



RSE Long Term Plan

INTENT: The intent of our RSE Curriculum is to deliver a broad and varied curriculum and maximise the outcomes for every child so that they know more, remember more and understand more. To provide social, moral, spiritual and cultural learning opportunities which ensures pupils learn about the emotional, social and physical aspects of growing up, and relationships. Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities which will prepare them for contributing to school life and living in a diverse society.

Core theme 1: Health and wellbeing (Spring 1, Summer 2)

Core theme 2: Relationships (Autumn 2, Summer 1)

Core theme 3: Living in the wider world (Autumn 1, Spring 2)

KEY:

Radicalisation

Gangs

Drugs

Mental Health

(PD/W) = Personal Development and Welfare

(S) = Safeguarding

Ofsted Framework = direct quotations from the Ofsted Framework

(W/A) = Workshop and/or Assembly

	Autumn Term		Spring Term		Summer Term	
EYFS	Personal, Social and Emotional Development: Making relationships ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		Personal, Social and Emotional Development: Managing feelings and behaviour ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.		Personal, Social and Emotional Development: Self-confidence and self-awareness ELG: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Physical Development: Health and Self-care ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
KS1/ KS2	Autumn 1 Rights & Responsibilities Environment	Autumn 2 Valuing Difference	Spring 1 Growing & Changing	Spring 2 Money	Summer 1 Healthy Relationships Feelings and emotions	Summer 2 Keeping safe Healthy lifestyle

Year 1

TOPIC Living in the Wider World

Key skills

I know what the rules are in class, dinner hall, assemblies, playground, etc

Key knowledge

I know what to do in case of a fire/intruder alarm

Rights and Responsibilities

Class charters, UN declaration on the Rights of the Child; everybody is unique in some ways and the same in others; how to get help, including in an emergency

Environment

Looking after the local environment

PD/W Topic: Rules and routines in school and the wider community.

Children will know the rules and routines of the school and how they are expected to behave during:

- At the start and finish of the day.

TOPIC Relationships

Key skills

To be able to be a good listener

Key knowledge

To be able to recognise what bullying is and know the importance of telling an adult

Valuing difference

Respecting similarities and differences in others; sharing views and ideas

Recognising and responding to bullying.

PD/W Topic: Moral Compass

Children will know the four points of the KA Compass;

Kind

Honest

Helpful

Fair

Ofsted Framework:

“Developing responsible, respectful and active

TOPIC Health and Wellbeing

Key skills

To be able to talk about myself and what I am good at

Key knowledge

To be able to recognise what is right and wrong

Growing and changing

Recognising what they are good at; setting goals; Change and loss and how it feels; Growing and changing and becoming more independent

Ofsted Framework:

“Developing pupils character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and corporate consistently with others. This gives pupils the qualities

TOPIC Living in the Wider World

Key skills

Being able to distinguish between what I want and what I need

Key knowledge

To know where money comes from and why we need it

Money

Where money comes from; how to use money-saving and spending money

Ofsted Framework: “The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.”

Reading across the curriculum link: Fairer Tales- princesses doing it for themselves by Emma Dodd.

FOLLOW UP

'The Power of Change Anti-Bullying Show' – Whole school. (S)

KS1

<https://www.youtube.com/watch?v=hhH9NCtaZt8>

link to British Values – The

TOPIC Relationships

Key skills

Being able to identify special people in their lives and explain why they are important to them

Key knowledge

To know when keeping a secret is not safe

Healthy

Relationships

Secrets and keeping safe; special people in their lives

Feelings and emotions

Recognising feelings in self and others; sharing feelings

Reading across the curriculum link: A little bit brave by Nicola Kinnear.

Friendship and being a good friend:

- From bully to best friend.
- Making friends - fear of rejection.
- Making new friends.
- What does

TOPIC Health and Wellbeing

Key skills

To be able to ask for help if worried about something

Key knowledge To be able to identify dangers in the bathroom, kitchen, bedroom etc.

Keeping safe

Keeping safe around the household products; how to ask for help if worried about something

Healthy lifestyle

What helps keep bodies healthy; hygiene outlines

Reading across the

curriculum link: What's in my house? By Roger Priddy.

NSPCC

Speak Out, Stay Safe.

Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse, sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)

	<ul style="list-style-type: none"> • During lunchtime, including in the dining hall and break times or playtimes. • During assembly. • When moving between lessons. <p>Reading across the curriculum link: Golden rules story books by Jenny Mosley.</p>	<p>citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”</p> <p>Anti Bullying Show (W/A)</p> <p>Assembly: Children in Need (W/A)</p> <p>Discussion: how to make good friends?</p> <p>https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/ (S)</p> <p>Developing meaningful friendships:</p> <p>https://www.tes.com/teaching-resources/blog/friendship-resources-eyfs-and-primary (S)</p>	<p>they need to flourish in our society.“</p> <p>TOPIC Internet safety day Key skills- I can explain the rules that keep me safe on the internet.</p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>(S)</p> <p>Key knowledge: I know what information about me is personal to me, where I live, where I go to school, my family's name. I know how to behave on the internet that doesn't upset others. (S)</p> <p>Internet Safety Student/Parent Workshop. (S) (W/A)</p>	<p>Rule of Law</p> <p>Resilience Workshop (S) (W/A)</p>	<p>friendship mean to you?</p> <ul style="list-style-type: none"> • Working together to solve problems. <p>https://www.bbc.co.uk/bitesize/topics/zsw/wxnb/resources/1 (S)</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/‘Yellow Mellow’ includes lesson plans for secondary schools. (S)</p>	
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		Internet Safety w/ Met Police (PD/WW) (W/A)				
Year 2	<p>TOPIC Living in the Wider World</p> <p>Key skills I know what the rules are in class, dinner hall, assemblies, playground, etc</p> <p>Key knowledge I know what to do in case of a fire/intruder alarm</p> <p><u>Rights and Responsibilities</u> Class charters; UN declaration on the Rights of the Child. Respecting their own and others; needs, groups and communities they belong to; people who work in the community; getting help in an emergency</p> <p><u>Environment</u> Looking after the local environment</p> <p>PD/W Topic: Rules and routines in school and the wider community.</p>	<p>TOPIC Relationships</p> <p>Key skills To be able to be a good listener and express their views confidently</p> <p>Key knowledge To be able to recognise what teasing and bullying are</p> <p><u>Valuing difference</u> Sharing views and ideas</p> <p>Recognising different types of teasing and bullying</p> <p>PD/W Topic: Moral Compass</p> <p>Children will know the four points of the KA Compass;</p> <p>Kind</p> <p>Honest</p> <p>Helpful</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills to be able to talk about myself and set goals.</p> <p>Key knowledge I know the scientific name for private body parts is genitals (penis, testicles, vulva and vagina)</p> <p><u>Growing and changing</u> Recognising what they are good at; setting goals; Growing; changing and becoming more independent; correct names for body parts(including external genitalia)</p> <p>Ofsted Framework: “Developing pupils character, which we define as a set of positive personal traits, dispositions and virtues that</p>	<p>TOPIC Living in the Wider World</p> <p>Key skills To be able to keep track of what I spend and what I save</p> <p>Key knowledge To know where money comes from and why we need it</p> <p><u>Money</u> Where money comes from; how to use money-saving and spending money: making choices; keeping track of money spent/saved</p> <p>Reading across the curriculum link: Fairer Tales- princesses doing it for themselves by Emma Dodd.</p> <p>Ofsted Framework: “The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.”</p> <p>FOLLOW UP</p>	<p>TOPIC Healthy Relationships</p> <p>Key skills To be able to listen to others and play cooperatively</p> <p>P4C, Circle times. Link to english text or class novel.</p> <p>Key knowledge To know the difference between safe and unsafe touch</p> <p><u>Healthy Relationships</u> Respecting similarities and differences in others, Listening to others and playing cooperatively, appropriate and inappropriate touch</p> <p><u>Feelings and emotions</u> Behaviour; bodies and feelings can be hurt</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills To be able to ask for help if they are worried about something</p> <p>Key knowledge How to keep safe in the classroom, on the pavement and swimming pool.</p> <p><u>Keeping safe</u> Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts</p> <p><u>Healthy lifestyle</u> Healthy choices; different feelings; managing feelings</p> <p>Reading across the curriculum link: I can be safe By Pat Thomas.</p> <p>NSPCC Speak Out, Stay Safe. Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse,</p>

