











RHE Subject Overview 2025 - 2026

Ecclesfield use the following schemes to support teaching and learning: PSHE Association, Learn Sheffield Online Safety and RHE Schemes of Work, Project Evolve

Substantive concepts	Mental Wellbeing	Family	Friendship	Community	Physical Health	Growing up	Online safety	Financial capability	Drugs and alcohol	Racism
British Values	Mutual respect	Tolerance			Democracy		Individual liberty		Rule of Law	

Substantive concepts									
Mental Wellbeing (M)	Family (Fa)	Friendship (Fr)	Community (C)	Physical Health (P)	Growing up (G)	Online safety (OS)	Financial capability (FC)	Drugs and alcohol (DA)	Racism (R)
 Mental Wellbeing	 Family	 Friendship	 Community	 Physical Health	 Growing Up	 Online Safety	 Financial Capability	 Drugs and Alcohol	 Racism
British Values									
Mutual respect		Tolerance		Democracy		Individual liberty		Rule of Law	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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F2 Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships Understanding the World (including Online Safety) Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science)	Tolerance and mutual respect Mental Wellbeing Identifying feelings*	Tolerance and mutual respect Mental Wellbeing Identifying and explaining feelings*	Tolerance and mutual respect Mental Wellbeing Identifying and explaining feelings*	Tolerance and mutual respect Community Working as part of a group/class	Physical Health Making healthy food choices*	Mental Wellbeing Remaining focussed
	Tolerance and mutual respect Friendship Building positive relationships * Physical Health Knowing the importance of sleep and tooth brushing Rule of Law Class rules * Growing up How have I changed since I was a baby? How do humans change as they grow? Family Discussing family tree- who is older? Who is the youngest? Tolerance and mutual respect Family How are members of your family similar/different? Tolerance and mutual respect Family Families - similarities and differences between each other families within the class Tolerance and mutual respect Community	Growing up Building independence (toileting, eating) Rule of Law School rules * Endpoints: -Pupils can use feeling words to explain how they feel (I feel..../I feel... because...) -Pupils are beginning to build independence (toileting, eating) -Pupils are aware of school rules (don't hurt others, don't run, put your hand up)	Growing up Building independence (toileting, eating) Rule of Law School rules * Endpoints: -Pupils can identify a goal (count to 20, write my surname) -Pupils can identify behaviour that is not acceptable (pushing people, lying, stealing, kicking) -Pupils can identify ways to keep physically healthy (brushing teeth, eat fruit and veg, stay active)	Tolerance and mutual respect Friendship Understanding others' feelings Endpoints: -Pupils are beginning to work well in small groups/as a class (listening, sharing ideas, taking turns) -Pupils can identify how someone is feeling (scared, angry, sad, happy, tired)	Mental Wellbeing Working independently Endpoints: -Pupils can identify healthy and unhealthy food choices (fruit and veg Vs sugary foods) -Pupils are beginning to work more independently (in the provision, when starting tasks)	Rule of Law Explaining right and wrong* Mental Wellbeing Being resilient Growing up How we have changed journey through the year, including significant events through foundation year Growing up What we are looking forward to in Year 1 Family Who is in my immediate family and extended/wider family Endpoints: -Pupils are beginning to focus more when in provision or during learning tasks -Pupils can identify behaviour that is not acceptable and why we have rules (make things fair, keep people safe) -Pupils are showing more resilience (during learning tasks, when learning something new, when learning a new skill i.e. zipping up a coat) -Pupils can reflect upon their year and how they have changed (discuss significant events-trips, discuss what they have learnt i.e number bonds)

