, Growing and changing Dealing with loss Y5, Growing and changing Privacy Y6, Privacy</p>	<p>Links to future learning: Y4, Changing bodies and puberty Relationships Y5, Keeping safe Sfe and unsafe secrets Y6, Keeping safe Changing bodies and puberty</p>	<p>Links to future learning: Y5, Body changes during puberty Managing difficult relationships Y6, Body changes during puberty</p>	<p>Links to future learning: Y6, Managing difficult feelings Managing change Keeping safe</p>	<p>Links to future learning: KS3 - Pupils will continue to learn about healthy relationships, health and wellbeing, consent, and their role in the wider community.</p>