	<p>Children will know the rules and routines of the school and how they are expected to behave during:</p> <ul style="list-style-type: none"> • At the start and finish of the day. • During lunchtime, including in the dining hall and break times or playtimes. • During assembly. • When moving between lessons. <p>Reading across the curriculum link: Golden rules story books by Jenny Mosley.</p>	<p>Fair</p> <p>Ofsted Framework: “Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”</p> <p>Anti Bullying Show (W/A)</p> <p>Assembly: Children in Need (W/A)</p> <p>Discussion: how to make good friends? (S)</p> <p>https://www.educationquizzes.com/ks1/personal-social-and-health-education/friends/ (S)</p> <p>Developing meaningful</p>	<p>informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and corporate consistency with others. This gives pupils the qualities they need to flourish in our society.”</p> <p>Ofsted Framework: “Developing pupils age-appropriate understanding of healthy relationships through appropriate relationships and sex education.”</p> <p>TOPIC Internet safety day</p> <p>Key skills: I can explain the rules that keep me safe on the internet.</p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> (S)</p>	<p>'The Power of Change Anti-Bullying Show' – Whole school (S) (W/A)</p> <p>KS1 https://www.youtube.com/watch?v=hhH9NCtaZt8 - link to British Values – The Rule of Law (S)</p> <p>Internet Safety Student/Parent Workshop. (S) (W/A)</p>	<p>Reading across the curriculum link: My body! What I say goes! By Jayneen Sanders.</p> <p>Friendship and being a good friend:</p> <ul style="list-style-type: none"> • From bully to best friend. • Making friends - fear of rejection. • Making new friends. • What does friendship mean to you? • Working together to solve problems. (S) <p>https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1 (S)</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/“Yellow Mellow” includes lesson plans for secondary schools. (S)</p>	<p>sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)</p>
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		<p>friendships: (S)</p> <p>https://www.tes.com/teaching-resources/blog/friendship-resources-eyfs-and-primary (S)</p> <p>Internet Safety w/ Met Police (PD/WW) (W/A)</p>	<p>Key knowledge: I know what information about me is personal to me, where I live, where I go to school, my family's name. I know what cyberbullying means I can do when I encounter it. (S)</p>			
Year 3	<p>TOPIC Living in the Wider World</p> <p>Key skills know what the rules are in class, dinner hall, assemblies, playground. Community e.g swimming pool.</p> <p>Key knowledge I know my rights as a child</p> <p><i>Rights and Responsibilities</i> Class charters; UN declaration of the Rights of the Child. Discuss and debate health and wellbeing issues</p>	<p>TOPIC Relationships</p> <p>Key skills To know that you need to find out about a person to really know them</p> <p>Key knowledge I know that I should tell an adult if I feel bullied or if I see someone being bullied</p> <p><i>Valuing difference</i> What is meant by stereotype?</p> <p>Recognising and responding to bullying</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills To identify feelings- fear, sadness and anger.</p> <p>Key knowledge To have strategies to manage these feelings</p> <ul style="list-style-type: none"> Counting to 10. Speaking to an adult Speaking to a friend. Walking away. <p><i>Growing and changing</i> Recognising what</p>	<p>TOPIC Living in the Wider World</p> <p>Key skills •Make decisions about products and advertising. •Be a team player •Use persuasive techniques to sell effectively •Be confident when talking to an audience.</p> <p>Key knowledge To be able to define: profit, receipt, loss and budget</p> <p><i>Money</i> Enterprise; what it means, developing skills in enterprise</p> <p>Reading across the curriculum link: Fairer</p>	<p>TOPIC Healthy Relationships</p> <p>Key skills To be able to maintain friendship</p> <p>Key knowledge What makes a good friend <i>Healthy Relationships</i> Positive; healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively</p> <p><i>Feelings and emotions</i></p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills I can make good choices about my diet</p> <p>Key knowledge I know how to stay safe at school and in the community.</p> <p><i>Keeping safe</i> Basic emergency aid school rules on health and safety; people who help them stay healthy and safe</p> <p><i>Healthy lifestyle</i> What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits</p> <p>Reading across the curriculum link: The</p>

