



INSPIRE

CURRICULUM

PSHE/RSE



PSHE/RSE

Intent

We believe that a strong PSHE education is important to help our children gain the knowledge, skills and attitudes they need to develop into well-rounded members of society, who can make a positive contribution to their community.

Personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum and takes into account children's spiritual, moral, social and cultural (SMSC) development and British Values are promoted throughout our PSHE scheme of work. We believe that children must be provided with a PSHE education that prepares them for the opportunities, responsibilities and experiences of adult life.

Under the new guidance issued by the DfE, as of September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, this should be taught within a broader PSHE programmes of study. Relationships education focusses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping children with the knowledge they need to make good decisions about their own health and wellbeing.

The intent of our PSHE curriculum, is to deliver lessons which are accessible to all, and help our children get the most out of the outcomes so that they know more, remember more and understand more. It is strongly tied to our relationships, relationships and sex (RSE), health education and wellbeing programme and promotes the essential foundations needed to enable children to achieve their best, academically and socially and tackle many of the moral, social and cultural issues that are part of growing up in an ever changing world.

The children will be given the vocabulary and support they need to enable them to articulate their feelings. The intention is to promote mental wellbeing and empathy across the whole school and into the community. The children in our school come from a range of family backgrounds and life experiences. We believe it is important to consider children's starting points, differing levels of knowledge and understanding and build upon these through PSHE. We want our children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, in terms of race, religion and relationships. We want our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community by learning tolerance, treating each other equally, fairly, with kindness and with mutual respect, preparing them for their future lives. PSHE also encompasses health and wellbeing. We will give the children the knowledge to be able to make informed choices with regards to keeping healthy e.g. food and exercise. Our intent is also for our children to stay safe, learn to manage risks and make decisions. In an ever increasing technological world, we also want our children to use online resources safely and know how to get help when they feel unsafe.

Breadth of Study

The following is the breadth of study that our pupils will cover from Year One through to Year Six. All statutory requirements taken from the National Curriculum are included, and some of the content has been supported by Growing up with Yasmine and Tom, Kidsafe and Operation Encompass.

Key Stage 1	Key Stage 2
• Relationships • Living in the Wider World • Health and Well Being • E-Safety • Information Literacy • RSE – Growing up with Yasmine and Tom	• Relationships • Living in the Wider World • Health and Well Being • E-Safety • Information Literacy • RSE – Growing up with Yasmine and Tom • Self-Image and Communication

PSHE/RSE

Whole School Coverage

	Autumn Term	Spring Term	Summer Term
Year 1	- Relationships – TEAM - Operation Encompass sessions with Growing up with Yasmine and Tom Module 1 Lesson 1 - Internet Safety - Information Literacy	- Living in the Wider World – Money Matters - Privacy & Security - Information Literacy	- Living in the Wider World - Britain Relationships & Communication - Kidsafe UK with Growing up with Yasmine and Tom Module 1 Lesson 4 and 5
Year 2	- Health and Well Being – Think Positive - Operation Encompass sessions Growing up with Yasmine and Tom Module 1 Lesson 1 - Internet Safety - Digital Footprint – Privacy & Security	- Relationships – Growing Up - Kidsafe UK with Growing up with Yasmine and Tom Module 1 Lesson 6 and 7 - Cyber Bullying - Information Literacy	- Living in the Wider World – One World - Information Literacy
Year 3	- Relationships - TEAM - Kidsafe UK with Growing up with Yasmine and Tom Module 2 Lesson 1 - Privacy and Security - Relationships & Communication	- Living in the Wider World – Money Matters - Information Literacy - Respect Online - Growing up with Yasmine and Tom Module 2 Lesson 2 and 3	- Living in the Wider World – Britain Relationships & Communication - Operation Encompass sessions with Growing up with Yasmine and Tom Module 2 Lesson 4 and 5

