



PSHE & SMSC Overview

Date: September 2024

Review date: September 2025

Curriculum Intent for PSHE

The PSHE curriculum at Red Lane is designed to provide children with the knowledge and skills to become confident and impactful members of society now and in the future. Opportunities will help children prepare for the challenges, life decisions and responsibilities they will face as they journey through school and on into adulthood. Key to the curriculum is to provide children with the knowledge, understanding and attitudes to support their physical and mental health and wellbeing, keeping themselves safe in the modern world (including online).

At Red Lane, PSHE is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality PSHE teaching.

The school's long term plan for PSHE sets out the content of teaching within in each year group. This is supported by the school's short term planning, which details how this content is developed over a series of lessons within the unit of work. The organisation of the PSHE curriculum provides structured opportunities for pupils to:

- gain the knowledge and understanding to describe and recognise emotions in themselves and others
- understand what it means to be part of a community/society and their place in it
- develop the skills and knowledge to recognise appropriate relationships in the modern world, including online
- gain the knowledge and skills to build appropriate relationships, responding to others with empathy and understanding
- develop the understanding of what it means to be physically and mentally healthy, alongside strategies to maintain good physical and mental health
- understanding of the differences between rights, needs and responsibilities
- develop an understanding of the British Values, what they mean and the role they play in supporting a positive and cohesive society
- gain the knowledge and understanding of the Protected Characteristics and the importance of respecting these for all
- develop the knowledge and skills to keep themselves safe online, keeping their information private and recognising information that can be trusted
- gain the knowledge and understanding to help them manage and respond to changes that they may go through in life: including relationships, dealing with death, moving houses and physical changes
- gain the knowledge, understanding and skills to make beneficial choices for themselves and society as a whole
- develop the knowledge and understanding to recognise the importance of managing money effectively and making choices that can impact on them now and in the future
- gain the planning skills to develop aspirational goals and recognise the affect choices can have on future opportunities

The curriculum coverage and overview has been devised in line with guidance documents from the PSHE Association and the SMSC Quality Mark. This has ensured that all children are accessing a broad and progressive curriculum, whilst adapting the documentation has ensured that the curriculum meets the needs of the Red Lane children based on their contextual experiences.

Red Lane Primary School PSHE Long-term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our Red Lane Community Red Lane Way	Kindness and Care Anti-bullying wk	Families, Friendships and Relationships	Keeping Safe Earth Day	Physical Health (MH wk)	Growing and Changing Diversity wk
Year 1	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Year 2	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Year 3	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Year 4	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Year 5	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Year 6	Belonging to a Community Red Lane Way	Respecting Ourselves and Others Anti-bullying wk	Families, Friendships and Relationships E-Safety wk	Keeping Safe Earth Day	Physical Health and Mental Wellbeing (MH wk)	Growing and Changing Diversity wk (RSE)
				Media Literacy / Digital Resilience		
Relationships		Living in the Wider World		Health and Wellbeing		

*Money and Work delivered through Enrichment – Living in the Wider World



Autumn 1

Belonging to a Community



UNCRC – Statement 27 – the right to food clothing and a safe place to live



British Value – The Rule of Law

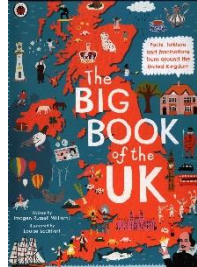
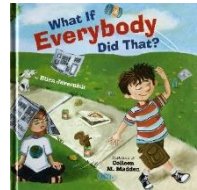


Term: Y1 - Autumn 1

PSHE Association POS Learning Opportunities:
PoS Refs: L1, L2, L3

Unit Title: Belonging to a Community

This unit supports the children’s developing understanding of what rules are and their importance. Children will be able to give examples of rules that may be used in different scenarios and will be able to explain some ways that rules and laws can help people stay safe. Learning will assist children in developing their understanding of the needs people have and some of the ways that people’s needs may differ. Having understood the needs of people, children will be able to recognise ways of looking after people, animals and their environment. Study in this unit will underpin the learning to be completed in Year 2, when children will learn about the different roles people have in their community, how these people help uphold rules and laws and how members of their community look after one another.



DfE Statutory Guidance	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	Key Text (s)
	<ul style="list-style-type: none"> • I can recognise rules and give examples of rules in a variety of situations (eg. School, national laws, games). • I can say why rules are important in school and how they help people stay safe. • I can name some of the laws in Britain and can explain how they keep people safe. • I can identify the basic needs of people. • I can give examples of different needs some people might have (eg. Disabilities, poverty). • I can explain ways of looking after people and how to look after animals (including pets). • I can suggest ways I can help look after the environment, e.g. recycling and clearing litter. 	  
	<p>UNICEF Rights Respecting Schools</p>  <p>During the first autumn half term the school’s RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: the basic needs of people, the different needs people may have and how to look after other people.</p>	



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.

British Values

The Rule of Law

Through this unit, children will develop their understanding of the rule of law and its importance in Britain. Children will make links between rules and laws, being able to explain how these can help protect and keep people safe, in school and in the wider community. Children will understand that laws apply to everyone and recognise that no one is above the law.



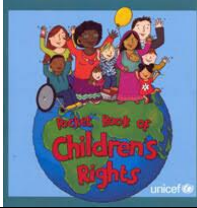
Term: Y2 - Autumn 1

PSHE Association POS Learning Opportunities:
PoS Refs: L2, L4, L5, L6




Unit Title: Belonging to a Community

This unit supports the children’s developing understanding of their community. Children will be able to give examples of people that make up their community, their different roles and their place in the community. Learning will assist children in developing their understanding of the rights of all people, recognising how rules can help protect their rights. Having understood that all people have rights, children will understand the similarities and differences of people in their community, whilst recognising that all people deserve to be treated equally. Study in this unit builds on the work completed in Year 1, when children learned about rules and laws. Children will be able to use this understanding to help understand how rules and laws can protect their rights. The unit will develop an early understanding of rights, before studying human rights to a greater degree in Year 3 and learning about how these rights help protect them. Children’s developing understanding of rules and laws will help them to develop their understanding of the importance of abiding by laws to support their community when studying this unit in Year 3.



<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Friendships</u> <i>About how people make friends and what makes a good friendship</i></p> <p><u>Managing hurtful behaviour and bullying</u> <i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i></p> <p><u>Safe relationships</u> <i>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i></p> <p><u>Families and close positive relationships</u> <i>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p>	<ul style="list-style-type: none"> I can name different groups that I am part of, and can explain the role I play in them (e.g. class, teams, faith groups). I can name different rights (from the UNCRC) that I have and how rules help protect my rights. I can name some of the rights and responsibilities that I have in school and the wider community. I can identify who makes up my community (including different groups race, faith etc.). I can recognise that people are all equal, and explain ways in which we are the same and different. I can explain how members of a community can help people from different groups to feel included. <p>UNICEF Rights Respecting Schools</p> <p>During the first autumn half term the school’s RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: the</p>	  



	<p>basic needs of people and their rights, understanding how rules can protect these rights and help ensure equality in their community and other groups.</p>  <p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>	
<p>Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.</p>		
<p style="text-align: center;"> British Values </p> <p><u>Mutual Respect and Tolerance of those of different faiths and beliefs</u></p> <p>This unit will help children to recognise the different people that make up their community and groups. Children will develop their understanding of the similarities and differences between people (including faiths and beliefs). Through this series of lessons, children will be able to recognise that all members of their community are equal and everyone deserves to have their rights protected.</p>		

Term: Y3 - Autumn 1


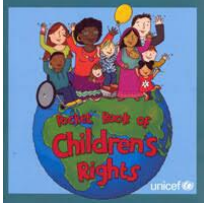
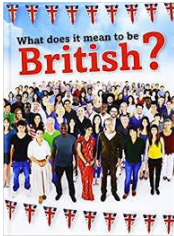
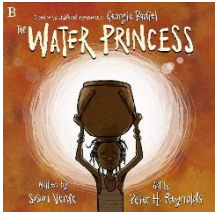
PSHE Association POS Learning Opportunities:
PoS Refs: L1, L2, L3


Unit Title: Belonging to a Community

This unit supports the children’s developing understanding of rules and laws in wider society. Children will be able to explain the importance of abiding by the law in order to protect the rights of people in their community. Learning will assist children in developing their understanding of the role of rights and laws in protecting people, including themselves. Children will recognise that not all people have all their rights met and will be able to explain why this might happen.

Study in this unit builds on the work completed in Year 1, when children learned about rules and laws in different contexts. Children will continue to develop their understanding from work in KS1 to help understand how rules and laws can protect their rights. The unit will develop their early understanding of rights from Year 2, beginning to recognise a great number of human rights and children’s rights. Children’s developing understanding of rules and laws will support them in their study of communities and the way a community is able to function safely.



<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Respecting self and others</u> That personal behaviour can affect other people; to recognise and model respectful behaviour online About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><u>Shared responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities</p> <p><u>Communities</u> About the different groups that make up their community; what living in a community means About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<ul style="list-style-type: none"> • I can explain reasons for rules and laws in wider society. • I can explain why it is important to abide by the law and what might happen if rules and laws are broken (in school and in the wider community). • I can identify some basic examples of human rights including the rights of children. • I can explain how human rights help to protect people. • I can recognise that rights come with associated responsibilities e.g. the right to an education and the responsibility to learn. • I can give examples of occasions when some children’s rights may be lost and why this happens (in different countries and communities). <p>UNICEF Rights Respecting Schools</p>  <p>During the first autumn half term the school’s RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: the basic human rights and needs of people, how human rights help to protect them</p>	  

	<p>and how rules and laws help protect the rights of all people.</p>  <p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>	
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Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.

 **British Values** 

The Rule of Law

This unit will help children to recognise the reasons for rules and laws in society. They will develop an understanding of the ways that human rights help protect them and others, whilst also recognising that rules and laws are used to protect their rights. Children will be able to understand the consequences associated with failing to abide by laws in wider society.