<p><u>Environment</u> Sustainability of the environment across the world</p> <p>PD/W Topic: Rules and routines in school and the wider community.</p> <p>Children will know the rules and routines of the school and how they are expected to behave during:</p> <ul style="list-style-type: none"> • At the start and finish of the day. • During lunchtime, including in the dining hall and break times or playtimes. • During assembly. • When moving between lessons. <p>Reading across the curriculum link: Officer Buckle and Gloria by Peggy Rathman.</p>	<p>PD/W Topic: Moral Compass</p> <p>Children will know the four points of the KA Compass;</p> <p>Kind</p> <p>Honest</p> <p>Helpful</p> <p>Fair</p> <p>Ofsted Framework: “Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”</p> <p>Anti Bullying Show (W/A)</p> <p>Assembly: Children in Need (W/A)</p>	<p>they are good at; setting goals; Describing feelings; conflicting feelings and how to manage feelings</p> <p>Ofsted Framework: “Developing pupils character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and corporate consistently with others. This gives pupils the qualities they need to flourish in our society.”</p> <p>“The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.”</p> <p>TOPIC Internet safety day Key skills I know the similarities and differences between</p>	<p>Tales- princesses doing it for themselves by Emma Dodd.</p> <p>Ofsted Framework: “Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage in society and providing them with plentiful opportunities to do so.”</p> <p>FOLLOW UP ‘The Power of Change Anti-Bullying Show’ – Whole school</p> <p>KS2 https://www.youtube.com/watch?time_continue=150&v=fG8FhwiYTB0 - Link to British Values – The Rule of Law (S)</p> <p>Peer-on-Peer Abuse Workshop (W/A)</p> <p>Resilience Workshop (W/A)</p> <p>Internet Safety Student/Parent Workshop. (W/A)</p>	<p>Recognising feelings in others; responding to how others are feeling</p> <p>Reading across the curriculum link: A sick day for Amos McGee by Philip C Stead.</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/‘Yellow Mellow’ includes lesson plans for secondary schools. (S)</p> <p>“Friends” and being “Friendly” Build awareness of negative peer pressure. Differences between being “friends” and being “friendly”..Help pupils to read the signs of gang membership, recognise how gangs recruit and understand the manipulative and coercive nature of gangs and gang members. Highlights what gangs are really about and how they exploit young people</p>	<p>adventures of junk food dude by Robyn Openshaw.</p> <p>NSPCC Speak Out, Stay Safe. Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse, sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)</p>
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Keeping Safe - Out and About:
<https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf> (S)

Internet Safety with Met Police (PD/WW) (W/A)

in person and online communications, and how to write clear and respectful messages.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact..
(S)

Key knowledge:
I know what cyberbullying means and what I can do when I encounter it.

I know it means to be responsible to and respectful of their offline and online communities.
(S)

Pedestrian awareness
Key skills:
I know the Green Cross Code, and safe crossing places on the road.
I understand the risks and the effects of risky behaviour.
I can develop strategies to cope

and put them and their families at risk.

Gang involvement - warning signs:
<https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/> (S)

			<p>with dangerous situations caused by others. (S)</p> <p>For2Feet - Pedestrian Training (W/A)</p>			
Year 4	<p>TOPIC Living in the Wider World</p> <p>Key skills To be able to appreciate differences and diversity in the UK and the world</p> <p>Key knowledge I know my rights as a child</p> <p><u>Rights and Responsibilities</u> Class charters; UN declaration of the Rights of the Child. Discuss and debate health and wellbeing issues Appreciating difference and diversity in the UK and around the world</p> <p><u>Environment</u></p>	<p>TOPIC Relationships</p> <p>Key skills To be able to respect the differences and similarities between people</p> <p>Key knowledge I know that I should tell an adult if I feel bullied or if I see someone being bullied</p> <p><u>Valuing difference</u> Differences and similarities between people and understanding everyone is equal.</p> <p>Recognising bullying; how to respond and</p>	<p>TOPIC Health and Wellbeing</p> <p>Key knowledge To understand my body will change.</p> <ul style="list-style-type: none"> • hair • period • spots • personal hygiene (washing each day, using deodorant) <p><u>Growing and changing</u> Recognising what they are good at; setting goals; Changes at puberty; Changes that happen in life and feelings associated with change</p>	<p>TOPIC Living in the Wider World</p> <p>Key skills To know the ways to save money</p> <p>Key knowledge Being able to define interest and loan</p> <p><u>Money</u> Role of money; managing money (saving and budgeting); what is meant by interest and loan</p> <p>Reading across the curriculum link: Fairer Tales- princesses doing it for themselves by Emma Dodd.</p> <p>FOLLOW UP 'The Power of Change Anti-Bullying Show' – Whole school (S)</p>	<p>TOPIC Healthy Relationships</p> <p>Key skills To be able to solve disputes among peers</p> <p>Restorative justice. Peer mediators.</p> <p>Key knowledge To know the difference between acceptable and unacceptable physical contact</p> <p><u>Healthy Relationships</u> Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills I know how to get help in an emergency and stay safe online</p> <p>Key knowledge I know about drugs common to everyday life and can explain why they are dangerous</p> <p>Paracetamol Pain soothers- calpol, cough medicines etc.</p> <p><u>Keeping safe</u> How to get help in an emergency</p> <p>How to keep safe online, protecting personal information</p> <p><u>Healthy lifestyle</u> What makes a balanced</p>