Year 4	• Health and Well Being – Think Positive • Growing up with Yasmine and Tom Module 2 Lesson 1 • Self-Image/Relationships & Communication • Privacy & Security	• Relationships – Growing Up • Kidsafe UK Growing up with Yasmine and Tom Module 2 Lesson 6 and 7 • Internet Safety/Cyber Bullying • Information Literacy	• Living in the Wider World – One World • Copyright • Information Literacy • Operation Encompass sessions with Growing up with Yasmine and Tom Module 2 Lesson 8 and 9
Year 5	• Relationships – TEAM with Growing up with Yasmine and Tom Module 3 Lesson 1 and 2 • Privacy & Security • Self-Image/Relationships & Communication	• Living in the Wider World - PSHE & Citizenship • Privacy & Security • Information Literacy • Operation Encompass sessions with Growing up with Yasmine and Tom Module 3 Lesson 3 and 4	• Living in the Wider World - Britain • Copyright • Information Literacy/Self Image • Kidsafe UK (Y5 Puberty Talk covers Growing up with Yasmine and Tom Module 3 Lessons 7-12)
Year 6	• Health and Well Being – Think Positive with Growing up with Yasmine and Tom Module 3 Lesson 1 • Internet Safety • Relationships & Communication with Growing up with Yasmine and Tom Module 3 Lesson 6	• Relationships – Growing Up with Growing up with Yasmine and Tom Module 3 Lesson 5 and 13 • Privacy & Security • Relationships & Communication/Cyber Bullying • Operation Encompass sessions	• Living in the Wider World – One World with Growing up with Yasmine and Tom Module 3 Lesson 14 and 15 • Information Literacy • Self-Image & Identify • Kidsafe UK

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Year One

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships – TEAM	• To learn that they belong to various groups and communities such as family and school. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To learn to listen to other people and play and work cooperatively (include strategies to resolve simple arguments through negotiation). • To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. • To recognise that their behaviour can affect other people.
Operation Encompass sessions Growing up with Yasmine and Tom Module 1 Lesson 1	• To recognise what they like and dislike • How to make real and informed choices • To learn about good and not so good feelings and develop a vocabulary to describe their feelings to others • to understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • To be introduced to the theme and characters for this series of lessons. • To begin to be able to challenge gender stereotypes.
E-Safety Internet Safety	• To discover that the internet can be used to visit far-away places and learn new things. • To compare how staying safe online is similar to staying safe in the real world. • To explain rules for travelling safely on the internet
E-Safety Information Literacy	• To learn how to search online by using the alphabet. • To understand how to search for a specified letter of the alphabet on a children's directory site. • To understand that directory

Year One

Spring Term

By the end of this unit, pupils should:

Knowledge Category	Key Learning Objective
Living in the Wider World – Money Matters	• To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. • To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • To think and explain the difference between things we want and things we need. • To understand why it is important to keep belongings safe.
E-Safety - Privacy & Security	• Privacy and Security • To recognise the kind of information that is private. • To understand that they should never give out private information on the internet. • To learn to create effective usernames that protect their private information.
E-Safety – Information Literacy	• To begin to understand the concept of having ownership over creative work. • To understand the Key Vocabulary term credit and know why credit is important for an artist. • To give themselves proper credit for their own work

Year One

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World – Britain	• • To learn that they belong to different groups and communities such as family and school. • To learn how they can contribute to the life of the classroom and school. • To recognise that choices can have positive and negative consequences. • To learn what improves and harms their local, natural and built environments and develop • To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these. • To learn that people and other living things have rights and that everyone has responsibilities to protect those rights. • To learn to share their opinions on things that matter to them and explain their views through discussions. • To learn to identify and respect the differences and similarities between people.
E-Safety Relationships & Communication	• To understand that the internet provides a means of communicating with real people. • To know and describe how email messages are sent and received. • To demonstrate an appreciation of how real people send messages to one another on the internet through role play.
• Kidsafe UK with Growing up with Yasmine and Tom Module 1 Lesson 4 and 5	• For pupils to recognise that all bodies are different and that all bodies can do different things. • To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies. • To develop an awareness of and take increasing responsibility for taking care of their own needs.