Term: Y4 - Autumn 1


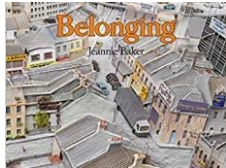

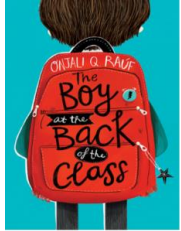
PSHE Association POS Learning Opportunities:
PoS Refs: L4, L6, L7

Unit Title: Belonging to a Community

This unit supports the children’s developing understanding of community, what it means to be part of a community and their role in a community. Children will be able to explain the benefits of being part of a community and the shared responsibility all members of a community have to protect others in need. Through their learning they understand how rules and laws play an important role in maintaining a community.

Study in this unit builds on the work completed in Year 2, when children learned about some of the people who made up their own community. They will further develop their understanding of equality in a community and the importance of shared responsibilities taken from their learning in Year 2 and Year 3. It will develop the necessary knowledge to underpin the children’s understanding of compassion for others and their wider variety which will be built on in Year 5. Pupils will recognise the needs and rights of all members of a community, helping support their understanding of resource allocation through their work in Year 5.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<p><u>Shared responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><u>Communities</u> to value the different contributions that people and groups make to the community</p>	<ul style="list-style-type: none"> • I understand what a community is and can identify the people and groups that make up my community. • I can explain the benefits of living in a community and how people in a community are able to work together. • I can recognise that I belong to different communities including the school community. • I can recognise the different groups that make up and contribute to a community. • I can explain the individuals and groups that help support the local community, (including through volunteering and work). • I can explain how to show compassion towards others in need and the shared responsibility of caring for people in need. 	 
	<p>UNICEF Rights Respecting Schools</p>  <p>During the first autumn half term the school’s RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: children will recognise that some people live in need and the shared responsibility</p>	

of caring for them; and understand the benefits of being part of a community, including in the role of supporting people's rights.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.

British Values

Mutual respect and Tolerance of those of different faiths and beliefs

This unit will help children understand the benefits of being part of a community, when people from different faiths and backgrounds can work together for the betterment of all. It will assist in developing children's understanding of the shared responsibility all members of a community have in supporting those in need, displaying respect for all.

Term: Y5 - Autumn 1


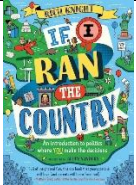
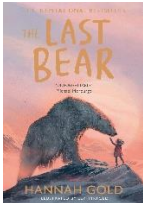
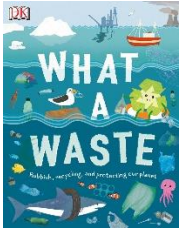
PSHE Association POS Learning Opportunities:
PoS Refs: L4, L5, L19

Unit Title: Belonging to a Community

This unit supports the children’s developing understanding of the role local and national government plays in the allocation of resources, recognising the impact this can have on individuals and communities. Children will develop their ability to show compassion for people, animals and the environment, recognising their role in protecting the environment.

Study in this unit builds on the work completed in Year 2, 3 and 4, when children learned about rights and responsibilities, understanding their role in a local and global community. They will further develop their understanding of communities and the processes which ensure their functionality. Children will develop a greater understanding of compassion following the prior work in Year 4, recognising how compassion can lead to actions in protecting people, animals and the environment. Work in Year 5 will underpin the learning in Year 6, when children will further consider the composition of communities, including the similarities and differences between the individuals in a community.



<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Shared responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws About the relationship between rights and responsibilities To recognise there are human rights, that are there to protect everyone the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><u>Communities</u> About the different groups that make up their community; what living in a community means To value the different contributions that people and groups make to the Community</p>	<ul style="list-style-type: none"> • I can explain how resources are allocated and the effect this has on individuals, communities and the environment. • I can explain the importance of protecting the environment and how everyday actions can either support or damage it. • I can suggest ways of showing compassion for the environment, animals and other living things. • I can explain the way that money is spent and how it affects the environment. • I can express my own opinions about my responsibility towards the environment. <p>UNICEF Rights Respecting Schools</p>  <p>During the first autumn half term the school’s RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: children will recognise that resources may be allocated to meet the needs of communities and individuals; the importance of protecting the environment and the importance of protecting the environment to ensure people have food and a safe place to live.</p>	  

About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.



Mutual respect, Democracy and Individual liberty

This unit will help children understand the government's (national and local) role in allocation of resources across communities and the country. Children will develop their understanding of compassion for others and the importance of looking after other people, the environment and animals. Through work in this unit children will have the opportunity to develop their understanding of individual liberty and have an opportunity to share their opinion in relation to their responsibility to the environment and the actions of the government in terms of resource allocation.

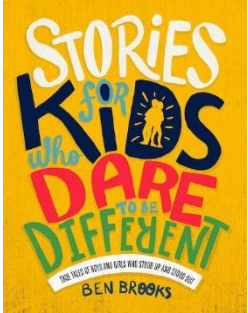
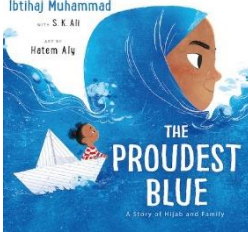
Term: Y6 - Autumn 1

PSHE Association POS Learning Opportunities:
PoS Refs: L8, L9, L10, R21

Unit Title: Belonging to a Community

Having learned about the rights and needs of people throughout their school journey, children will apply this knowledge to understanding the nature of prejudice and discrimination and the impact that this can have on individuals and communities. Previous work developing their understanding of compassion in Year 3, 4 and 5, will be applied to understanding the negative impact of prejudice and discrimination of individuals, developing strategies to challenge these and stereotypes in an appropriate manner. Previous learning recognising that all people should be treated equally and everyone deserves to have their human rights protected, will be used to underpin discussions into the impact of prejudice and discrimination on the rights of individuals. Pupils will consider the impact of discrimination and prejudice on communities.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<p><u>Shared responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><u>Respecting self and others</u> About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><u>Resecting self and others</u> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by</p>	<ul style="list-style-type: none"> I can recognise similarities and differences in the people that make up my community. I can explain the meaning of the word prejudice. I can recognise the difference between prejudice and discrimination. I can recognise and give examples of acts of discrimination. I can suggest strategies to safely respond to and challenge discrimination. I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. I can explain the ways that stereotypes are perpetuated and how to challenge this. <p>UNICEF Rights Respecting Schools</p> <p>During the first autumn half term the school's RRS focus will be on statement 27 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to food, clothing and a safe place to live for all children. This directly links to the Key Knowledge statements covered through the lessons: children will recognise occasions when people's rights may be infringed upon and how to safely challenge the ideas behind the actions in order to protect their human rights.</p>	 



others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

Red Lane Way – At the beginning of the term, children will study the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success.

British Values

Mutual respect and Tolerance of those with different faiths and beliefs

This unit will help children understand the impact of prejudice and discrimination. Children will be able to explain the negative results that may accompany prejudice, discrimination and stereotypes. Through recognising the impact on individuals and communities, children will develop a greater understanding of the importance of mutual respect and tolerance of others.



Autumn 2

Respecting Ourselves and Others



UNCRC – Statement 14 – the right to freedom thought and religion



British Value – Mutual Respect and Tolerance for Those with Different Faiths and Beliefs

Term: Y1 - Autumn 2

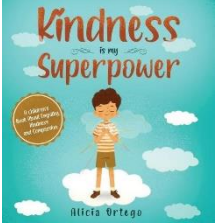


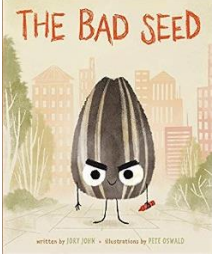

PSHE Association POS Learning Opportunities:
PoS Refs: R21, R22

Unit Title: Respecting Ourselves and Others

This unit supports the children’s developing understanding of respect and kindness. Children will be able to give examples of kind and unkind behaviour both in and out of school. Learning will assist children in developing their understanding of how different behaviours can make others feel. Having understood the differences in behaviours and their impacts, children will be able to recognise how the Red Lane Way and our school rules support pupils to be respectful and kind to one another.

Study in this unit will underpin the learning to be completed in Year 2, when children will learn about the similarities and differences the similarities and differences friends can have, how to show respect for others and their opinions and how work cooperatively.



DfE Statutory Guidance	<p align="center">Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	Key Text (s)
	<ul style="list-style-type: none"> • I can describe kind and unkind behaviour • I can give examples of kind and unkind behaviour in and out of school • I can explain how kind and unkind behaviour might make other people feel • I can explain what respect means • I can list our class rules and explain why we should be polite to others, share and take turns 	
	<p>UNICEF Rights Respecting Schools </p> <p>During this half term the school’s RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising how kind and unkind behaviour can make people feel.</p> <div data-bbox="766 1200 884 1359">  <p>14 FREEDOM OF THOUGHT AND RELIGION</p> </div> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	 

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week



During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>

Term: Y2 - Autumn 2

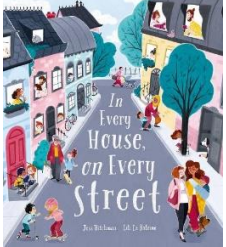

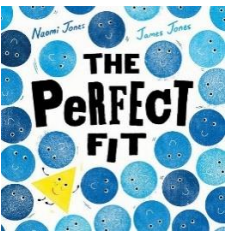
PSHE Association POS Learning Opportunities:
PoS Refs: R23, R24, R25

Unit Title: Respecting Ourselves and Others

This unit supports the children’s developing understanding of kindness and respect. Children will be able identify similarities and differences that they share with their friends, classmates and others. Learning will assist children in developing their understanding of cooperation and its value in achieving greater goals. Having understood that cooperation can be used to achieve different aims, they will develop their ability to share their ideas with others and listen in return, recognising that they cannot impose their beliefs through force.