	<p>Sustainability of the environment across the world</p> <p>PD/W Topic: Rules and routines in school and the wider community.</p> <p>Children will know the rules and routines of the school and how they are expected to behave during:</p> <ul style="list-style-type: none"> • At the start and finish of the day. • During lunchtime, including in the dining hall and break times or playtimes. • During assembly. • When moving between lessons. <p>Reading across the curriculum link: If kids ruled the world by Linda Bailey.</p>	<p>ask for help</p> <p>PD/W Topic: Moral Compass</p> <p>Children will know the four points of the KA Compass;</p> <p>Kind</p> <p>Honest</p> <p>Helpful</p> <p>Fair</p> <p>Ofsted Framework: “Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”</p> <p>Anti Bullying Show (W/A)</p>	<p>Ofsted Framework: “Developing pupils age-appropriate understanding of healthy relationships through appropriate relationships and sex education.”</p> <p>“The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.”</p> <p>TOPIC Internet safety day Key skills I know the similarities and differences between in person and online communications, and how to write clear and respectful messages.</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>(S)</p>	<p>KS2 https://www.youtube.com/watch?time_continue=150&v=fG8FhwiYTB0 - Link to British Values – The Rule of Law (S)</p> <p>Peer-on-Peer Abuse Workshop (W/A)</p> <p>Resilience Workshop (W/A)</p> <p>Internet Safety Student/Parent Workshop. (W/A)</p>	<p><i>Feelings and emotions</i></p> <p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares</p> <p>Reading across the curriculum link: Enemy Pie by Derek Munson.</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/“Yellow Mellow” includes lesson plans for secondary schools. (S)</p> <p>“Friends” and being “Friendly” Build awareness of negative peer pressure. Differences between being “friends” and being “friendly”..Help pupils to read the signs of gang membership, recognise how gangs recruit and understand the manipulative and coercive nature of gangs and gang</p>	<p>lifestyle and making choices; drugs common to everyday life; hygiene and germs</p> <p>Reading across the curriculum link: Nice or Nasty? Learning about drugs and health. By Claire Llywellyn.</p> <p>NSPCC Speak Out, Stay Safe. Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse, sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)</p>
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		<p>Assembly: Children in Need (W/A)</p> <p>Keeping Safe - Out and About: https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf (S)</p> <p>Internet Safety w/ Met Police (PD/WW) (W/A)</p>	<p>Key knowledge: Children think about how it feels to be cyber bullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. Revisit keeping their personal information private on all media site. Revisit summer 2: transition into Yr5, walking home alone. (S)</p>		<p>members. Highlights what gangs are really about and how they exploit young people and put them and their families at risk.</p> <p>Gang involvement - warning signs: https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/. (S)</p>	
Year 5	<p>TOPIC Living in the Wider World</p> <p>Key skills I know how to save energy and water</p> <p>Key knowledge To be able to explain how our energy use can harm the environment and describe what we can do to help</p> <p><i>Rights and Responsibilities</i> Class charters; UN declaration of the Rights of the Child.</p> <p>Rules and laws;</p>	<p>TOPIC Relationships</p> <p>Key skills To be able to treat everyone with respect regardless of how much they differ from us</p> <p>Key knowledge I can recognise when people are being discriminated, teased and bullied and the effect such behaviour has on others</p> <p><i>Valuing difference</i> Listening to others; raise concern and challenge</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills To recognise when I am feeling anxious and embarrassed.</p> <p>Key knowledge To use strategies to deal with anxiety: 1-3 breathe deeply 4-6 speak to a friend 7-9 reflection time on your own 10 speak to an adult</p> <p><i>Growing and changing</i> Recognising what they are good at; setting goals;</p>	<p>TOPIC Living in the Wider World</p> <p>Key skills To be able to recognise how different manufacturers try to influence our spending</p> <p>Key knowledge: To be able to define a critical consumer, loan, debt and tax</p> <p>Links to ICT: Strategies used in advertising.</p> <p>Links to English: Persuasive arguments.</p> <p>Links to Maths: Budgets, loans etc.</p>	<p>TOPIC Healthy Relationships</p> <p>Key skills Be able to talk about what it means to be a good team player</p> <p>Key knowledge To know how our actions can affect others</p> <p><i>Healthy Relationships</i> Actions have consequences; working collaboratively; negotiation and compromise; giving feedback</p>	<p>TOPIC Health and Wellbeing</p> <p>Key skills I can make good choices about my diet I know how to stay safe online</p> <p>Key knowledge To know the safety procedures at school</p> <p><i>Keeping safe</i> What to do in an emergency</p> <p>Strategies for managing personal safety in the local environment;</p> <p>Online safety; including sharing images; mobile phone safety</p>