	<p>People who help us/are special to us</p> <ul style="list-style-type: none"> -Pupils can use feeling words to identify how they feel (scared, angry, sad, happy, tired) -Pupils can identify what makes a positive relationship (sharing, kind words) -Pupils can suggest reasons why we need to brush our teeth and sleep well (toothache, teeth falling out, stained teeth, low mood, tired, can't concentrate) -Pupils can suggest ways in which they have changed (can walk, feed themselves, can write their name, play with different toys) -Pupils can identify how people are different (gender, hair colour, interests, eye colour) -Pupils can identify ways that their family is the same/different to others (siblings, grandparents, single parent family) -Pupils can discuss people who are special to them (family, friends, teachers) 					<ul style="list-style-type: none"> -Pupils can discuss what they are looking forward to (new teacher, new after school clubs) -Pupils can identify people in their family (wider family members-aunties/uncles, immediate family-mum/dad)
Y1	<p>Rule of Law</p> <p>Os) passwords</p> <p>C1</p> <p>*</p> <p>H4 - about why sleep is</p>	<p>Mutual respect</p> <p>Tolerance</p> <p><u>Lesson 1: Talking</u></p>	M1) Where do feelings come from?	<p>Mutual respect</p> <p>Tolerance Fa1)</p> <p>Who's in my family? CW</p> <p>resource pack 3</p>	<p>Mutual respect</p> <p>Tolerance</p> <p>Fr2) What makes a good friend?</p>	<p>M3) What helps me to be happy?</p> <p>Rule of Law</p>

	important					
	<p>and different ways to rest and relax</p> <p>Fr1) Who is my friend?</p> <p>Pl) How do I help my body stay healthy? CW</p> <p>resource pack-3e</p> <p>Os1) Screen time (L1)</p> <p>Tolerance and mutual respect</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can recognise online or offline that anyone can say 'no', 'please stop' 'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. *</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand why we need passwords -Pupils can identify ways to relax and why it is important - 	<p><u>about race and racism</u></p> <p>Racism</p> <p><u>Lesson 2: Defining anti-racism</u></p> <p>Racism</p> <p><u>Lesson 3: Redefining racism</u></p> <p>Racism</p> <p><u>Lesson 4: Understanding racial socialisation and stereotypes</u></p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain how other people may look and act differently on and offline. *</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that there is a difference between close friends, friends, acquaintances and strangers 	<p>P2) How do I decide what to eat?</p> <p>Os) What is the internet? C2*</p> <p>FC) L10. what money is; forms that money comes in; that money comes from different sources L13. that money needs to be looked after; different ways of doing this</p> <p>Financial Capability</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>Financial Capability</p> <p>L13. that money needs to be looked after;</p>	<p>Os) Choosing what to do online L2*</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>Endpoints:</p> <ul style="list-style-type: none"> - Pupils understand that families are made up of a special group of people, which changes gradually over - Pupils understand that I must make sensible decisions when choosing what to do online -Pupils can identify dangers within the home 	<p>Fr3) Should friends tell us what to do?</p> <p>Rule of Law</p> <p>Cn) Asking for permission</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>Os) Searching safely P3 *</p> <p>Tolerance and mutual respect</p> <p>Online Safety Project Evolve -I can explain how information put online about someone can last for a long time.</p> <p>Drugs-Keeping Safe Things that go into and onto our bodies</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify ways to respectfully resolve a dispute -Pupils understand that friends should treat each other fairly and with respect 	<p>Os) Communicating online *</p> <p>Os) Being kind online S2*</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify a range of feelings -Pupils understand that there are strangers online and information that should and shouldn't be shared with them -Pupils understand the importance of being kind online <p>Rule of LawTolerance and mutual respect</p> <p>Online Safety Project Evolve - I can recognise that information can stay online and could be copied.</p>

		<ul style="list-style-type: none"> -Pupils understand that active lifestyles including regular -Pupils know what anti-racist means -Pupils understand that some ideas about groups of people aren't accurate -Pupils can give an example of a stereotype 			<ul style="list-style-type: none"> -Pupils understand ways to search safely -Pupils understand the purpose of drugs and how to keep myself safe <p>Pupils can give example of when I need to ask for permission and why it is important</p>	