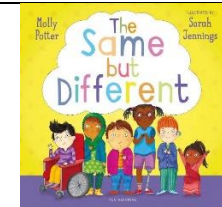
Study in this unit builds on the work completed in Year 1, when children learned about respect. Children will be able to use this understanding to help them recognise the importance of sharing their ideas in a thoughtful manner whilst also giving others time to share their views. The unit will develop an early understanding of cooperation and the importance that respect plays. Children’s developing understanding of respect and cooperation will help them to develop their understanding of the importance of respectful behaviours and the value of these behaviours in various scenarios when studying this unit in Year 3.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<ul style="list-style-type: none"> • I can identify the things I have in common with my friends, classmates and other people • I can explain how friends can have both similarities and differences • I know how to play and work cooperatively in different groups and situations • I can share my ideas and listen to others, take part in discussions, and give reasons for my opinions 	
	<p>UNICEF Rights Respecting Schools</p>  <p>During this half term the school’s RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising how kind and unkind behaviour can make people feel.</p>	



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs


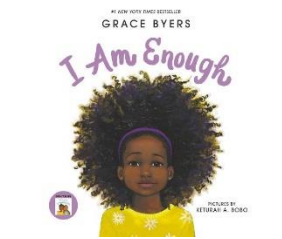

Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week

During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>



<p>Term: Y3 - Autumn 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R30, R31</i></p>	<p>Unit Title: Respecting Ourselves and Others</p> <p>This unit supports the children’s developing understanding of respect and respectful behaviours in various scenarios. Children will be able to explain the importance of self-respect and their right to be treated respectfully. Learning will assist children in developing their understanding of respectful behaviours and the value in treating others politely in order to create a positive, cohesive society. Children will recognise that they should treat others with respect and expect to be treated respectfully in return.</p> <p>Study in this unit builds on the work completed in Year 1, when children learned about the meaning of respect and kind and unkind behaviours. Children will continue to develop their understanding from work in KS1, building from kind behaviours to recognising respectful behaviours, including the ways that they can display respect through their own actions. The unit will develop their early understanding of cooperation from Year 2, beginning to recognise its important role in wider society. Children’s developing understanding of respectful behaviours will support their learning in Year 4, when they consider the treatment different people in wider society.</p>	
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<ul style="list-style-type: none"> • I can recognise and give examples of respectful behaviours e.g. helping or including others, being responsible • I can model and describe respectful behaviour in different situations e.g. at home, at school, online • I can explain the importance of self-respect and my right to be treated respectfully by others • I understand what it means to treat others, and be treated, politely • I can give examples of the ways in which people show respect and courtesy in different cultures and in wider society 	 
	<p>UNICEF Rights Respecting Schools </p> <p>During this half term the school’s RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising the importance of respectful, polite behaviours.</p>	



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week



During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>



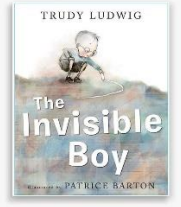
Term: Y4 - Autumn 2

PSHE Association POS Learning Opportunities:
PoS Refs: R32, R33

Unit Title: Respecting Ourselves and Others

This unit supports the children’s developing understanding of respect for themselves and others, despite differences between people. Children will be able to explain the differences between people in society and recognise many of the things that they have in common with others. Through their learning they will understand the importance of respecting these differences and similarities, being able to use vocabulary sensitively to ensure all feel included. Study in this unit builds on the work completed in Year 2, when children learned about some of the different characteristics people may have in society. They will further develop their understanding of differences and the differing forms these characteristics can take. It will support the development of the necessary vocabulary and knowledge to underpin the children’s understanding of discrimination which will be built on in Year 5. Pupils will recognise the importance treating others with respect irrelevant of differences, enabling them to then recognise the impact of discriminatory behaviour in Year 5.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<ul style="list-style-type: none"> • I can recognise differences between people such as gender, race, faith • I can recognise what I have in common with others e.g. shared values, likes and dislikes, aspirations • I can explain the importance of respecting the differences and similarities between people • I can use vocabulary to sensitively discuss difference and include everyone <p>UNICEF Rights Respecting Schools </p> <p>During this half term the school’s RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising the importance including everyone.</p> <div data-bbox="761 1220 884 1364"> <p>14 FREEDOM OF THOUGHT AND RELIGION</p> </div> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	 



Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

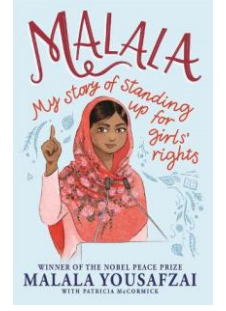
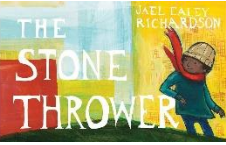


Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week



During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>

<p>Term: Y5 - Autumn 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R20, R21, R31, R33</i></p>	<p>Unit Title: Respecting Ourselves and Others</p> <p>This unit supports the children’s developing understanding of respect and equality for all. Children will develop their ability to show respect to people from different backgrounds, with different traditions, beliefs and lifestyles. Learning will help children to recognise discrimination in different forms and the potential impact that this can have on people and groups.</p> <p>Study in this unit builds on the work completed in Year 2, 3 and 4, when children learned about respect for people with differences and similarities to themselves. They will further develop their understanding of respectful behaviours and the negative outcomes that accompany actions, when people are not shown respect. Children will develop their understanding of discrimination, recognising how this can make individuals feel and the overall impact that this can have on wider groups. Work in Year 5 will underpin the learning in Year 6, when children will further develop their ability to discuss ideas in a sensitive manner, before beginning to challenge ideas respectfully.</p>		
DfE Statutory Guidance	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>		Key Text (s)
	<ul style="list-style-type: none"> • I understand that everyone should be treated equally • I can explain why it is important to listen and respond respectfully to a wide range of people (including those whose traditions, beliefs and lifestyle are different to my own) • I can explain what discrimination means and can give examples different types of discrimination e.g. racism, sexism, homophobia • I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • I understand the impact of discrimination on individuals, groups and wider society • I can describe ways to safely challenge discrimination and I know how to report discrimination online 		  
	<p>UNICEF Rights Respecting Schools</p>  <p>During this half term the school’s RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising the impact of discrimination.</p>		



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week

During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>



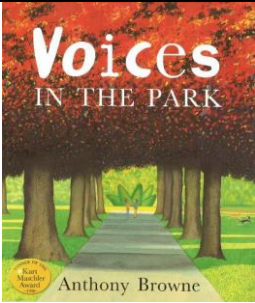


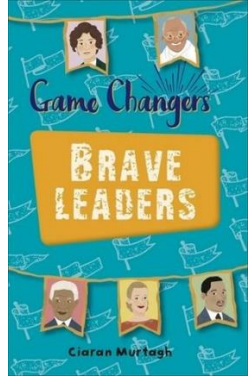
Term: Y6 - Autumn 2

PSHE Association POS Learning Opportunities:
PoS Refs: R30, R34

Unit Title: Respecting Ourselves and Others

Having learned about respect, respectful behaviour and the impact respectful and discriminatory behaviours can have on one another, children will apply this knowledge to active scenarios, beginning to challenge points of view in a constructive manner. Previous work developing their understanding of sensitivity in conversations in Years 4 and 5, will be applied to understanding of how to engage in discussions whilst maintaining a respectful manner. Previous learning recognising that all people have similarities and differences that should be respected, will be developed in order to support children to understand how to manage conflicts or disagreements in varying contexts.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
	<ul style="list-style-type: none"> • I understand the link between values and behaviour and how to be a positive role model • I can explain how to discuss issues respectfully • I can explain how to listen to and respect other points of view and can model this in my behaviour • I can constructively challenge points of view that I disagree with • I am able to participate effectively in discussions online and manage conflict or disagreements 	
	<p>UNICEF Rights Respecting Schools </p> <p>During this half term the school's RRS focus will be on statement 14 from the UN Convention on the Rights of the Child (UNCRC). This statement encapsulates the right to freedom of thought and religion for all children. This directly links to the Key Knowledge statements covered through the lessons: respecting the views and characteristics of others and recognising the impact of discrimination.</p> <div data-bbox="763 1217 884 1374">  </div> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. Children will discuss the value of the rules in school and will understand how these can help to ensure school is a safe and happy place for all children to learn. Children will also develop their understanding of the impact that positive learning behaviours can have on their success. Children will understand the links between the RLW and their learning in this unit.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Through this unit, children will develop their understanding of respect and tolerance for other thoughts and beliefs. Children will make links between the main strands of learning, the UNCRC statement 14 and the values of respect and tolerance. Children will understand that we don't all share the same ideas and beliefs; being able to listen to and respect the ideas others put forward, sharing their own without imposing their ideas upon others.

Theme or Event: Anti-Bullying Week



During the week beginning Monday 13th November, pupils at Red Lane will have a focus on bullying through Anti-Bullying Week. Children will take part in daily lessons and activities to develop their understanding of bullying. Children will be able to explain what bullying looks like, the different forms it can take, how bullying might make people feel and what they should do if they or someone else is being bullied. This year's theme is Make a Noise about Bullying. Children will understand the importance of speaking out about bullying and where they can get help in and out of school.

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying>



Spring 1


Families, Friendships and Relationships



UNCRC – Statement 18 – the right to be raised by a responsible adult



British Value – Mutual Respect and Tolerance for Those with Different Faiths and Beliefs

<p>Term: Y1 - Spring 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R1, R2, R3, R4, R5 PoS Refs: R10, R13, R15, R16, R17</i></p>	<p>Unit Title: Families, Friendships and Relationships</p> <p>This unit supports the children’s developing understanding of different relationships: families, friendships, online and with the wider world. Children will recognise who helps keep them safe and the different roles these people can play. They will have opportunities to investigate what people do online and to develop strategies to help keep them safe online – particularly through E-Safety Week.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Families and close positive relationships</u> <i>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</i></p> <p><u>Caring friendships</u> <i>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i></p>	<ul style="list-style-type: none"> • I can name people who care for me, e.g. parents, siblings, grandparents, relatives, friends, teachers • I understand the role different people play in children’s lives and how they care for me • I know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • I understand the importance of telling someone if I am worried about something in my family • I know about situations when someone’s body or feelings might be hurt and whom to go to for help • I can explain what it means to keep something private, including parts of the body • I can identify different types of touch, how they make people feel (e.g. hugs, tickling, kisses and punches) and I know how to respond if being touched makes me feel uncomfortable or unsafe • I know it is important to ask for permission to touch others and know how to ask for and give/not give permission <p>UNICEF Rights Respecting Schools</p> <p>During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being</p>	

responsible to bring up and raise children.



Children have the right to be raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.

