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| **Relationship Education** | **Life to the Full Plus** | **Other curriculum areas/Planned events** |  | **Liturgical Year / CARITAS** | **Global Days & Events** |
| **Families and people who care for me**That families are important for children growing up because they can give love, security and stability | EYFS Summer 1KS1 Spring 1LKS 2 Spring 1UKS2 Spring 1UKS2 Spring 2  | Come and See Aut 1 All Years | **Autumn 1** | Dignity of the Human PersonHarvest Fast Eid al-AdhaDiwaliAll Saints and All Souls Crowning of Our Lady month of the Holy Rosary27th September Feast Day St Vincent de Paul Y4 29th September Feast Day St Gabriel Y2   | National poetry day – music and drama weekNo Pens DayRemembrance Day Fire Safety Talk National Anti-bullying day |
| The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. | EYFS Summer 1KS1 Spring 1LKS 2 Spring 1UKS2 Spring 1UKS2 Spring 2 | Come and See Aut 1 All Years |
| That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. | EYFS Summer 1KS1 Spring 1LKS 2 Spring 1UKS2 Spring 1UKS2 Spring 2 | Come and See Aut 1 All Years |
| That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up | EYFS Summer 1KS1 Spring 1LKS 2 Spring 1UKS2 Spring 1UKS2 Spring 2 | Come and See Aut 1 All Years |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | UKS2 Autumn 2 |  |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | EYFS Summer 1KS1 Spring 1LKS 2 Spring 1UKS2 Spring 1UKS2 Spring 2 |  | **Autumn 2** | Rights and Responsibilities or Family and CommunityAll Saints and All Souls St Andrew’s DayFeast of the Immaculate Conception Advent & ReconciliationChristmas – Nativity Hanukkah Advent experience | Slavery awareness |
| **Caring Friendships: H**ow important friendships are in making us feel happy and secure, and how people choose and make friends | EYFS Spring 1KS1 Spring 1 LKS2 Spring 1 UKS2 Spring 1  | EYFS Come and See Summer  |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | EYFS Spring 1 KS1 Spring 1 LKS2 Spring 1KS2 Autumn 1  |  |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | EYFS Autumn 2 KS1 Autumn 2 LKS2 Spring 1UKS2 Autumn 1  |  |
| That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | EYFS Autumn 2 Spring 2 KS1 Autumn 2 Spring 2 Spring 2 LKS2 Autumn 1 UKS2 Spring 2  |  |
| 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. | EYFS Autumn 1 KS1 Autumn 2 LKS2 Spring 1 Spring 2 UKS2 Autumn 2  |  | **Spring 1**  | Option for the Poor and Vulnerable or Solidarity and Common GoodEpiphany Chinese New Year St Valentine’s Day Shrove Tuesday Ash Wednesday Start of Lent Presentation of our Lord Lent experience17th March St Patrick Feast Day Y5 20th March St Cuthbert’s Feast Day Y6 25th March St Mary of the Annunciation Feast Day Y3  | Fair Trade Fortnight CAFOD Lent Fund raisingYoung Voices Concert  |
| **Respectful Relationships**The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | EYFS Summer 1 KS1 Autumn 2 LKS2 Spring 1 UKS2 Autumn 1 Spring 2SP1 CARITAS Expect Respect  |  |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships. | EYFS Autumn 2 Spring 1 KS1 Spring 2 LKS2 Spring 1 UKS2 Autumn 2  |  |
| The conventions of courtesy and manners. | EYFS Autumn 1 Spring 1 Summer 1KS1 Spring 1LKS2 Autumn 2UKS2 Autumn 2 |  |
| The importance of self-respect and how this links to their own happiness. | EYFS Autumn 2LKS2 Autumn 1UKS2 Autumn 1  |  |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | EYFS Autumn 2 Spring 1 Spring 2 Summer 1 KS1 Summer 1 LKS2 Autumn 1 Summer 1 UKS2 Autumn 1 Spring 1  |  | **Spring 2** |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | EYFS Spring 1 KS1 Spring 1LKS2 Spring 1 UKS2 Spring 2  |  | Stewardship or Dignity of WorkReconciliationSt David’s DaySt Patrick’s Day HoliPassoverStations of the crossEaster productionSt Joseph’s Penny St George’s Day | World Book DayMother’s Day Arts week other Cultures and Communities Eco Week Geography Focus ‘Distribution of resources including energy, food, minerals and water’. |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive. | LKS2 Autumn 2 UKS2 Autumn 2 |  |