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			<p>different ways of doing this</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that we have a range of emotions depending on our experience and situations - Pupils understand what consists of a healthy diet -Pupils have a basic understanding of what the internet is -Pupils can recall different methods of payment and how it can be looked after 			
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Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Tolerance Mutual Respect Rule of Law Democracy</p> <p>C1 How do we make a happy school? C2 Who lives in my neighbourhood? Os3 Online strangers (PI)</p> <p>Tolerance Mutual Respect <u>Lesson 1: Talking about race and racism.</u> <u>Lesson 2: Defining anti-racism.</u></p> <p>Endpoints: -Pupils understand why we have school rules -Pupils can identify different communities and understand that they need to be treated with respect -Pupils can identify ways of giving consent and not giving consent Pupils know what anti-racist means</p>	<p>Tolerance Mutual Respect Fr4) How do we stop bullying? Rule of Law Os2) Personal information (SI) FC) LII. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want Tolerance Mutual Respect <u>Lesson 3: Redefining racism.</u></p>	<p>Tolerance Mutual Respect Fa2) Do families always stay the same? H2O - about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better Fa3) How should families treat each other? P3) How do we stop getting ill? Tolerance Mutual Respect <u>Lesson 5: Unconscious bias Racism</u></p> <p>Tolerance and mutual respect Rule of Law Online Safety-project Evolve - I can explain how it makes others feel if I do not ask their permission or ignore their answers before sharing something about them online.*</p> <p>Tolerance and mutual respect Rule of Law Online Safety Project Evolve - I can explain why I have a right to say 'no' or 'I</p>	<p>Rule of Law Fa4) When should I say no? Os) Accepting messages C3* Rule of Law Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science) CW resource pack 3a Tolerance Mutual Respect <u>Lesson 6: Being anti-racist in our actions</u> <u>Inclusion, belonging and addressing extremism</u> <u>Sameness and difference</u></p> <p>Endpoints: - Pupils understand that other people need permission before they can touch us -Pupils understand that computer viruses can damage devices - Pupils understand that certain parts of our bodies are private -Pupils understand that racism can be hurtful</p>	<p>Os) Content Creators NI* Rule of Law Os4) Fake News (NI) M2) Who am I? P4) How can I stay safe? Rule of Law <u>Drugs-Keeping Healthy-Medicines</u> <u>Drugs-Keeping Safe-Medicines and Household Products</u> Tolerance Mutual Respect <u>Lesson 7: Representation matters</u></p> <p>Endpoints: -Pupils understand that everything that is put online is not true/inaccurate Pupils understand that everyone is different. Pupils can identify common dangers. -Pupils are aware of how to keep myself safe around household products and drugs. --Pupils understand that some groups are represented more than others</p>	<p>Os) Feeling uncomfortable online * C3) What makes a boy or a girl? CW resource pack I/3D Tolerance Mutual Respect Fa6) Are all families the same? Tolerance Mutual Respect <u>Lesson 8: Myth busting anti-racism.</u></p> <p>Endpoints: -Pupils know what to do if I see something online that makes me feel uncomfortable -Pupils can identify differences between boys and girls -Pupils can name external genitalia -Pupils understand that all families are different -Pupils understand that some ideas about groups of people aren't accurate and the impact this might have</p>

			<p>will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. *</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that changes can cause positive /negative emotions -Pupils can identify different emotions -Pupils understand that people have responsibilities <ul style="list-style-type: none"> -Pupils understand how illness and disease can be prevented - Pupils understand what unconscious bias is and how to prevent themselves doing it 			
		<p><u>Lesson 4:</u> <u>Understanding</u> <u>racial</u></p>				

		<p><u>socialisation and stereotypes</u></p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that bullying is hurtful -Pupils understand that not everyone acts appropriately online -Pupils understand that money can be spent or saved -Pupils understand the difference between wants and needs -Pupils understand that some ideas about groups of people aren't accurate <p>Pupils understand the importance of not sharing personal information online</p>				
Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>Tolerance Mutual Respect Fr11) What makes a good friend? Rule of Law Os1) Online strangers (P1) Os2) Sharing Online(P2) Tolerance Mutual Respect <u>Lesson 1:</u> <u>Talking about race and racism</u> Racism <u>Lesson 2:</u> <u>Defining anti-racism</u> Endpoints: -Pupils understand that some families can change and give reasons why -Pupils understand that some people online are not trustworthy -Pupils understand that personal information should not be shared online -Pupils have a more embedded understanding of the terms 'race and racism'. -Pupils understand the term anti-racist and how it is different to being non-racist</p>	<p>Tolerance Mutual Respect Fa1) Do families always stay the same? Fa2) Are all families like mine? Rule of Law Cn1) Giving and seeking permission Tolerance and mutual respect Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Endpoints: -Pupils understand that my actions can affect other people's feelings -Pupils understand that all families are different -Pupils understand that they must ask and give permission.</p>	<p>PI) How do I keep my body healthy? Rule of Law H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Os) Screen Time L1* Os) Sleep L2* Endpoints: -Pupils understand the positive impact physical exercise can have -Pupils understand the impact smoking, alcohol and drugs can have -Pupils understand the impact too much screentime can have on my wellbeing -Pupils understand that sleep is good for my mental health.</p>	<p>MI) How do I manage my feelings? Mutual Respect Os3) Friendship Online (S1) P2) How do I get a healthy diet? Individual Liberty Online Safety -Project Evolve - I can demonstrate how to make responsible choices about having an online identity, depending on context. * Endpoints: -Pupils can recognise different feelings and when I need support -Pupils understand how to behave appropriately online -Pupils understand what contributes to a healthy lifestyle</p>	<p>Rule of Law Os4) Personal Information (C2) P3) How do I stop getting ill? Rule of Law H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Drugs-Safety rules and risks-Medicines and Household Products Endpoints: -Pupils understand the importance of keeping personal information safe. -Pupils understand how to prevent illness e.g. washing and a healthy diet -Pupils understand how to take medicines correctly e.g. follow instructions and amounts carefully</p>	<p>Rule of Law Tolerance Mutual Respect Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 * Endpoints: -Pupils can decided what is appropriate and inappropriate online e.g. age appropriate and strangers -Pupils understand what a suspicious message is and how to react to one e.g tell a trusted adult</p>
Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Rule of Law</p> <p>Os) Passwords C5 *</p> <p>Tolerance</p> <p>Mutual Respect</p> <p>Friendships</p> <p>Are all friends the same?</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are friendships always fun?</p> <p>Mutual respect and tolerance</p> <p>Mental Wellbeing</p> <p>M2) Are we happy all the time?</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can demonstrate the use of search tools to find and access online context which can be re-used by others.*</p> <p>Fr2) Are all friends the same?</p> <p>Fr3) Are friendships always fun?</p> <p>M2) Are we happy all the time?</p>	<p>Mutual respect and tolerance</p> <p>Democracy</p> <p>Rule of Law</p> <p>C1) How do we make the world fair?</p> <p>Rule of Law</p> <p>Cn2) Personal Boundaries</p> <p>Os) Copyright C3*</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>C2) Where do you feel like you belong?</p> <p>C3) How can we help the people around us?</p>	<p>Os5) Digital media (N1)</p> <p>Os6) Verifying content and echo chambers (N3)</p> <p>Mutual respect and tolerance</p> <p><u>Lesson 1:</u></p> <p>Talking about race and racism.</p> <p><u>Lesson 2:</u></p> <p>Defining anti-racism</p> <p>Racism</p> <p><u>Lesson 3: Redefining racism.</u></p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online and why. *</p>	<p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Family</p> <p>Fa3) Are boys and girls the same?</p> <p>Online Safety Media Bias N2 **</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 4:</u></p> <p>Understanding racial socialisation and stereotypes</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Fa3) Are boys and girls the same?</p> <p>Fa3) How should we treat people who are different?