British Values


Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children may be looked after by other adults than their parents and this is a different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week

- I know how and why people use the internet
- I know how people find things out and communicate safely with others online



<p>Term: Y2 - Spring 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R6, R7, R8, R9, R24 PoS Refs: R11, R12, R14, R18, R19, R20</i></p>	<p>Unit Title: Families, Friendships and Relationships</p> <p>This unit supports the children’s developing understanding of making friends, feeling lonely and getting help. Children will learn to recognise what it means to be a friend, developing strategies for supporting positive friendships and relationships. Children will learn to recognise how it feels to feel lonely and what they can do to make friends. The work builds on the children’s work in Year 1, when they learned about family relationships and developing this understanding to relationships with people beyond their family. Year 2’s unit of study allows children to develop an understanding relationships, which then is developed further with a more in depth understanding developed in Year 3 considering key terminology linked to relationships in different settings specifically linked to family. During the half term, children will also learn about staying safe online, through the work during E-Safety week and particularly on Safer Internet Day. This work will be shared with parents through a number of sources, including parent workshops.</p>		
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>		<p>Key Text (s)</p>
<p><u>Friendships</u> <i>About how people make friends and what makes a good friendship</i></p> <p><u>Managing hurtful behaviour and bullying</u> <i>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i></p> <p><u>Safe relationships</u> <i>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private about how to respond if physical contact makes them feel uncomfortable or unsafe about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) Basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i></p>	<ul style="list-style-type: none"> • I can explain how to be a good friend, e.g. kindness, listening, honesty • I know about different ways that people meet and make friends • I can suggest strategies for positive play with friends, e.g. joining in, including others, etc. • I understand what causes arguments between friends • I can explain how to positively resolve arguments between friends • I know how to recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else 		
	<p>UNICEF Rights Respecting Schools</p> <p>During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being responsible to bring up and raise children.</p>		

Families and close positive relationships
About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
To identify the people who love and care for them and what they do to help them feel cared for
About different types of families including those that may be different to their own
To identify common features of family life



Children have the right to be raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.



Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children may be looked after by other adults than their parents and this is a different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week

- I can identify which information I should never share on the Internet
- I can list some people who can help them stay safe
- I know that information online might not always be true and some might make me feel uncomfortable or unsafe
- I know what to do if I come across anything that makes me feel unsafe or uncomfortable.



Term: Y3 - Spring 1

PSHE Association POS Learning Opportunities:
PoS Refs: R1, R6, R7, R8, R9
PoS Refs: R19, R22, R24, R30

Unit Title: Families, Friendships and Relationships

This unit supports the children’s developing understanding of different relationships: families, friendships, online and with the wider world. Children will recognise how families can differ in terms of their makeup and how families interact, showing love and care for one another. They will have opportunities to investigate online relationships and consider how to keep themselves safe online – particularly through E-Safety Week.

DfE Statutory Guidance

Friendships
What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Safe relationships
How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this





Respecting self and others
That personal behaviour can affect other people; to recognise and model respectful behaviour online
About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

- Key Knowledge**
Learning sequenced below. Each gap is a new lesson.
- I can recognise and respect that every family is different (single parents, same-sex parents, step-parents, blended families, foster and adoptive parents).
 - I understand what being part of a family means: providing support, stability and love.
 - I can recognise the positive aspects of a family, such as spending time together and caring for each other (consider the different ways people care for each other).
 - I can identify if/when something in a family might make someone upset or worried; what to do and whom to tell if family relationships are making me feel unhappy or unsafe.
 - I know what is appropriate to share with friends, classmates, family and wider social groups including online and about what privacy and personal boundaries are including online.

UNICEF Rights Respecting Schools

During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being responsible to bring up and raise children.

Key Text (s)



Children have the right to be raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children maybe looked after by other adults than their parents and this is different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week

- I understand what is appropriate to share with friends, classmates, family and wider social groups including online and about what privacy and personal boundaries are, again including online.
- I am developing basic strategies to help keep me safe online e.g. passwords, using trusted sites and adult supervision.
- I understand bullying online, and the similarities and differences to face-to-face bullying



Term: Y4 - Spring 1

PSHE Association POS Learning Opportunities:
PoS Refs: R10, R11, R12, R13, R18
PoS Refs: R20, R23, R27, R28

Unit Title: Families, Friendships and Relationships

This unit supports the children’s developing understanding of positive and negative relationships. Children will learn to recognise the features of positive, healthy relationships and situations when people are placed in an uncomfortable or risky position. They will develop strategies to deal with scenarios involving risk. Children will have opportunities to investigate online relationships: how to keep themselves safe online and how to recognise risks online (including people pretending to be someone else or behaving differently) – particularly through E-Safety Week.



DfE Statutory Guidance

Friendships
About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them


Managing hurtful behaviour and bullying
About the impact of bullying, including offline and online, and the consequences of hurtful behaviour
Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Safe relationships
How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Key Knowledge
Learning sequenced below. Each gap is a new lesson.

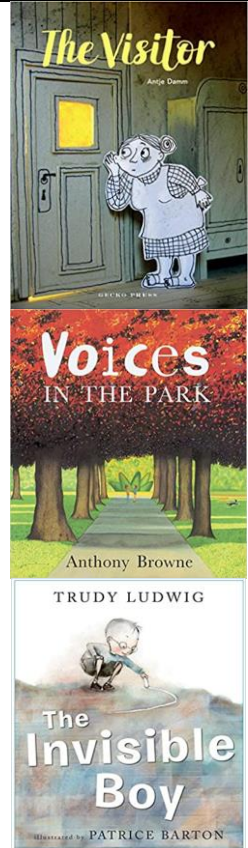
- I can recognise the features of positive healthy friendships such as mutual respect, trust and sharing interests.
- I know strategies to build positive friendships and how to seek support with relationships if I feel lonely or excluded.
- I know how to respond if I witness or experience hurtful behaviour or bullying, including online.
- I can differentiate between playful teasing/dares, hurtful behaviour and bullying, including online that puts someone under pressure, at risk, or make them feel uncomfortable.
- I know when it is right to keep or break a confidence or share a secret and how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online.

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being responsible to bring up and raise children.

Key Text (s)





Children have the right to be raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.



Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children may be looked after by other adults than their parents and this is a different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week



- I know how to communicate respectfully with friends when using digital devices.
- I understand how knowing someone online differs from knowing someone face-to-face and understand risks in communicating with people I don't know.
- I know what to do or whom to tell if I am worried about any contact online.
- I understand that people may behave differently online including pretending to be someone they are not.

I know how to recognise risks online such as harmful content or contact. I know how to report concerns and seek help if worried or uncomfortable.

<p>Term: Y5 - Spring 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R14, R15, R16, R17, R18, R26 PoS Refs: R9, R25, R26, R27, R29</i></p>	<p>Unit Title: Families, Friendships and Relationships</p> <p>This unit supports the children’s developing understanding of positive and negative influences in relationships. Children will learn to recognise the features of healthy relationships and strategies to build positive friendships. They will learn to recognise situations when people are placed in an uncomfortable or risky position, including in relation to physical contact. They will develop strategies to deal with peer influence in various situations including online – particularly through E-Safety Week.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below.</i></p>	<p>Key Text (s)</p>
<p><u><i>Mental Health</i></u> <i>About everyday things that affect feelings and the importance of expressing feelings</i></p> <p><u><i>Families and close relationships</i></u> <i>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</i></p> <p><u><i>Friendships</i></u> <i>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</i> <i>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</i> <i>The importance of seeking support if feeling lonely or excluded</i></p>	<ul style="list-style-type: none"> • I know what makes a healthy friendship and I have strategies to help someone feel included. • I understand what peer influence is and how it can make people feel or behave. • I can explain the impact of the need for peer approval and I have strategies to manage peer influence e.g. exit strategies, assertive communication. • I understand that it is common for friendships to experience challenges and change over time; I have strategies to positively resolve disputes in friendships. • I know how to recognise if a friendship is making me feel unsafe or uncomfortable and I know when and how to seek support. • I can identify what physical touch is acceptable, unacceptable, wanted or unwanted and how it feels when a person is uncomfortable. • I understand that it is never someone’s fault if they have experienced unacceptable contact and I know how to respond and who to tell about it. • I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about. 	

That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

How friendships can change over time, about making new friends and the benefits of having different types of friends

That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Managing hurtful behaviour and bullying

Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Safe relationships

How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being responsible to bring up and raise children.



Children have the right to raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.

British Values

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children maybe looked after by other adults than their parents and this is different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week

- I know how to assess which search results are more reliable than others.



- I can recognise unsafe or suspicious content online and know how to respond/ report this.

Resources

Real Love Rocks

- Section 5 – Online Safety

<p>Term: Y6 - Spring 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: R1, R2, R3, R4, R5, R7 PoS Refs: R26, R28, R29</i></p>	<p>Unit Title: Families, Friendships and Relationships</p> <p>This unit supports the children’s developing understanding of positive and negative relationships. Children will learn to recognise the features of healthy relationships and their varying forms. They will develop their understanding of attraction, gender and sexual orientation. They will develop their understanding of peer influences and strategies to deal with these influences in various situations including online – particularly through E-Safety Week.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><i><u>Families and close positive relationships</u> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart That a feature of positive family life is caring relationships; about the different ways in which people care for one another To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster</i></p>	<ul style="list-style-type: none"> • I know what it means to be attracted to someone and different kinds of loving relationships (people who love each other can be of any gender, ethnicity or faith) • I understand the difference between gender identity and sexual orientation, recognising everyone’s right to be loved • I can explain the qualities of healthy relationships that help individuals flourish and I can recognise ways in which couples show their love and commitment to one another • I know what marriage and civil partnership mean and that people have the right to choose whom they marry or whether to get married, understanding that to force anyone into marriage is illegal. I know how and where to report forced marriage or ask for help if I am worried • I can compare the features of a healthy and unhealthy friendship • I understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong and I have strategies to respond to pressure from friends • I can recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable • I know where to get advice and report concerns about personal safety, including understanding what consent means and how to seek and give/not give consent 	

parents); that families of all types can give family members love, security and stability

To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

About the impact of bullying, including offline and online, and the consequences of hurtful behaviour

Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about families, friendships and relationships. As part of the unit of study their work will include a focus on statement 18 from the UN Convention on the Rights of the Child (UNCRC). This statements encapsulates the important role that parents, carers or guardians play in being responsible to bring up and raise children.