Year Two

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Health and Well Being – Think Positive	• To learn about good and not so good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. • To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health. • To recognise that choices can have good and not so good consequences. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
Operation Encompass sessions	• To recognise what they like and dislike • How to make real and informed choices • To learn about good and not so good feelings and develop a vocabulary to describe their feelings to others • to understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
Growing up with Yasmine and Tom Module 1 Lesson 1	• To be introduced to the theme and characters for this series of lessons. • To begin to be able to challenge gender stereotypes
Internet Safety	• To understand that being safe when they visit websites is similar to staying safe in real life. • To recognise websites that are good for them to visit. • To recognise if they should ask an adult they trust before visiting particular websites
Digital Footprint – Privacy & Security	• To learn that the information they put online leaves a digital footprint or ‘trail’. • To explore what information is appropriate to be put online • To judge the nature of different types of digital footprints by following fictional information trails

Year Two

Spring Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships – Growing Up	○ • To learn the names for main body parts, and bodily similarities and differences • To learn that peoples bodies and feelings can be hurt • To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond • To learn I which ways we are unique • To identify differences and similarities between people • To understand about growing from young to old and how people’s needs change • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring • To learn about change and loss and the associated feelings • To think about themselves and to learn from their own experiences
Kidsafe UK Growing up with Yasmine and Tom Module 1 Lesson 6 and 7	• To be able to name their personal and private body parts, in a safe space, confidently. • To have an awareness of some of the ways that they can keep themselves safe. • To build a support network of people who can help them I can recognise when a situation is safe or unsafe o understand what ‘private’ means
Cyber Bullying	• To analyse online behaviours that could be considered as Cyber Bullying • To discuss how to deal with Cyber Bullying situations • To recognise the importance of engaging a trusted adult when they experience Cyber Bullying
Information Literacy	• To apply chosen keywords to find information they are looking for on the internet

Year Two

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World – One World	• To identify and respect the differences and similarities between people • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • To learn that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting each other's bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed • To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Information Literacy	• To identify and explore different features of an informational website • To understand that not everyone will rate a website the same way • To evaluate whether they like or dislike features of a site

Year Three

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships - TEAM	• To learn about change including transitions (between Key Stages/schools). Loss, separation, divorce and bereavement • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • To know that their actions affect themselves and others • To work collaboratively towards shared goals • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to rich and constructive feedback and support to benefit others as well as themselves To recognise and respond appropriately to a wider range of feelings in others
Kidsafe UK with Growing up with Yasmine and Tom Module 2 Lesson 1	• To establish a working agreement/ground rules with the group.
Privacy and Security	• To understand the functions of passwords • To identify strategies for creating and protecting secure passwords • Create their own secure passwords using the lesson guidelines
Relationships & Communication	• Consider what it means to go online and use the Internet. • Compare and contrast how they are connected to different people and places, in person and on the Internet. • Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community

Year Three

Spring Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World – Money Matters	• To learn about the role money plays in their own and other's lives, including how to manage their money and about how to be a critical consumer • To learn about the range of jobs carried out by people they know, and to understand they can develop skills to make their own contribution in the future • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • To develop an initial understanding of 'interest' 'loan' 'debt' and 'tax'
Information Literacy	• Understand that the main purpose of product sites is to encourage viewers to buy the product • Recognise how a site's fun and interesting features help sell the product • Create their own product site home pages with features designed to sell their products
Respect Online	• Understand how to show respect in social situations. • Recognise the importance of tone in both face-to-face and online communications. • Learn rules for writing clear and respectful emails by editing an email message.
Growing up with Yasmine and Tom Module 2 Lesson 2 and 3	• To develop an understanding of gender stereotypes. • To develop a positive sense of self.

Year Three

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World - Britain	• To appreciate the range of national, regional religious and ethnic identities in the United Kingdom • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the 'United Nations Declaration of the Rights of the Child' • To know what democracy is and the basic institutions that support it • To know why and how rules and laws that protect themselves and others are made and enforced • To understand why different rules are needed in different situations and how to take part in making and changing rules • To know that universal rights are there to protect everyone • To understand that differences and similarities between people arise from a number of factors • To research, discuss and debate topical issues, problems and events • To consider the lives of people living in other places, and people with different values and customs
Relationships & Communication	• Identify the five main parts of letter/email writing • Compare and contrast the format of letter writing to that of writing emails • Proofread a draft of an email
Operation Encompass sessions	• To recognise and respond appropriately to a wider range of feelings in others • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To respect and, if necessary, challenge others' point of views
Growing up with Yasmine and Tom Module 2 Lesson 4 and 5	• To develop pupil understanding of what a good or healthy friendship is • To establish a working agreement/ground rules with the group.