</p> <p>Os) Media Bias N2 *</p>	<p>Rule of Law</p> <p>Os)</p> <p>Advertising C1 *</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>P4) How do I save a life?</p> <p>Endpoints:</p> <p>-Pupils understand that adverts are targeted (age/gender/ web searches/ downloads)</p> <p>-Pupils understand that there are legal and illegal drugs (Paracetamol, Calpol, anti-allergy drugs)</p> <p>-Pupils understand the impact of alcohol, drugs and vaping (low mood, poor health, addiction)</p> <p>-Pupils understand that we make choices about how money is spent (save, budget spend)</p>	<p>G1) What is a period-CW</p> <p>resource pack 4/pack 5</p> <p>Rule of Law</p> <p>Drugs-Safety rules and risks- Alcohol and smoking</p> <p>Inclusion, belonging and addressing extremism</p> <p>Belonging to a community</p> <p>Financial Capability</p> <p>Making decisions about money- PSHE Association</p> <p>Use the resource from Natwest Money Sense</p> <p>How do I plan a simple budget?</p>
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	Endpoints: -Pupils can use a password correctly, thinking of an appropriate password and know not to share it. -Pupils know that friends do not all have to be the same and that they all add value. -Pupils know that falls out can happen - they learn the difference between fall out and bullying. - Pupils learn that we do not need to be happy all the time and that it is normal to not be happy all of the time.	Endpoints: -Pupils can see that the world is not fair but they can do good to make it a better place. -Pupils understand that they and others have personal boundaries that need to be respected. -Pupils understand that everyone is different and that we should all be valued. - pupils learn how to help the people around us e.g friendship, being kind	Endpoints: -Pupils are becoming more digitally literate (Analysis of headlines, adverts, images) -Pupils understand that not everything online is true, and information needs to be verified (opinions, bias, fake news) -Pupils are beginning to understand what systematic racism is and the impact (prejudice, stereotypes, employment, limit aspirations, isolation)	Endpoints: -Pupils understand that we are all different have different abilities and strengths -Pupils understand that there is bias in the media that can be misleading (Inaccurate stories, persuasive) -Pupils understand that some of their views and ideas might be a result of the messages they see and hear (Media/online/ home/peers/ school) -Pupils can identify examples of sexism and understand the definition of sexism and the impact it can have (self-image, aspirations, self-esteem, prejudice)	Endpoints: -Pupils understand that adverts are targeted (age/gender/ web searches/ downloads) -Pupils understand that there are legal and illegal drugs (Paracetamol, Calpol, anti-allergy drugs) -Pupils understand the impact of alcohol, drugs and vaping (low mood, poor health, addiction) -Pupils understand that we make choices about how money is spent (save, budget spend)	Endpoints: -Pupils understand that only females have periods -Pupils are aware of the risks and dangers of smoking and alcohol (low mood, poor health, addiction) -Pupils understand the term community and how to contribute positively (Picking up litter, being respectful, being inclusive) -Pupils understand the different decisions make about spending and strategies they can put in place to budget
Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rule of Law Os) Passwords C3* Os1) Control and consent (S1) Os2) Protecting our identity(PI) Os3) Meeting strangers online (P4) G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8	Individual liberty P1) Is there such a thing as a perfect body? Os) Self Esteem L2 * P2) How can I stay fit and healthy? Os) Digital '5 a day' L4 * P3) Can I avoid getting ill?	Mutual respect and tolerance Individual liberty M1) Does everybody have the same feelings? M2) Should we be happy all the time? Os8) Does the internet make us happy? (L1) M3) Why do we argue?	Rule of Law Os4) Personal Information, terms and conditions Os) Copyright C3 * Mutual respect and tolerance <u>Lesson 1:</u> <u>Talking about race and racism</u> <u>Lesson 2:</u> <u>Defining anti-racism</u> <u>Lesson 3:</u> <u>Redefining</u>	Mutual respect and tolerance Individual liberty Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a normal family? Drugs- Managing Risk-Medicine	Mutual respect and tolerance Fr1) What makes a close friend? Fr2) Should I try and fit in with my friends? Os) Online Behaviour S2 * Fr3) Should friends tell us what to do? Fr4) Why are some people unkind?