Children have the right to raised by responsible adults. If this can be done by their parents, it should be. However, if this is not possible, another appropriate adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for the child.

Safe relationships

How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

About seeking and giving permission (consent) in different situations

About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Red Lane Way – At the beginning of the half term, children will review the RLW, understanding the behavioural expectations in school and the associated rules. The first week of the half term will focus predominantly on the children's behaviour at lunch and break time. Staff will model behaviours at break and lunchtimes, supporting them to engage with positive play.

 **British Values**

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Children will learn about families, understanding that not all families look the same. They will develop an understanding that faith and belief can impact on family interactions and that families can come in differing forms. Children will be able to recognise that other children maybe looked after by other adults than their parents and this is different form of a family.

Theme or Event: E-Safety Week – objectives to be covered through E-Safety week

- I know how to assess the risk of different online 'challenges' and 'dares'
- I can recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable including online
- I understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong including online



Resources

Real Love Rocks

- Section 2 – Healthy Relationships
- Section 3 – Grooming

PSHE Association Lesson Packs

- Teaching About Consent

NCA/CEOPS – Play Like Share

- Resource Pack for E-safety Week



Spring 2

Keeping Safe / Media Literacy and Digital Resilience



UNCRC – Statement 17 – the right to access information from media



British Value – Rule of Law and Individual Liberty

<p>Term: Y1 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H28, H34 PoS Refs: L7, L8</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding how to keep themselves safe and the role that rules play in ensuring everyone remains safe. Child will consider rules in day-to-day life: at home, in school and online. This work builds on the developing understanding from the work completed in EYFS, when the children learned about basic rules in school, taking part in activities requiring rule following. The unit prepares children for continued study in Year 2, when they will learn particular rules in different scenarios, with a particular focus on rules and laws that keep them safe. Children will use the knowledge from Year 1 to help develop their understanding of who is responsible for promoting their safety in different situations. Recognising that age restrictions apply to different things that they may come across will underpin the learning about the main reasons behind age restrictions in Year 2 and on in to KS2.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online. This unit focuses on why and when people may use the internet.</p>	
<p><i>DfE Statutory Guidance</i></p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u><i>Families and close positive relationships</i></u> That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I can explain how rules can help to keep me safe • I know why some things have age restrictions, e.g. TV shows, games or play areas • I can give examples of basic rules for keeping safe online • I know whom to tell if I see something online that makes me feel unhappy, worried, or scared <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> • I know how and why people use the internet • I know some of the benefits of using the internet and digital devices • I know how people find things out and communicate safely with others online 	

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.



Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep everybody safe. Children will compare rules in school and laws across Britain, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.

<p>Term: Y2 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H27, H29, H30, H31, H32, H33, H35, H36 PoS Refs: L8, L9</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding how to keep themselves safe in a range of situations. Children will be able to recognise scenarios that may pose a risk, how to respond on these occasions to remove/ reduce the risk and be able to identify who is responsible for keeping them safe.</p> <p>This work builds on the developing understanding from the work completed in EYFS and Year 1, when children developed a basic understanding of how rules and different people can help keep them safe in different scenarios. They will develop a clearer understanding of the risks that can arise in different scenarios, beginning to apply their understanding of rules and people to keep them safe to particular situations.</p> <p>The unit prepares children for continued study in Year 3, when they will begin to identify hazards in particular scenarios and the signs the help them identify particular hazards. Knowledge developed in KS1 will help support their developing ability to self-assess risk, which they will learn about further in KS2.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge</p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><i>Keeping safe</i></p> <p><i>About rules and age restrictions that keep us safe</i></p> <p><i>To recognise risk in simple everyday situations and what action to take to minimise harm</i></p> <p><i>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</i></p> <p><i>That household products (including medicines) can be harmful if not used correctly</i></p> <p><i>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</i></p> <p><i>About the people whose job it is to help keep us safe</i></p> <p><i>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I can recognise risks in everyday situations, e.g. road, water and rail safety, medicines • I can explain how to help keep myself safe in different environments, e.g. in school, online and ‘out and about’ • I know who is responsible for keeping me safe in different situations, and can suggest steps I can take to avoid danger • I know how to help keep myself safe at home (in relation to electrical appliances, fire safety and medicines/household products) • I can give examples of things that people put into their body or onto their skin (e.g. medicines and creams) and know how these can affect people • I know how to respond if there is an accident and how to get help in an emergency including how to dial 999 and what to say 	

About what to do if there is an accident and someone is hurt
How to get help in an emergency (how to dial 999 and what to say)
Drug, alcohol and tobacco
about things that people can put into their body or on their skin; how these can affect how people feel
Safe relationships
That sometimes people may behave differently online, including by pretending to be someone they are not
How to respond safely to adults they don't know
about knowing there are situations when they should ask for permission and also when their permission should be sought
basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
Shared responsibilities
About what rules are, why they are needed, and why different rules are needed for different situations
Media literacy and digital resilience
about how the internet and digital devices can be used safely to find things out and to communicate with others
About the role of the internet in everyday life
That not all information seen online is true

Media Literacy and Digital Resilience

- I can name ways in which people can access the internet e.g. phones, tablets, etc.
- I can explain the purpose and value of the internet in everyday life
- I know that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- I know that information online might not always be true

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information is being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.



Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep everybody safe. Children will compare rules in school and laws across Britain, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.

<p>Term: Y3 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H38, H39, H41 PoS Refs: L11, L12</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding how to keep themselves safe in a range of situations. Children will be able to recognise hazards and develop the ability to assess risks with greater independence. This work builds on the developing understanding from the work completed in KS1, when children developed a basic understanding of the role that rules play in ensuring people remain safe. The KS1 work supported children’s understanding of the ways that adults help them to stay safe in different situations and this is developed through this unit, when children will learn about the importance of following safety rules given by adults. The unit prepares children for continued study in Year 4, when they will begin to identify hazards linked to particular household products and the risks associated with using medication inappropriately.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online. Work through this unit will focus on accessing age-appropriate information and resources, along with how to respond to situations when they find information that worries or scares them.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Shared responsibilities</u> <i>To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities</i></p> <p><u>Media literacy and digital resilience</u> <i>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I know how to identify typical hazards at home and in school • I can explain how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • I can explain fire safety at home including the need for smoke alarms • I understand the importance of following safety rules from parents and adults • I can help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	

Media Literacy and Digital Resilience

- I know how the internet can be used positively for leisure, for school and for work
- I recognise that images and information online can be altered or adapted and the reasons why this happens
- I can suggest strategies to recognise whether something I see online is true or accurate
- I can evaluate whether a game is suitable to play or a website is appropriate for my age-group
- I can explain how to make safe, reliable choices from search results
- I know how to report something seen or experienced online that concerns me e.g. images or content that worry me, unkind or inappropriate communication

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study, their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information is being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.

British Values

Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep everybody safe. Children will compare rules in school and laws across Britain, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.

<p>Term: Y4 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H10, H38, H40, H46 PoS Refs: L12, L14</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding how to keep themselves safe in a range of situations. Children will be able to recognise hazards in particular relation to the use of medication, using it appropriately, and the risks associated with common to everyday life drugs.</p> <p>This work builds on the developing understanding from the work completed in Year 3, when children developed a basic understanding of the hazards associated with using medicines inappropriately and other household products. Children will build on this knowledge with specific links made to potentially hazardous drugs that they may come across at home and in other environments.</p> <p>The unit prepares children for continued study in Year 5, when they will consider how to engage with risk, both in terms of taking positive risks and when risk taking can be dangerous. The Year 5 work will encompass how to respond to emergencies, which links with responding to interactions with hazardous situations in taught in Year 4.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online. Work through this unit will focus on the different media formats that information can be accessed through and the importance of recognising the reliability of sources.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge</p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Shared responsibilities</u> <i>To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone</i></p> <p><u>Keeping safe</u> <i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming How to predict, assess and manage risk in different situations Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</i></p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I understand the importance of taking medicines correctly and using household products safely • I can recognise what is meant by a ‘drug’ • I understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • I can identify some of the risks associated with drugs common to everyday life • I understand that for some people using drugs can become a habit which is difficult to break • I know how to ask for help or advice 	

About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Media Literacy and Digital Resilience

- I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- I can suggest some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- I understand that some media and online content promote stereotypes
- I know how to assess which search results are more reliable than others
- I can recognise unsafe or suspicious content online
- I know how devices store and share information

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study, their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information is being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.



Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep

everybody safe. Children will compare rules in school and laws across Britain, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.

<p>Term: Y5 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H38, H43, H44, H45 PoS Refs: L12, L14</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding how to keep themselves safe in a range of situations. Children will be able to recognise the differences between risky, unsafe and emergency situations, developing strategies to help them respond in an appropriate manner and risk asses to avoid dangers occurring and/or escalating. This work builds on the developing understanding from the work completed in Year 4, when children developed an understanding of the hazards associated with using medicines and other household products. Children started to learn how to risk assess situations and independently and the work in Year 5 takes this on a stage to ensure they can avoid risks where possible and provide strategies to respond appropriately. The unit prepares children for continued study in Year 6, when children will learn about significant risks that they may encounter as they get older. Children will begin to deploy the risk assessment understanding developed in Year 5 to consider how they should respond at times to hazards faced as they get older.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online. Work through this unit will focus on the reliability and trustworthiness of information that they may encounter online, linking to their learning about risk assessment through the Keeping Safe unit.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Shared responsibilities</u> <i>To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i></p> <p><u>Keeping safe</u> <i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference</i></p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I can identify when situations are becoming risky, unsafe or an emergency • I can identify occasions where I can help take responsibility for my own safety • I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • I know how to deal with common injuries using basic first aid techniques • I know how to respond in an emergency, including when and how to contact different emergency services • I know that female genital mutilation (FGM) is against British law and what to do and whom to tell if I think I or someone I know might be at risk of FGM 	

to social media, television programmes, films, games and online gaming
How to predict, assess and manage risk in different situations
Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Media Literacy and Digital Resilience

- I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- I can explain basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- I understand that some media and online content promote stereotypes
- I know how to assess which search results are more reliable than others
- I can recognise unsafe or suspicious content online
- I know how devices store and share information

UNICEF Rights Respecting Schools



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study, their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information is being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.



Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep

everybody safe. Children will compare rules in school and laws across Britain and the rest of the world, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.

<p>Term: Y6 - Spring 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H37, H42, H46, H47, H48, H49, H50 PoS Refs: H37, L11, L13, L15, L16</i></p>	<p>Unit Title: Keeping Safe / Media Literacy and Digital Resilience</p> <p>This unit supports the children’s developing understanding of significant potential hazards that exist in the world that they may encounter during their lifetime. There is a particular focus on legal and illegal drugs alongside a focus on risks and hazards that exist in the online world.</p> <p>This work builds on the developing understanding from the work completed throughout their time at Red Lane, when children have developed a greater understanding of risks and hazards that exist in the world. They have developed their ability to risk assess situations and gained strategies to ensure they are able to respond appropriately to particular risks. In Year 6, children will apply their earlier knowledge to risks associated with drugs, alcohol and when online. This unit prepares children for continued study when they move on to High School and ensures that they are aware of significant risks that they may encounter as they move through further education and into adulthood.</p> <p>During this half term, children will also learn about accessing information online. This unit specifically links to the work completed through the computing curriculum. Key concepts are regularly revisited during computing lessons and at other times when children are accessing information online. Work through this unit will focus appropriate practice online, with children developing an understanding of age restrictions that apply online and the purpose of these. There are clear links between the study in the Keeping Safe and the Media Literacy and Digital Resilience units.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge</p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Shared responsibilities</u> <i>To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone About the relationship between rights and responsibilities The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i></p> <p><u>Keeping safe</u> <i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</i></p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • I understand the risks and effects of different drugs • I can explain the laws relating to drugs common to everyday life and illegal drugs • I can explain why people might choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • I can give examples of organisations where people can get help and support concerning drug use • I know how to ask for help if I have concerns about drug use • I understand that there are mixed messages in the media relating to drug use and that these might influence opinions and decisions • I know how to protect personal information online and identify potential risks of personal information being misused • I can explain strategies for dealing with requests for personal information or 	

How to predict, assess and manage risk in different situations
About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe; safe use of digital devices when out and about
About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

- images of themselves
- I can identify types of images that are appropriate to share with others and those which might not be appropriate and I understand that images or texts can be quickly shared with others, even when only sent to one person, and what the impact of this might be
 - I know what to do if I take, share or come across an image which may upset, hurt or embarrass myself or others and I know how to report the misuse of personal information or sharing of upsetting content/images online
 - I understand the different age rating systems for social media, T.V, films, games and online gaming and can explain why age restrictions are important in helping people make safe decisions

Media Literacy and Digital Resilience

- I understand the benefits of safe internet use e.g. learning, connecting and communicating
- I know how and why images online might be manipulated, altered, or faked
- I can explain how to recognise images that might have been altered
- I understand why people choose to communicate through social media and some of the risks and challenges of doing so
- I know that social media sites have age restrictions and regulations for use
- I can explain some of the reasons why some media and online content is not appropriate for children
- I know how online content can be designed to manipulate people’s emotions and encourage them to read or share things
- I can explain the rules and laws linked to sharing things online
- I know how to recognise what is appropriate to share online
- I know how to report inappropriate online content or contact



During the Spring term, children will be learning about keeping themselves safe in different situations. As part of the unit of study, their work will include a focus on statement 17 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access information from a range of sources. The statement also recognises the important role of adults in ensuring that the information is being accessed is not harmful.



Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Red Lane Way – This half term, children will review the RLW, focussing on the role that it plays in keeping them safe at school. Children will reflect on the school's rules, Behaviour and Safeguarding Policies, developing an understanding of the ways that these help to keep everyone safe at school.



Rule of Law and Individual Liberty

Children will learn about keeping safe throughout this half term. They will develop an understanding of the ways that rules and laws help to keep everybody safe. Children will compare rules in school and laws across Britain and the rest of the world, identifying how these are used to keep them safe. The work will also help children understand that rules and laws can support their individual liberty, rather than being a hinderance.



Summer 1



Physical Health and Mental Wellbeing



UNCRC – Statement 24 – the right to health care, clean water and food



British Value – Mutual Respect

<p>Term: Y1 – Summer 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H1, H2, H3, H5, H8, H9, H10</i></p>	<p>Unit Title: Physical Health and Mental Wellbeing</p> <p>This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children understand the daily practices that can help them remain healthy, whilst also recognising which adults help them to stay healthy.</p> <p>Objectives covered during the half term build on the children’s developing understanding of physical activity and sport from their time in EYFS and their knowledge of healthy and unhealthy foods. Children will develop a greater understanding of the ways in which specific daily routines can help them to stay healthy i.e. handwashing and brushing teeth.</p> <p>This knowledge will help children develop a foundation for their learning in Year 2, when they will focus on routines and habits that can support a healthy lifestyle. Children will then begin to link the idea of staying healthy through behaviours and food choices to how they feel and their emotions.</p>		
DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>		Key Text (s)
<p><u>Mental Wellbeing</u> <i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</i></p> <p><u>Healthy lifestyles (physical wellbeing)</u> <i>About foods that support good health and the risks of eating too much sugar</i> <i>About how physical activity helps us to stay healthy; and ways to be physically active everyday</i> <i>About why sleep is important and different ways to rest and relax</i> <i>Simple hygiene routines that can stop germs from spreading</i></p> <p><u>Mental Health</u> <i>About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i></p>	<ul style="list-style-type: none"> • I can explain what it means to be healthy and why it is important • I can give examples of ways to take care of myself on a daily basis • I can describe basic hygiene routines, e.g. hand washing, brushing teeth • I can recognise healthy and unhealthy foods, including with links to sugar intake • I can explain how physical activity helps to keep people healthy • I know who can help me to stay healthy, e.g. parents, doctors, nurses, dentists • I know how to keep safe in the sun 		
<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>UNICEF Rights Respecting Schools</p> <p>During the Summer term, children will be learning about their physical health and mental wellbeing. As part of the unit of study their work will include a focus on statement 24 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access to the best health care possible, healthy food, clean water and a clean safe environment in which to live.</p> </div> </div>			

	Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.	
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Red Lane Way – This half term, children will review the RLW, focussing on the strategies included that are designed to support children’s mental health and wellbeing, whilst supporting them to understand how the positive attitudes and behaviours can support everyone in schools wellbeing.



Mutual Respect

Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.

Term: Y2 – Summer 1

*PSHE Association POS Learning Opportunities:
PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20*

Unit Title: Physical Health and Mental Wellbeing

This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children understand daily routines and habits that can support them to remain physically and mentally healthy. Through the unit children will develop an understanding of feelings and emotions, developing strategies to manage these effectively.

Objectives covered during the half term build on the children’s developing understanding of behaviours that can support them each day to stay healthy, taught in Year 1 and EYFS. Having recognised things they can do, such as brushing their teeth, they will begin to link these to daily routines and the impact that food choices can have on their health.

Learning from this unit will be developed in Year 3, when children will consider to positive and negative impacts that certain routines can have on their health. Children will develop a greater understanding of their emotions and the words that they can use to describe them, continuing to make further links between the habits they develop and emotions that they experience at times.

DfE Statutory Guidance

Mental health
*How to recognise what others might be feeling
To recognise that not everyone feels the same at the same time, or feels the same about the same things
Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good*

Healthy lifestyle (physical wellbeing)
*How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Problem-solving strategies for dealing with emotions, challenges and change*

Key Knowledge

Learning sequenced below. Each gap is a new lesson.

- I can describe routines and habits for maintaining good physical and mental health
- I know why sleep and rest are important for growing and keeping healthy
- I can explain why it is important to maintain routines for brushing teeth and visiting the dentist and can explain how food and drink choices affect dental health
- I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- I can describe and share a range of feelings
- I can give strategies to help me feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others
- I know ways to manage big feelings including those associated with change, loss and bereavement, including when and how to ask for help

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about their physical health and mental wellbeing. As part of the unit of study their work will include a focus on

	 <p>statement 24 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access to the best health care possible, healthy food, clean water and a clean safe environment in which to live.</p> <p>Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.</p>	
<p>Red Lane Way – This half term, children will review the RLW, focussing on the strategies included that are designed to support children’s mental health and wellbeing, whilst supporting them to understand how the positive attitudes and behaviours can support everyone in schools wellbeing.</p>		
<p style="text-align: center;"> British Values</p> <p><u>Mutual Respect</u></p> <p>Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.</p>		

Term: Y3 – Summer 1

*PSHE Association POS Learning Opportunities:
PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19*

Unit Title: Physical Health and Mental Wellbeing

This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children recognise and understand the daily choices that they and other people make which could affect their physical and mental health. Children will begin to understand the things that influence the daily decisions they make and the reasons that people do not always make positive choices. Learning will help children to further consider feelings and the ways that they can recognise the feelings in others. Objectives covered during the half term build on the children’s developing understanding routines, habits and choices linked to their physical and mental health from Year 2. Making links to the understanding of positive habits and routines taught in KS1, children will begin to recognise the things that influence the daily choices people make. Learning from this unit will underpin the unit of study in Year 4, when they will make links across all the objectives covered to consider the idea of a balanced lifestyle. In Year 4, children will link the various factors covered throughout the learning in EYFS, KS1 and Year 3 to see how all can affect their mental and physical health.

DfE Statutory Guidance

Healthy lifestyle (physical wellbeing)
How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Healthy lifestyles (physical wellbeing)
About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of

Key Knowledge

Learning sequenced below. Each gap is a new lesson.

- I can recognise choices that people make in daily life that could affect their health and I can identify healthy and unhealthy choices (e.g. food, exercise and sleep)
- I can explain what might help people to make healthy choices and what might negatively influence them
- I can explain the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle and recognise that these can be maintained, changed or stopped
- I can describe what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- I understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- I can give examples of the things that affect feelings both positively and negatively and suggest strategies to identify and talk about my feelings
- I can suggest some of the different ways people express feelings e.g. words, actions, body language
- I understand that feelings can change overtime and become more or less powerful

Key Text (s)

lack of sleep on the body, feelings, behaviour and ability to learn
That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about their physical health and mental wellbeing. As part of the unit of study their work will include a focus on statement 24 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access to the best health care possible, healthy food, clean water and a clean safe environment in which to live.