Year Four

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Health and Well Being – Think Positive	• To learn about good and not so good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. • To consider what positively and negatively effects their physical, mental and emotional health • To learn about change, including transitions, loss, separation, divorce and bereavement • To recognise they might experience conflicting emotions and when they might need to listen to, or overcome these • To learn how their bodies will, and their emotions may, change as they approach and move through puberty • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ To face new challenges positively by collecting information, looking for help, making responsible, and taking action
Growing up with Yasmine and Tom Module 2 Lesson 1	• To establish a working agreement/ground rules with the group.
Self-Image/Relationships & Communication	• Reflect upon their offline responsibilities • Examine their online responsibilities • Learn that good digital citizens are responsible and respectful in the digital world (and beyond)
Privacy & Security	• Learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information. • Understand what type of information can put them at risk for identity theft and other scams. • Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.

Year Four

Spring Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships Growing Up	• To learn how their body will, and emotions may change as they approach and move through puberty • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation • To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
Kidsafe UK Growing up with Yasmine and Tom Module 2 Lesson 6 and 7	• To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal space and consent. • To feel good about our bodies and to understand more about keeping clean and not spreading germs.
Internet Safety/Cyber Bullying	• Empathise with those who have received mean and hurtful messages • To judge what it means to cross the line from harmless to harmful communication online • Generate solutions for dealing with cyberbullying
Information Literacy	• Experiment with different keyword searches and compare their results • Refine their searches by using multiple words, synonyms, and alternative words and phrases • Draw inferences to explain their search results

Year Four

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World – One World	• To consider the lives of people living in other places and people with different values and customs • To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender, identity, sexual orientation and disability • To recognise and challenge stereotype • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the ‘United Nations Declaration of the Rights of the Child’ • To consider the lives of people living in other places, and people with different values and customs • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
Copyright Information Literacy	• Define plagiarism and describe its consequences • Explain how giving credit is a sign of respect for people’s work • Articulate when it is acceptable to use people’s work, and how to write a citation
Operation Encompass sessions Growing up with Yasmine and Tom Module 2 Lesson 8 and 9	• To recognise and respond appropriately to a wider range of feelings in others • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To respect and, if necessary, challenge others’ point of views • To begin to develop skills in assessing and managing risk. • To ensure all pupils know who they can ask for help.

Year Five

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships – TEAM with Growing up with Yasmine and Tom Module 3 Lesson 1 and 2	• To know that their actions affect themselves and others • To work collaboratively towards shared goals • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see. Respect and if necessary constructively challenge their points of view • To know why and how rules and laws that protect themselves and others are made and enforced , why different rules are needed in different situations and how to take part in making and changing rules • To introduce the unit of work and develop ground rules for the unit • To explore the challenges of on and offline friendships
Privacy & Security	• Identify the characteristics of strong passwords • Apply characteristics of strong passwords to create new passwords • Create secure passwords with their family members
Self-Image/Relationships & Communication	• Establish expectations and norms for the group related to appropriate online behaviour • Participate responsibly and respectfully in an online community • Collaborate on a classroom motto about digital citizenship

Year Five

Spring Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World - PSHE & Citizenship	• To learn about the role money plays in their own and other's lives, including how to manage their money and about how to be a critical consumer • To understand that resources can be allocated in different ways and these economic choices affect individuals, communities and the sustainability of the environment across the world • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g their contribution to society through the payment of VAT)
Privacy & Security	• Define what spam is • Explore strategies for safely managing unwanted messages • Identify different forms of spam
Information Literacy	• Explain the value of giving proper citations • Name the components of an MLA style citation for different types of websites • Create MLA style citations for online articles and professional sites
Operation Encompass sessions Growing up with Yasmine and Tom Module 3 Lesson 3 and 4	• To recognise and respond appropriately to a wider range of feelings in others • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To respect and, if necessary, challenge others' point of views • To explore trust and secrets in our friendships. • To explore peer pressure and develop the skills to say no.