<p>Online Safety Project Evolve I can describe ways to increase privacy on apps and services that provide privacy settings.*</p> <p>Os) Protecting images of us online P2* Os) Unhealthy Attention P3 *</p> <p>G2) How will my feelings change as I get older?</p> <p>G3) How will I stay clean during puberty?</p> <p>G4) What is menstruation? CW resource pack 4/Pack 5</p>	<p>Rule of Law Os) Social Media anxiety L1* Os) Fake news N2 *</p> <p>Inclusion , belonging and addressing extremism Stereotypes</p>	<p>Individual Liberty M4) Who am I?</p>	<p>racism Lesson 4: Understanding racial socialisation and stereotypes</p> <p>Mutual respect and tolerance Rule of Law Online Safety Project Evolve I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others.* Linked with I can describe how things shared privately online can have unintended consequences for others i.e screen grabs</p>	<p>Financial Capability Money and emotional wellbeing-PSHE Association Use the resource from Natwest Money Sense</p> <p>How does money affect my feelings?</p> <p>Endpoints: -Pupils understand the importance of a regular balanced diet (more energy, vitamins and minerals, repair muscles) -Pupils understand that online behaviour can impact their physical and mental health (low self-esteem, low mood, isolation, addiction, weight gain) -Pupils can give examples of how to avoid illness (sleep, drugs and alcohol risks, dental hygiene, sun risks) -Pupils understand that they have an identity (genetics, interests, talents, religion) -Pupils understand that the diversity of home lives (religion, culture, same sex parents, single parent family) -Pupils are aware of the risks related to medicines and how these can be controlled (reading labels, high cupboard, correct dosage, seeking medical help) -Pupils understand the appropriate response to racist behaviour and language (report it, don't encourage, challenge, educate)</p>	<p>Os5) Analysing Digital Media (N1) Rule of Law Os) Game ratings L6 *</p> <p>Rule of Law Drugs- Managing risk- Illegal and legal drugs</p>
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					<p>-Pupils understand how money can affect wellbeing (anxiety, worry, joy, overwhelmed)</p>	
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	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand reasons why people get married (love, culture) -Pupils understand the importance of consent (law, respect) -Pupils can identify information which shouldn't be shared online and understand the consequences of 'oversharing' (risks, digital footprint) -Pupils are aware that social media can put pressure on us (body image/behaviours) -Pupils understand the importance of money (Lifestyle, essential, luxuries, needs and wants, debt, save, spend) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify the qualities that make a good friend and recognise the importance of 'empathy' -Pupils can identify triggers to their own negative emotions (tiredness, hunger, lessons, noise) -Pupils understand that social media can put pressure on us (jealousy, insecurity) -Pupils understand that images/news can be edited which creates untrustworthy/false stories (profit) -Pupils can identify various stereotypes within their community and the impact these can have on our view and behave towards certain groups (prejudice, limit aspirations, future jobs, isolation, unkindness) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that everyone has different views and that doesn't have to impact our friendships negatively -Pupils can identify a name of strategies to manage online abuse (report to a trusted adult, keep evidence, block users, don't retaliate) -Pupils understand that friendships should make us feel positive and we shouldn't feel controlled or manipulated -Pupils understand that the images we see in the media of 'body types' are not always true representations (photoshopping, filters) -Pupils understand the term 'self-esteem' and how what we access online can impact this (social media) -Pupils understand that stereotypes can lead to conscious and unconscious bias (inaccurate views, unfair views, prejudice, stereotypes) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify some of the signs of online danger -Pupils understand that our information can be used in different ways (to make money/target adverts) -Pupils understand some of the risks linked to posting images online (images are hard to delete, less control over them) -Pupils can discuss and reflect on how certain events can