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

Red Lane Way – This half term, children will review the RLW, focussing on the strategies included that are designed to support children’s mental health and wellbeing, whilst supporting them to understand how the positive attitudes and behaviours can support everyone in schools wellbeing.



Mutual Respect

Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.


Term: Y4 – Summer 1


*PSHE Association POS Learning Opportunities:
PoS Refs: H2, H5, H11*

Unit Title: Physical Health and Mental Wellbeing

This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children recognise the wide range of factors that contribute to maintaining a balanced and healthy lifestyle. It will provide children with the understanding of the signs that may help them identify the early stages of physical illness and the appropriate resources that can help treat illness generally. Objectives covered during the half term build on the children’s understanding of physical and mental health developed throughout previous year groups. Building on the importance of routines including tooth brushing, children will develop their knowledge of oral hygiene as a whole and be able to explain appropriate techniques for brushing and flossing teeth. From their prior learning about what helps to maintain their physical health, children will begin to recognise signs of illness and what to do when this happens. Learning from this unit will underpin the unit of study in Year 5, when children will develop a greater understanding of how immunisations and vaccinations can prohibit the onset of illnesses through a proactive approach to their physical health. Children will go on to consider the shared responsibility they have along with others to maintain a healthy and clean environment which further contributes to them maintaining their physical and mental health.



DfE Statutory Guidance	Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i>	Key Text (s)
<p><u>Mental health</u> <i>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health; to recognise that feelings can change over time and range in intensity About everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</i></p>	<ul style="list-style-type: none"> • I can identify a wide range of factors that maintain a balanced, healthy lifestyle, both physically and mentally • I can describe what good physical health means and how to recognise early signs of physical illness • I understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • I can explain how to maintain oral hygiene and dental health, including how to brush and floss correctly • I can explain the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <p>UNICEF Rights Respecting Schools</p>  <p>During the Summer term, children will be learning about their physical health and mental wellbeing. As part of the unit of study their work will include a focus on statement 24 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access to the best health care</p>	

	 <p>possible, healthy food, clean water and a clean safe environment in which to live.</p> <p>Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.</p>	
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Red Lane Way – This half term, children will review the RLW, focussing on the strategies included that are designed to support children’s mental health and wellbeing, whilst supporting them to understand how the positive attitudes and behaviours can support everyone in schools wellbeing.



Mutual Respect

Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.

<p>Term: Y5 – Summer 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H2, H5, H11</i></p>	<p>Unit Title: Physical Health and Mental Wellbeing</p> <p>This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children recognise the important role that sleep plays in maintaining a healthy, balanced lifestyle: children will develop strategies for maintaining a healthy sleep routine. The unit will also support the children’s understanding of the role being outdoors can play in supporting their physical and mental health, whilst also ensuring that they recognise the risks associated with sun exposure to their immediate and long term health. Objectives covered during the half term build on the children’s understanding of physical and mental health developed throughout previous year groups. Prior learning in Year 3 and KS1 focussed on daily routines and habits that can support positive health; during their time in Year 5 children will focus specifically on the role of sleep as a key factor for maintaining a healthy lifestyle. New learning with regards to the role of bacteria and viruses in developing illnesses develops from the knowledge gained in previous year groups around the importance of handwashing routines and general cleanliness, ensuring pupils understand the reasons behind routines and behaviours. Learning from this unit will underpin the unit of study in Year 6, when they will maintain a greater focus on the factors impacting their mental health. Children will focus on signs linked to mental ill health, rather than those associated with physical illness. Knowledge of strategies to support positive mental health will build on the learning around sleep and being outdoors completed in Year 5.</p>	
<p><i>DfE Statutory Guidance</i></p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u><i>Mental Health</i></u> <i>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i></p> <p><u><i>Healthy lifestyles (physical wellbeing)</i></u> <i>How to make informed decisions about health about choices that support a healthy lifestyle, and recognise what might influence these</i> <i>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</i> <i>About what good physical health means; how to recognise early signs of physical illness</i> <i>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</i> <i>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by</i></p>	<ul style="list-style-type: none"> • I can explain how sleep contributes to a healthy lifestyle, recognising healthy sleep strategies and how to maintain them • I understand the benefits of being outdoors and in the sun on both my physical and mental health • I can give strategies to manage risk in relation to sun exposure, including skin damage and heat stroke • I understand how medicines can contribute to health and how allergies can be managed • I know that some diseases can be prevented by vaccinations and immunisations • I can explain how some bacteria and viruses can affect health • I know strategies that can prevent the spread of bacteria and viruses with everyday hygiene routines and recognise the shared responsibility I hold for keeping a clean environment 	

vaccinations and immunisations; how allergies can be managed

How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about their physical health and mental wellbeing. As part of the unit of study their work will include a focus on statement 24 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to access to the best health care possible, healthy food, clean water and a clean safe environment in which to live.

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

Red Lane Way – This half term, children will review the RLW, focussing on the strategies included that are designed to support children’s mental health and wellbeing, whilst supporting them to understand how the positive attitudes and behaviours can support everyone in schools wellbeing.



Mutual Respect

Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.

<p>Term: Y6 – Summer 1</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</i></p>	<p>Unit Title: Physical Health and Mental Wellbeing</p> <p>This unit develops the children’s understanding of what it means to be healthy: in terms of both their mental and physical health. Learning opportunities will ensure children recognise the importance of monitoring and taking care of their mental health. They will learn about factors that may impact on their mental health and develop strategies to both respond when they or someone else shows signs of mental ill-health and in order to maintain good mental health in general, particularly linked to spending time online.</p> <p>Objectives covered during the half term build on the children’s understanding of physical and mental health developed throughout previous year groups. Learning takes a greater focus on to the aspects of mental health, building on the links between mental and physical health developed in Year 5. Children will focus on other factors that may affect their mental health, particularly in terms of their time spent online.</p> <p>Learning from this unit will provide children with the knowledge and strategies to develop their learning further at high school and into adult life. It will ensure children have the understanding and tools to support positive mental health and to respond when they or someone else displays signs of mental ill-health.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below.</i></p>	<p>Key Text (s)</p>
<p><u>Managing hurtful behaviour and bullying</u> <i>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i></p> <p><u>Healthy lifestyles (physical wellbeing)</u> <i>About choices that support a healthy lifestyle, and recognise what might influence these</i> <i>About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</i></p> <p><u>Mental health</u> <i>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i> <i>About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p>	<ul style="list-style-type: none"> • I know that mental health is just as important as physical health and that both need looking after • I know recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • I know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • I can give examples of and use positive strategies for managing feelings • I recognise that there are situations when someone may experience mixed or conflicting feelings • I know that feelings can often be helpful, whilst recognising that they sometimes need to be overcome • I know that if someone experiences feelings that are not so good (most or all of the time) – help and support is available and identify where they can ask for help and support in and outside school • I understand that changes will occur in life (i.e. death) and that these can cause conflicting feelings, including people experiencing feelings of loss or grief 	

To recognise that feelings can change over time and range in intensity
About everyday things that affect feelings and the importance of expressing feelings
A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

- I can explain the process of grieving and some ways grief can be expressed, I can also suggest strategies that can help someone cope with change or loss
- I recognise that balancing time online with other activities helps to maintain my health and wellbeing and have strategies to manage time spent online e.g. switching phone off at night

UNICEF Rights Respecting Schools



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Mutual Respect

Children will learn about physical health and mental wellbeing throughout this half term. They will develop an understanding of the ways that they can help to keep themselves both physically and mentally healthy. This unit will give them the opportunity to recognise that the way we treat one another can have a significant impact on the mental and potentially physical health of those around us.



Summer 2

Growing and Changing



UNCRC – Statement 8 – the right to their own identity



British Value – Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

<p>Term: Y1 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of what it means to be an individual/ person. Objectives taught will help children understand what makes them unique and special; developing strategies to respond to situations when they may find something difficult. Learning opportunities will ensure children are able to recognise different feelings that they will experience and be able to recognise how feelings can affect behaviours in themselves and others.</p> <p>Objectives covered during the half term build on the children’s developing understanding emotions and feelings taught in EYFS. Children will build on their understanding of respect for one another having completed turn-taking and developed communication skills in EYFS, they will develop this further, beginning to recognise behaviours associated with feelings.</p> <p>This knowledge will help children develop a foundation for their learning in Year 2, when they will focus on how they will begin to change as they grow older. Having focussed on feelings in Year 1, they will then link these to experiences and responsibilities as they get older, including moving on to a new class.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Respecting self and others</u> <i>To recognise the ways in which they are the same and different to others</i></p> <p><u>Ourselves (growing and changing)</u> <i>To recognise what makes them special How to manage when finding things difficult About preparing to move to a new class/year group</i></p>	<ul style="list-style-type: none"> • I can say what makes me special and unique (including their likes, dislikes and what they are good at) • I know what to do and whom to tell if I find things difficult, or if things go wrong • I know what makes me the same and different to others • I can name and describe different kinds of feelings • I can recognise feelings in themselves and others • I can explain how feelings can affect people’s behaviour 	

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about growing and changing. As part of the unit of study their work will include a focus on statement 8 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to their own identity, which includes a record of their name, nationality and family relations



Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Red Lane Way – This half term, children will review the RLW, focussing on their role at Red Lane and the importance of all in creating a harmonious, safe and happy place to learn and work together, they will review the School Mantra and consider how they form a key part of the Red Lane family.

British Values

Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

Children will learn about growing and changing throughout this half term. In Year 1, they will consider what makes them unique and the importance of their identity: throughout school they will learn about changes that will occur as they grow older. Over this half term, children will make links between the knowledge and skills taught through the PSHE curriculum and the British Values of Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs. Each of these values links closely to the UNCRC statement identified as a focus: every child's right to their own identity. Whilst considering their own identities and what makes them unique, children will also be given opportunities to learn about one another and learn to recognise the importance of allowing everyone the freedom to be who they are and respect them for what they believe.