	<p>Range of identities in the UK; respecting and resolving difference</p> <p>Environment How resources are allocated and the effect on individuals, communities and the environment</p> <p>PD/W Topic: Rules and routines in school and the wider community.</p> <p>Children will know the rules and routines of the school and how they are expected to behave during:</p> <ul style="list-style-type: none"> At the start and finish of the day. During lunchtime, including in the dining hall and break times or playtimes. During assembly. When moving between lessons. <p>Children will also know the difference between a rule and a law. Why these exist within society.</p> <p>Children will explore the</p>	<p>Discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>PD/W Topic: Moral Compass</p> <p>Children will know the four points of the KA Compass;</p> <p>Kind</p> <p>Honest</p> <p>Helpful</p> <p>Fair</p> <p>Ofsted Framework: “Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law</p>	<p>aspirations. Intensity of feelings; managing complex feelings</p> <p>Coping with change and transition; bereavement and grief</p> <p>Ofsted Framework: “Developing pupils age-appropriate understanding of healthy relationships through appropriate relationships and sex education.”</p> <p>“The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.”</p> <p>TOPIC Internet safety day Key skills Children revisit not to reveal private information to a person they know only online.</p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</i></p>	<p>Money Importance of finance in people’s lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax</p> <p>Reading across the curriculum link: Fairer Tales- princesses doing it for themselves by Emma Dodd.</p> <p>FOLLOW UP ‘The Power of Change Anti-Bullying Show’ – Whole school (S)</p> <p>KS2 https://www.youtube.com/watch?time_continue=150&v=fG8FhwiYTB0 - Link to British Values – The Rule of Law (S)</p> <p>Peer-on-Peer Abuse Workshop (W/A)</p> <p>Resilience Workshop (W/A)</p> <p>Internet Safety Student/Parent Workshop. (W/A)</p>	<p>Feelings and emotions Responding to feelings in others</p> <p>Reading across the curriculum link: Shh! We have a plan! By Chris Haughton.</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/‘Yellow Mellow’ includes lesson plans for secondary schools. (S)</p> <p>Keeping Safe - Out and About: https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf (S)</p> <p>Extremism Workshop (S) (W/A)</p>	<p>Healthy lifestyle What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices</p> <p>Reading across the curriculum link: #Goldilocks by Jeanne Willis.</p> <p>Topic NSPCC Making sense of Relationships Transition to secondary school Online safety and online friendships Consent Sexualised behaviour Unhealthy relationships Sharing sexual images https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/</p> <p>NSPCC Speak Out, Stay Safe. Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse, sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if</p>
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	<p>importance of registration, attendance and attainment. Links to CME.</p> <p>Ofsted Framework: “A strong focus on attendance and punctuality so that disruption is minimised.”</p> <p>Workshop with the EWO. (S)</p> <p>Friend vs Friendly workshop (Growing Against Violence) (S)</p> <p>Gangs Workshop (S)</p>	<p>of England.”</p> <p>Anti Bullying Show (W/A)</p> <p>Assembly: Children in Need (W/A)</p> <p>Internet Safety w/ Met Police (PD/WW) (W/A)</p> <p>“Friends” and being “Friendly”</p> <p>Build awareness of negative peer pressure. Differences between being “friends” and being “friendly”..Help pupils to read the signs of gang membership, recognise how gangs recruit and understand the manipulative and coercive nature of gangs and gang members. Highlights what gangs are really about and how they exploit young people and put them and their families at risk. (S)</p> <p>Gang involvement - warning signs: https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/ (S)</p>	<p><i>ways to report concerns about content and contact.</i> (S)</p> <p>Key knowledge: Children think about how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>Revisit keeping their personal information private on all media site.</p> <p>Summer term revisit again for transition into Secondary school. (S)</p>			<p>they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)</p> <p>FGM Student/Parent Workshop (W/A)</p>
<p>Year 6</p>	<p>TOPIC Living in the Wider World</p>	<p>TOPIC Relationships</p>	<p>TOPIC Health and Wellbeing</p>	<p>TOPIC Living in the Wider World Key skills</p>	<p>TOPIC Healthy Relationships</p>	<p>TOPIC Health and Wellbeing Key skills</p>