| The importance of permission-seeking and giving in relationships with friends, peers and adults. | EYFS Autumn 2 Spring 1KS1 Spring 2UKS2 Autumn 2 Spring 1 Spring 2  |  |
| **Online Relationships: T**hat people sometimes behave differently online, including by pretending to be someone they are not. | LKS2 Spring 1 UKS2 Spring 2  |  |
| That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. | LKS2 Spring 2 UKS2 Spring 2  |  |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | EYFS Spring 2 KS1 Spring 2 LKS2 Spring 2 UKS2 Spring 2  |  | **Summer 1**  | Crowning of Our Lady | Y6 Visit Crucial CrewMFL Spanish Day  |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | LKS2 Spring 2 UKS2 Spring 2 |  |
| How information and data is shared and used online | LKS2 Spring 2 UKS2 Spring 2  |  |
| **Keeping Safe:** What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | EYFS Spring 1 KS1 Spring 2 LKS2 Spring 2 UKS2 Spring 2 Aut 1 All Classes NSPCC Pants CARITAS  |  |
| About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | EYFSKS1 LKS2 UKS2 |  |
| That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | EYFS Spring 2 KS1 Autumn 1 LKS2 Autumn 1 UKS2 Spring 2  |  | **Summer 2** | Sacred Heart Feast Day 24th June Patron Saint Y1 St John the Baptist Feast of SS Peter and Paul Eid al Fitr First Holy Communion | Father’s Day/ Special Person’s DayBritish Science weekClass Charters Rule of Law |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | EYFS Spring 2 KS1 Spring 2 LKS2 Spring 1 UKS2 Spring 2 |  |
| How to recognise and report feelings of being unsafe or feeling bad about any adult. | KS1 Autumn 1 LKS2 Spring 2 UKS2 Spring 2  |  |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard. | EYFS Spring 2 KS1 Spring 2 UKS2 Spring 2  |  |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so. | KS1 Spring 2 LKS2 Spring 2 UKS2 Spring 2 | CARITAS PANTS Lessons Y1-Y6 |
| There to get advice e.g. family, school and/or other sources | EYFS Spring 1 KS1 Spring 1 LKS2 Spring 1 UKS2 Spring 1  |  |

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| **Health Education** |  |  | **TPC / Emotional Health and** **Well-Being** | **Careers Related Learning** |
| **Mental Wellbeing*** that mental wellbeing is a normal part of daily life, in the same way as physical health.
 | LKS2 Autumn 2 UKS2 Autumn 2  | Autumn 1 |  |  |
| * that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 | EYFS Autumn 2 Spring 2 KS1 Autumn 2LKS2 Autumn 2 UKS2 Autumn 2  |  |  |
| * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
 | EYFS Autumn 2 KS1 Autumn 2LKS2 Autumn 2UKS2 Autumn 2  |  |  |
| * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 | EYFS Autumn 2 KS1 Autumn 2 LKS2 Autumn 2 UKS2 Autumn 2 Y6 CARITAS Expect Respect  |  |  |
| * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
 | LKS2 Summer 1UKS2 Spring 2  |  |  |
| * simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 | EYFS Spring 2 LKS2 Autumn 2 UKS2 Autumn 2  |  |  |
| * isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
 | LKS2 Autumn 2 UKS2 Autumn 2  | Autumn 2  |  |  |
| * that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
 | EYFS Spring 1KS1 Autumn 1 LKS2 Spring 2 UKS2 Spring 2  | School Council Anti-Bullying Policy |  |
| * where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
 | LKS2 Autumn 1 UKS2 Autumn 2 Spring 1  |  |  |
| * it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
 | LKS2 Autumn 2 UKS2 Spring 1  |  |  |
| **Internet Safety and Harms*** that for most people the internet is an integral part of life and has many benefits.