<p>Term: Y2 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of their bodies and the changes that people go through as they get older. They will be taught about the human life cycle, the names external body parts and the PANTS rule, to enable them to recognise which parts of people’s bodies are private and how to respect the privacy of others.</p> <p>Objectives covered during the half term build on the children’s developing understanding their bodies, recognising further what makes them special having started to learn about this during their time in Year 1. Having considered what makes humans unique in the previous academic year, children will learn about the life cycle of humans and the changes all people will go through as they grow and change.</p> <p>Their work from Year 1 and the learning around setting goals and increased responsibilities will form the foundations for further development of the knowledge and skills in Year 3. In Year 3 children will begin to recognise their personal strengths and weaknesses, developing an understanding of the importance of respecting themselves and others.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge</p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Respecting self and others</u> <i>To recognise the ways in which they are the same and different to others</i></p> <p><u>Ourselves, growing and changing</u> <i>To recognise the ways in which we are all unique To identify what they are good at, what they like and dislike To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) About growing and changing from young to old and how people’s needs change</i></p>	<ul style="list-style-type: none"> • I can explain the human life cycle and how people grow from young to old • I know how our needs and bodies change as we grow up • I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) and know which parts of the body are private • I understand why it is important to keep parts of my body private and to respect the privacy of others, including the PANTS rule • I can explain how people might change as they grow up, including new opportunities and responsibilities • I set goals for a new school year and explain the challenges some people might face when moving to a new class 	

UNICEF Rights Respecting Schools



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Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Red Lane Way – This half term, children will review the RLW, focussing on their role at Red Lane and the importance of all in creating a harmonious, safe and happy place to learn and work together, they will review the School Mantra and consider how they form a key part of the Red Lane family.

British Values

Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

Children will learn about growing and changing throughout this half term. In Year 1, they will consider what makes them unique and the importance of their identity: throughout school they will learn about changes that will occur as they grow older. Over this half term, children will make links between the knowledge and skills taught through the PSHE curriculum and the British Values of Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs. Each of these values links closely to the UNCRC statement identified as a focus: every child's right to their own identity. Whilst considering their own identities and what makes them unique, children will also be given opportunities to learn about one another and learn to recognise the importance of allowing everyone the freedom to be who they are and respect them for what they believe.

<p>Term: Y3 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H27, H28, H29</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of what makes them unique: learning opportunities will help them to develop an understanding of their strengths and interests, whilst helping them to develop strategies to deal with situations when they face challenges or setbacks.</p> <p>Objectives covered during the half term build on the children’s understanding particularly from Year 1, when they started to recognise what made them unique, including the things that they liked and disliked. In Year 3 they will develop this further, recognising particular strengths and interests that help contribute to their overall identity, whilst also recognising that everyone have valuable contributions to make and that all should be respected.</p> <p>The learning focussed around how to manage when faced with challenges and difficulties will form the foundations for further work in Year 4, when children will consider the challenges that they and others may face when going through puberty. Strategies developed will support pupils to discuss the subject matter in a respectful manner, recognising that everyone has a valuable contribution to make.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge</p> <p><i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Respecting self and others</u> <i>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</i></p> <p><u>Ourselves, growing and changing</u> <i>To recognise the ways in which we are all unique To identify what they are good at, what they like and dislike To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) About growing and changing from young to old and how people’s needs change To recognise their individuality and personal qualities</i></p>	<ul style="list-style-type: none"> • I know that everyone is an individual and has unique and valuable contributions to make • I can recognise how strengths and interests form part of a person’s identity • I can identify my own personal strengths and interests and what I am proud of (in school and out of school) • I can recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • I am able to describe and use basic strategies to manage and reframe setbacks (e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again) 	

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about growing and changing. As part of the unit of study their work will include a focus on statement 8 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to their own identity, which includes a record of their name, nationality and family relations



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Red Lane Way – This half term, children will review the RLW, focussing on their role at Red Lane and the importance of all in creating a harmonious, safe and happy place to learn and work together, they will review the School Mantra and consider how they form a key part of the Red Lane family.

British Values

Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

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<p>Term: Y3 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H27, H28, H29</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of what makes them unique: learning opportunities will help them to develop an understanding of their strengths and interests, whilst helping them to develop strategies to deal with situations when they face challenges or setbacks.</p> <p>Objectives covered during the half term build on the children’s understanding particularly from Year 1, when they started to recognise what made them unique, including the things that they liked and disliked. In Year 3 they will develop this further, recognising particular strengths and interests that help contribute to their overall identity, whilst also recognising that everyone have valuable contributions to make and that all should be respected.</p> <p>The learning focussed around how to manage when faced with challenges and difficulties will form the foundations for further work in Year 4, when children will consider the challenges that they and others may face when going through puberty. Strategies developed will support pupils to discuss the subject matter in a respectful manner, recognising that everyone has a valuable contribution to make.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u>Respecting self and others</u> <i>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</i></p> <p><u>Ourselves, growing and changing</u> <i>To recognise the ways in which we are all unique To identify what they are good at, what they like and dislike To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) About growing and changing from young to old and how people’s needs change To recognise their individuality and personal qualities</i></p>	<ul style="list-style-type: none"> • I know that everyone is an individual and has unique and valuable contributions to make • I can recognise how strengths and interests form part of a person’s identity • I can identify my own personal strengths and interests and what I am proud of (in school and out of school) • I can recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • I am able to describe and use basic strategies to manage and reframe setbacks (e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again) 	

UNICEF Rights Respecting Schools



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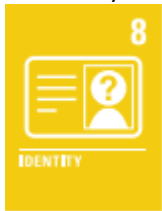
<p>Term: Y5 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H16, H25, H26, H27</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of their identity and what contributes to this. Learning opportunities will enable children to develop a fuller understanding of the protected characteristics making links between them and how they apply to them. Children will develop their knowledge and understanding of how maintaining positive self-respect and self-worth is vital in supporting the mental health and wellbeing, with strategies to support this.</p> <p>Objectives covered during the half term build on the children’s understanding particularly from Year 3, when they learned about the important role that their strengths, likes/dislikes and hobbies play in making up their identity. Pupils will continue to develop further strategies to boost their mood and wellbeing, having considered strategies to manage their emotions when facing setbacks in Year 3.</p> <p>The learning opportunities during this unit will prepare children for further learning in Year 6, when they will consider strategies to help them to respond to the challenges faced when transitioning to high school and the challenges linked to the changes in the relationships they hold.</p>	
<p><i>DfE Statutory Guidance</i></p>	<p>Key Knowledge <i>Learning sequenced below. Each gap is a new lesson.</i></p>	<p>Key Text (s)</p>
<p><u><i>Ourselves, growing and changing</i></u> <i>To recognise their individuality and personal qualities About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i></p> <p><u><i>Mental Health</i></u> <i>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help</i></p>	<ul style="list-style-type: none"> • I understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes (including links between these and their protected characteristics) • I can name and explain the protected characteristics • I understand that for some people their gender identity does not correspond with their biological sex • I know how to recognise, respect and express my individuality and personal qualities • I know strategies to boost my mood and improve my emotional wellbeing • I can explain the link between participating in interests, hobbies and community groups and mental wellbeing 	

and support; and that it is important to discuss feelings with a trusted adult

Respecting self and others
To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

UNICEF Rights Respecting Schools

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<p>Term: Y6 – Summer 2</p> <p><i>PSHE Association POS Learning Opportunities: PoS Refs: H24, H33, H35, H36</i></p>	<p>Unit Title: Growing and Changing</p> <p>This unit develops the children’s understanding of the changes they may encounter as they grow and change with a particular link to transition to high school. Learning opportunities will also support children’s understanding of intercourse, its place in relationships and the importance of consent. Pupils will learn about the biological process of becoming pregnant and the subsequent responsibilities that come with being a parent.</p> <p>Objectives covered during the half term build on the children’s knowledge developed throughout their time at Red Lane. Work in Year 6 particularly links to the knowledge and skills developed in Year 4, building on their understanding of the reproductive organs and the impact of puberty on their bodies.</p> <p>The learning opportunities will prepare children for the changes their body will experience as they grow and change, supporting their understanding of the impact of sexual intercourse and potential pregnancy before the move on to high school. Knowledge and skills will support future learning in KS3. This knowledge holds an important place in preparing the children for adulthood, giving them some of the initial tools to support informed decisions.</p>	
<p>DfE Statutory Guidance</p>	<p>Key Knowledge <i>Learning sequenced below.</i></p>	<p>Key Text (s)</p>
<p><u><i>Ourselves, growing and changing</i></u> <i>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</i> <i>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</i></p> <p><u><i>Safe relationships</i></u> <i>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</i> <i>About seeking and giving permission (consent) in different situations</i> <i>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</i></p>	<ul style="list-style-type: none"> • I can identify some of the changes that occur as people grow e.g. increased independence and responsibility • I understand the changes associated with the transition to high school (including relationships, including how this might affect my feelings • I can suggest practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • I can explain the links between love, committed relationships and conception • I understand what sexual intercourse is and how it can be part of an intimate relationship between consenting adults (and can explain the term consent) • I can explain how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • I understand that pregnancy can be prevented with contraception • I can explain the responsibilities of being a parent or carer and how having a baby changes someone’s life 	

Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

UNICEF Rights Respecting Schools



During the Summer term, children will be learning about growing and changing. As part of the unit of study their work will include a focus on statement 8 from the UN Convention on the Rights of the Child (UNCRC). This statement identifies the right that all children have to their own identity, which includes a record of their name, nationality and family relations



Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Red Lane Way – This half term, children will review the RLW, focussing on their role at Red Lane and the importance of all in creating a harmonious, safe and happy place to learn and work together, they will review the School Mantra and consider how they form a key part of the Red Lane family.

British Values

Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

Children will learn about growing and changing throughout this half term. In Year 1, they will consider what makes them unique and the importance of their identity: throughout school they will learn about changes that will occur as they grow older. Over this half term, children will make links between the knowledge and skills taught through the PSHE curriculum and the British Values of Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs. Each of these values links closely to the UNCRC statement identified as a focus: every child's right to their own identity. Whilst considering their own identities and what makes them unique, children will also be given opportunities to learn about one another and learn to recognise the importance of allowing everyone the freedom to be who they are and respect them for what they believe.