impact their mental health (divorce, house move, bereavement, illness) -Pupils understand that social media can put pressure on us and is not always a reflection of reality (jealousy, insecurity) -Pupils understand why it is beneficial to stay calm and demonstrate self-control (feeling of control, people respond better, clearer messages given) -Pupils understand the term 'discrimination', can give examples and describe the impact 		<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can suggest reasons why people bully and the impact it has (low self-esteem, poor mental health, issues at home, learnt behaviour, peer pressure) -Pupils are more secure analysing digital content (adverts, make comparisons, clickbait, media sources) -Pupils understand why ratings on movies and games are important (stranger contact, violence, sexual content, inappropriate images and language) -Pupils are aware of what makes drugs legal and how risk can be managed when consuming legal drugs and alcohol (stick to national guidelines, read labels, seek professional advice) -Pupils understand the different ways bodies change during puberty (menstruate, develop breasts, greasy hair and skin, body odour) -Understand that attention online can be positive and negative (online abuse, confidence, self-esteem) -Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings) -Pupils are aware of the process of menstruation -Pupils understand the importance of staying clean (regular showers, deodorant)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Os6) Bias (N2) Mutual respect and tolerance Individual liberty</p> <p>Fr5) What are stereotypes?</p> <p>Os) Online Stereotypes L5 *</p> <p>Fr6) How do I accept my friends for who they are?</p> <p><u>Lesson 1: Talking about race and racism</u></p> <p><u>Lesson 2: Defining anti-racism</u></p> <p><u>Inclusion, belonging and addressing extremism</u></p> <p><u>Extremism</u></p> <p>Financial Capability Being a critical consumer- PSHE Association</p> <p>Online Safety Project Evolve <u>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</u></p>	<p>Mutual respect and tolerance</p> <p>C1) What is prejudice?</p> <p>Os7) Echo Chambers (N5)</p> <p>C2) What is the history of prejudice?</p> <p>C3) What should I do if I encounter prejudice?</p> <p>Mutual respect and tolerance</p> <p><u>Lesson 3: Redefining racism</u></p> <p><u>Lesson 4: Understanding racial socialisation and stereotypes</u></p> <p>Online Safety Project Evolve <u>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</u></p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science - does not include sexual intercourse)</p> <p>Mutual respect and tolerance</p> <p>C4) How can I be a great citizen?</p> <p>C5) Why is money important?</p> <p>Os) Online Ads and money on the internet C1*</p> <p>Rule of law</p> <p>Os) In App purchases and credit card info C5 *</p> <p><u>Lesson 5: Unconscious bias</u></p> <p><u>Lesson 6: Being anti-racist in our actions</u></p> <p>Endpoints:</p> <p>-Pupils can identify how their behaviour can impact others within their community</p>	<p>Individual liberty</p> <p>Rule of Law</p> <p>P4) Why do some people take drugs?</p> <p>P5) Where should I get my health information?</p> <p>Os) Inaccurate health info L3*</p> <p>P6) How do I save a life?</p> <p>Rule of Law</p> <p>Os) Meeting Strangers P4 *</p> <p>Mutual respect and tolerance</p> <p><u>Lesson 6: Being anti-racist in our actions</u></p> <p><u>Lesson 7: Representation matters</u></p> <p>Endpoints:</p> <p>-Pupils understand why some people take recreational and addictive drugs and the associated risks (peer pressure, self esteem addiction, poor mental and</p>	<p>Mutual respect and tolerance</p> <p>C6) Who belongs in our country?</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>C7) What does it mean to be British?</p> <p>Os) Verifying info online N3*</p> <p>Rule of law</p> <p>Drugs- Managing risk- influence and pressure</p> <p>Drugs- Managing risk- Drugs, alcohol and the media</p> <p>Mutual respect and tolerance</p> <p><u>Lesson 8: Myth busting anti-racism</u></p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs- Managing risk- influence and pressure*</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs- Managing risk- Drugs, alcohol and the media *</p>	<p>G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8</p> <p>Os) Unhealthy Attention P3 *</p> <p>Mutual respect and tolerance</p> <p>G2) How will my feelings change as I get older?</p> <p>G3) How will I stay clean during puberty?</p> <p>G4) What is menstruation?</p> <p>CW resource pack 4/Pack 5</p> <p>Rule of law</p> <p>Mutual respect and tolerance</p> <p>Cn3) Appropriate and Inappropriate Touching</p> <p>Mutual respect and tolerance</p> <p>Friends</p> <p>Fr7) How do we reduce sexism?</p> <p>Mutual respect and tolerance</p> <p>Community</p>