<p>Key skills I can identify some of the ways in which media tries to influence the way we feel</p> <p>Key knowledge I know what the human rights are</p> <p><u>Rights and Responsibilities</u> Class charters; UN declaration of the Rights of the Child.</p> <p>Resolving differences; Human rights; national, regional, religious and ethnic identities in the UK</p> <p>Being critical of what is in the media and what they forward to others</p> <p><u>Environment</u> How resources are allocated; effect of this on individuals; communities and environment</p> <p>PD/W Topic: Rules and routines in school and the wider community.</p> <p>To understand how rules and expectations apply in a real life context.</p>	<p>Key skills To be able to treat everyone with respect regardless of how much they differ from us</p> <p>Key knowledge To know what stereotypes are and how to challenge them</p> <p><u>Valuing difference</u> Listening to others; raise concern and challenge</p> <p>What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying</p> <p>PD/W Topic: Moral Compass</p> <p>Children will know the four points of the KA Compass;</p> <p>Kind</p> <p>Honest</p> <p>Helpful</p> <p>Fair</p> <p>Ofsted Framework:</p>	<p>Key skills To use scientific vocabulary to explain changes within our body</p> <p>Key knowledge To be able to define: period, pregnancy, wet dreams, hair and personal hygiene, semen, erection</p> <p><u>Growing and changing</u> Recognising what they are good at; setting goals; aspirations.</p> <p>Changes at puberty (recap year 4) human reproduction; roles and responsibilities of parents</p> <p>Ofsted Framework: “Developing pupils age-appropriate understanding of healthy relationships through appropriate relationships and sex education.”</p> <p>“The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and</p>	<p>-Make decisions and choices about products and advertising.</p> <p>-Learn to work effectively as part of a team and manage a team. What helps us work better as a team?</p> <p>-Use persuasive techniques to sell effectively.</p> <p>-Develop confidence and techniques when talking to an audience.</p> <p>-Revamp an existing product.</p> <p>Key knowledge To be able to define: profit, stock, revenue, credit, receipt, loss, expenses and budget</p> <p><u>Money</u> Enterprise; setting up an enterprise</p> <p>Reading across the curriculum link: Fairer Tales- princesses doing it for themselves by Emma Dodd.</p> <p>Ofsted Framework: “Schools are crucial in preparing pupils for their</p>	<p>Key skills To be able to talk about healthy relationships with friends, partners and family.</p> <p>Key knowledge To be able to distinguish between safe and unsafe touch</p> <p><u>Healthy Relationships</u> Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p> <p><u>Feelings and emotions</u> Confidentiality and when to break a confidence; managing dares</p>	<p>To be able to speak out when in danger</p> <p>Key knowledge I know what drugs (including colloquial names) are and their effect on people</p> <p><u>Keeping safe</u> Skills needed in an emergency. Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice</p> <p><u>Healthy lifestyle</u> Images in the media and reality; how this can affect how people feel; risks and effects of drugs</p> <p>Diana award- body confidence: https://www.antibullyingpro.com/asos-resources</p> <p>Topic NSPCC Making sense of Relationships Transition to secondary school Online safety and online friendships Consent Sexualised behaviour Unhealthy relationships</p>