 | EYFS Spring 2 KS1 Spring 2 LKS2 Spring 2 UKS2 Spring 2  |  |  |
| * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
 | EYFS Autumn 1 LKS2 Autumn 1 UKS2 Autumn 1 |  |  |
| * how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
 | KS1 Spring 2 LKS2 Spring 2 UKS2 Autumn 1 Spring 1  | Spring 1 |  |  |
| * why social media, some computer games and online gaming, for example, are age restricted.
 | UKS2 Spring 2  | Wake up Wednesdays |  |
| * that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
 | KS1 Spring 1 LKS2 Spring 1 Spring 2 UKS2 Spring 2  |  |  |
| * how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
 | LKS2 Autumn 2UKS2 Autumn 2 Spring 2  |  |  |
| * where and how to report concerns and get support with issues online.
 | EYFS Spring 2 KS1 Spring 2 LKS2 Spring 2 UKS2 Autumn 2  |  |  |
| **Physical health and fitness*** the characteristics and mental and physical benefits of an active lifestyle
 | EYFS Autumn 1 KS1 Autumn 1 LKS2 Autumn 1UKS2 Spring 2  |  |  |
| * the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
 | EYFS Autumn 1 KS1 Autumn 1 LKS2 Autumn 1 UKS2 Autumn 2  | Spring 2  |  |  |
| * the risks associated with an inactive lifestyle (including obesity).
 | LKS2 Autumn 1 UKS2 Autumn 1  |  |  |
| * how and when to seek support including which adults to speak to in school if they are worried about their health.
 | KS1 Autumn 1LKS2 Autumn 1 UKS2 Autumn 1  |  |  |
| **Healthy Eating*** what constitutes a healthy diet (including understanding calories and other nutritional content).
 | EYFS Autumn 1 KS1 Autumn 1LKS2 Autumn 1UKS2 Autumn 1 |  |  |
| * the principles of planning and preparing a range of healthy meals.
 | KS1 Autumn 1 LKS2 Autumn 1UKS2 Autumn 1  |  |  |
| * the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
 | EYFS Autumn 1 KS1 Autumn 1LKS2 Autumn 1UKS2 Autumn 1 |  |  |
| **Drugs. Alcohol and tobacco*** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
 | KS1 Autumn 1 LKS2 Autumn 1UKS2 Autumn 1 | Summer 1  |  |  |
| **Health and prevention** * How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
 | EYFS Spring 2  |  |  |
| * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
 | EYFS Autumn 1 Spring 2KS1 Autumn 1 LKS2 Autumn 1UKS2 Autumn 1 | Soltan Sun Safe  |  |
| * the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
 | EYFS Autumn 1 KS1 Autumn 1 LKS2 Spring 1 UKS2 Autumn 1 |  |  |
| * about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
 | EYFS Autumn 1 KS1 Autumn 1 LKS2 Spring 1 UKS2 Autumn 1 |  |  |
| * about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
 | EYFS Autumn 1 KS1 Autumn 1 LKS2 Spring 1 UKS2 Autumn 1 |  |  |
| * the facts and science relating to immunisation and vaccination
 | KS1 Spring 2LKS2 Autumn 1UKS2 Spring 2  | Summer 2  |  |  |
| **Basic First Aid*** How to make a clear and efficient call to emergency services if necessary
 | EYFS Spring 2 KS1 Spring 2 UKS2 Spring 2  |  |  |
| * concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 | KS1 Spring 2LKS2 Spring 2UKS2 Spring 2  | Year 6 Red Cross |  |
| **Changing adolescent body­*** key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 | LKS2 Autumn 1UKS2 Autumn 1  |  |  |
| * • about menstrual wellbeing including the key facts about the menstrual cycle.
 | LKS2 Autumn 2 UKS2 Autumn 1 School Nursing Team Summer Term Y5  |  |  |