<p><u>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</u></p> <p><u>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</u></p> <p><u>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</u></p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that bias can be misleading (stereotypes, prejudice) -Pupils are aware that stereotypes can be challenged (Films, newspaper, personal views, tv programmes, adverts) -Pupils understand that stereotypes in the media can be unfair and can discriminate (bias, prejudice, isolation limit people's careers/aspirations) -Pupils can use language related to gender, sexuality and identity (gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation) 	<p><u>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</u></p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify the protected characteristics and their purpose (disability/gender) -Pupils understand that social media can expose us to a limited number of views (commercial, ideological, religion) -I understand how history impacts us today (women's rights, stereotypes, equal rights) -Pupils can identify what to do if they experience prejudice (report it, don't encourage, challenge, educate) -Pupils know how to challenge bias and how stereotypes can lead to unconscious and conscious bias -Pupils understand how historical context and personal context that make racist jokes/comments particularly offensive -Pupils understand the importance of representation in the media critically evaluating it (religion, skin colour, gender, disability) 	<ul style="list-style-type: none"> -Pupils understand that not everyone has the same amount of money or access to employment -Pupils are aware that advertising on the internet allows people to make money (YouTubers) -Pupils understand that in app purchases cost money and the risks (running up large bills) -Pupils can identify how money can be spent (wants, needs, essential, luxuries) 	<p>physical health)</p> <ul style="list-style-type: none"> -Pupils can identify where to find accurate health information in order to gain accurate and truthful information (NHS, doctors, health visitor) -Pupils understand that not all health information is accurate and can recognise some features of fake news (incorrect spellings, incorrect logos, unrealistic stats) -Pupils know how to respond in an emergency and how to contact the emergency services (Call 999) -Pupils can recognise signs of online danger (abusive messages, unwanted contact) -Pupils understand the term 'discrimination', can give examples, describe the impact and discuss how to prevent it 	<p>Financial Capability/ community</p> <p>C5c How can I earn money?</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils can identify reasons why some people flee their countries and choose to live in the UK -Pupils understand that our country is made up of lots of different cultures made up of immigrants who have come to the UK -Pupils understand that information online is not always true and understand there are ways to check validity (check various sources) -Pupils understand that some people experience pressure in relation to drugs and alcohol (peer pressure, social isolation) -Pupils can identify ways to earn money (pocket money, chores) 	<p>C4b) How can we make a positive change in the world?</p> <p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour) -Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings) -Pupils are aware of the process of menstruation -Pupils understand the importance of staying clean (regular showers, deodorant) -Pupils can identify examples of healthy and unhealthy online attention (online abuse, stranger contact) -Pupils can identify ways in which to reduce sexism and the impact this would have (less discrimination, equal opportunities, self-esteem) -Pupils can identify ways to make positive change (being kind, being inclusive)
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<p>-Pupils understand how our actions/use of money can impact the environment (climate change, waste)</p>	<p>-Pupils understand the impact of racial myths (stereotypes, bias, prejudice, inequality)</p>				
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