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	<p>Children will know the rules and routines of the school and how they are expected to behave during:</p> <ul style="list-style-type: none"> • At the start and finish of the day. • During lunchtime, including in the dining hall and break times or playtimes. • During assembly. • When moving between lessons. <p>Children will also know the difference between a rule and a law. Why these exist within society.</p> <p>Children will explore the importance of registration, attendance and attainment. Links to CME.</p> <p>Workshop with the EWO (S) (W/A)</p> <p>Ofsted Framework: “A strong focus on attendance and punctuality so that disruption is minimised.”</p> <p>Reading across the</p>	<p>“Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.”</p> <p>“Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”</p> <p>Anti Bullying Show (W/A)</p> <p>Assembly: Children in Need (W/A)</p> <p>Internet Safety w/ Met Police (PD/WW) (W/A)</p> <p>“Friends” and being “Friendly” Build awareness of negative peer pressure. Differences between being “friends” and being “friendly”..Help pupils to read the signs of gang membership, recognise how gangs recruit and understand</p>	<p>mentally healthy.”</p> <p>TOPIC Internet safety day Key skills Children revisit not to reveal private information to a person they know only online.</p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (S)</i></p> <p>Key knowledge: Children think about how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. (S)</p> <p>Revisit keeping their personal information private on all media site.</p> <p>Summer term revisit again for transition</p>	<p>adult lives, teaching them to understand how to engage in society and providing them with plentiful opportunities to do so.”</p> <p>“Providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils: unbiased careers advice, experience of work and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.”</p> <p>PD/W Topic: UK Politics</p> <p>Children will learn about democracy.</p> <p>Children will know the basic principle of the UK political system (FPTP including parties)</p> <p>Ofsted Framework: “Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.”</p>	<p>Reading across the curriculum link: Lovely! By Jess Hong.</p> <p>Mental Health week May 2020 Young Minds https://youngminds.org.uk/resources/school-resources/ World Mental Health Day/‘Yellow Mellow’ includes lesson plans for secondary schools. (S)</p> <p>Healthy Relationships (NSPCC): https://learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships/ (S)</p> <p>Keeping Safe - Out and About: https://www.london.gov.uk/what-we-do/health/healthy-schools-london/award/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf (S)</p> <p>Extremism Workshop (S) (W/A)</p>	<p>Sharing sexual images https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/ (S)</p> <p>NSPCC Speak Out, Stay Safe. Assembly helps children understand about different types of abuse so they can get help if or when they need it. This includes talking about neglect, physical abuse, sexual abuse, emotional abuse and bullying. We help children to identify a trusted adult they can speak to if they are worried about themselves or a friend. They also learn about Childline, and how the service can support them. (S) (W/A)</p> <p>FGM Student/Parent Workshop (W/A)</p>
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	<p>curriculum link: The Bad Apples By The Police Community Clubs of Great Britain.</p> <p>Critical Thinking workshop (W/A)</p> <p>Friend vs Friendly workshop(Growing Against Violence) (S)</p> <p>Gangs Workshop (S)</p>	<p>the manipulative and coercive nature of gangs and gang members. Highlights what gangs are really about and how they exploit young people and put them and their families at risk. (S)</p> <p>Gang involvement - warning signs: https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/ (S)</p>	<p>into Secondary school. (S)</p>	<p>Whole School Assembly-BritishValues- Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs. (S)</p> <p>FOLLOW UP 'The Power of Change Anti-Bullying Show' – Whole school (S)</p> <p>KS2 https://www.youtube.com/watch?time_continue=150&v=fG8FhwiYTB0 - Link to British Values – The Rule of Law (S)</p> <p>Peer-on-Peer Abuse Workshop (W/A)</p> <p>Resilience Workshop (W/A)</p> <p>Internet Safety Student/Parent Workshop (W/A)</p>		
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BritishValues Assemblies: Democracy, Rule of Law, Individual Liberty, Mutual respect, Tolerance.

Parent workshops: to promote active parental engagement; boundary setting and the importance of collaboration and communication.