Year Five

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World - Britain	• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To understand that there are basic human rights shared by all peoples and all societies • To understand what being part of a community means • To understand why and how rules and laws that protect themselves and others are made and enforced • To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities • To understand what democracy is and about the basic institutions that support it locally and nationally • To understand what being part of a community means and about varied institutions that support communities locally and nationally • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To think about the lives of people living in other places, and people with different values and customs
Copyright Information Literacy/Self Image	• Recognise that photos can be altered digitally, and consider the upsides and downsides of this practice • Discuss how photo alteration can distort our perceptions and affect our self-image • Analyse how advertising uses photo alteration to help sell products • Pupils learn how photos can be altered digitally
(Y5 Puberty Talk covers Growing up with Yasmine and Tom Module 3 Lessons 7-12)	Aims will be covered by the school nurse during the Y5 Puberty Talk session

Year Six

Autumn Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Health and Well Being – Think Positive with Growing up with Yasmine and Tom Module 3 Lesson 1	• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • To consider what positively and negatively affects their physical, mental and emotional health • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • To know how to make informed choices (including recognising that choices can have positive, negative and neutral consequences) and to begin understand the concept of a 'balanced lifestyle' To face new challenges positively by collecting information, looking for help, making responsible choices and taking action • To introduce the unit of work and develop ground rules for the unit. • .
Internet Safety	• Compare and contrast online only friends and in-person friends • Analyse why private information should not be given to anyone online and the importance of a trusted adult • Debate how to respond if an online only friend asks personal questions
Relationships & Communication	• Compare and contrast their responsibilities to their offline and online communities • Reflect on the qualities that make someone an upstanding citizen • Devise resolutions to digital dilemmas
Growing up with Yasmine and Tom Module 3 Lesson 6	• To develop pupil understanding of the risks of sharing images of themselves and their bodies online.

Year Six

Spring Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Relationships – Growing Up Growing up with Yasmine and Tom Module 3 Lesson 5 and 13	• To learn how their body will change as they approach and go through puberty • To understand that they have the right to protect their body from inappropriate and unwanted contact • To learn about the ways puberty can affect us emotionally • To understand the influences around us that effect body image and the way we see ourselves • To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation • To learn that forcing anyone to marry is a crime; that support is available to protect and prevent from being forced into marriage and to know how to get support for themselves and others • To understand the term 'sexual relationship' • To learn about human reproduction • To understand safe and unsafe touch. • To be able to say no to wanted touch or behaviour • To develop pupil understanding of key terms related to sexual identity and gender identity and the unacceptability of prejudice.
Privacy & Security	• Learn which information they should avoid sharing online because it is private • Understand which kind of websites have privacy policies and why • Practise checking websites they visit for privacy policies and privacy seals of approvals
Relationships & Communication/Cyber Bullying	• Empathise with the targets of cyberbullying • Recognise some of the key similarities and differences between in-person bullying and cyberbullying • Identify strategies for dealing responsibly with cyberbullying
Operation Encompass sessions	• To recognise and respond appropriately to a wider range of feelings in others • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To respect and, if necessary, challenge others' point of views

Year Six

Summer Term

By the end of this unit, pupils should be able to:

Knowledge Category	Key Learning Objective
Living in the Wider World – One World with Growing up with Yasmine and Tom Module 3 Lesson 14 and 15	• To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the 'United Nations Declaration of the Rights of the Child' • To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • To understand more about discrimination and the groups covered by the equality act • To learn about who can help including external services and know that it is good to talk no matter what the issue.
Information Literacy Self-Image & Identify	• Compare and contrast gender stereotypes • Evaluate online media messages that convey gender stereotypes • Reflect on why gender stereotypes sometimes can be limiting