

Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Assembly Focus	<ul style="list-style-type: none"> Sun & Water Safety Recognising Feelings First Aid Cultural Diversity My Body, My Business 	<ul style="list-style-type: none"> TPA Values Responsibilities NSPCC – Speak Out, Stay Safe Fairtrade 	<ul style="list-style-type: none"> Space Week Artists Day Money Week Remembrance 	<ul style="list-style-type: none"> Road Safety Being Kind – Antbullying Inclusion / Disability Awareness 	<ul style="list-style-type: none"> Household Safety Online Communication TPA Values Story Telling Mental Health 	<ul style="list-style-type: none"> Healthy Lifestyles / Hygiene British Science Week Inspirational People Diverse Communities 	<ul style="list-style-type: none"> Earth Day Mental Health and Wellbeing Personal Achievements and Aspirations
Y3	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke. EL / A Learn about what is meant by first aid; basic techniques for dealing with common injuries. A / CD Know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and know what to say. A / CD Know strategies to manage transitions between classrooms and key stages and new schools. CD <p>Relationships</p> <ul style="list-style-type: none"> Learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. EL <p>Living In The Wider World</p> <ul style="list-style-type: none"> Recognise reasons for laws and rules and the consequences for not adhering to them. EL 	<p><i>LB2 - Transition to new class: establishing new class rules, positive relationships with others. Revise the Zones of Regulation and how to seek support.</i></p> <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Recognise that feelings can change over time and range in intensity (Zones of regulation). CD / A Learn about everyday things that can affect feelings and the importance of expressing feelings. CD Know that mental health, like physical life, is part of daily life; the importance of taking care of mental health. CD Learn about strategies and behaviours that support mental health, including how good quality sleep, physical exercise and other factors can support mental health and wellbeing. CD / A Learn about firework safety. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. A (NSPCC) Know about seeking and giving permission (consent) in different situations. CD Know where to get advice and report concerns if worried about their own or someone else's safety. CD (NSPCC) 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know the reasons for following and complying with regulations and restrictions, including age restrictions. CD Learn about hazards, including fire risks, that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. A / CD Know the strategies for keeping safe in the local environment or unfamiliar places (rail, water, road). A / CD <p>Relationships</p> <ul style="list-style-type: none"> Know the importance of seeking support if feeling lonely or excluded. CD Know that healthy friendships help people feel included; recognise when others feel lonely or excluded and strategies for how to include them. EL / A Know how to respond safely and appropriately to adults they may encounter whom they do not know (stranger danger). CD Recognise and model respectful behaviour online. EL Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect from others. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Know about the different ways to pay for things and the choices people have about this. CD 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know how to make informed decisions about health. CD Learn about the elements of a balanced, healthy lifestyle. EL Know how regular (daily/weekly) exercise benefits mental and physical health. CD Know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. CD Know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care. A / EL Learn about the benefits of the internet. CD Learn about the importance of keeping personal information private; strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Recognise that there are different types of relationships. CD Know 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. CD Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. EL Learn about why someone may behave differently online, including pretending to be someone they are not. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Learn about the different groups that make up their community and what living in a community means. EL Know the value of different contributions that people and groups make to the community. EL 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about personal identity and what contributes to who we are. EL Recognise their individuality and personal qualities. EL <p>Living In The Wider World</p> <ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. EL Know that there is a broad range/careers that people can have; that people often have more than one career/type of job during their life. CD 		

A = Assembly
EL = Evidenced Lesson
CD = Class Discussion

Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Assembly Focus	<ul style="list-style-type: none"> Sun & Water Safety Recognising Feelings First Aid Cultural Diversity My Body, My Business 	<ul style="list-style-type: none"> TPA Values Responsibilities NSPCC – Speak Out, Stay Safe Fairtrade 	<ul style="list-style-type: none"> Space Week Artists Day Money Week Remembrance 	<ul style="list-style-type: none"> Road Safety Being Kind – Antibullying Inclusion / Disability Awareness 	<ul style="list-style-type: none"> Household Safety Online Communication TPA Values Story Telling Mental Health 	<ul style="list-style-type: none"> Healthy Lifestyles / Hygiene British Science Week Inspirational People Diverse Communities 	<ul style="list-style-type: none"> Earth Day Mental Health and Wellbeing Personal Achievements and Aspirations
Y4	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke. EL / A Know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. CD Learn about what is meant by first aid; basic techniques for dealing with common injuries. A / CD Know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and know what to say. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Know what constitutes a positive, healthy friendship; that the same principles apply to online friendships as to face-to-face friendships. EL <p>Living In The Wider World</p> <ul style="list-style-type: none"> Learn about the relationship between rights and responsibilities. EL 	<p><i>LB2 - Transition to new class: establishing new class rules, positive relationships with others. Revise the Zones of Regulation and how to seek support.</i></p> <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (Zones of regulation). EL / A Learn about firework safety. A / CD Be able to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. EL Learn about how to manage setbacks including how to reframe unhelpful thinking. CD <p>Relationships</p> <ul style="list-style-type: none"> Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships. A (NSPCC) Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. A Learn about seeking and giving permission (consent) in different situations. CD Learn about keeping something confidential or secret when it should (e.g. a birthday surprise) or should not be agreed to and when it is right to break a confidence or share a secret. CD Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. CD Know where to get advice and report concerns if worried about their own or someone else's safety. CD 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know about the reasons for following and complying with regulations and restrictions, including age restrictions; how they promote personal safety and wellbeing with reference to social media, films and online gaming. CD Learn about hazards, including fire risks, that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. A / CD Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road). A <p>Relationships</p> <ul style="list-style-type: none"> Recognise what it means to “know” someone online and how this differs from knowing someone face to face; risks to communicating online with others not known face to face. CD Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. CD Recognise different types of bullying, including cyber bullying, the impact of bullying, responsibilities of bystanders and how to get help. A <p>Living In The Wider World</p> <ul style="list-style-type: none"> Recognise that people have different attitudes about spending and saving money and what influences people's decisions. EL Understand that people's spending decisions can affect others and the environment (fair trade, single use plastics or giving to charity). EL 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. EL Know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care. A / EL Learn about choices that support a healthy lifestyle and recognise what might influence these. CD Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. CD Learn about the benefits of the internet; the importance of balancing time online with other activities. CD Learn about the importance of keeping personal information private; strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Learn about respecting the differences and similarities between people and recognising what they have in common with others. CD Be able to listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Understand ways of carrying out shared responsibilities for protecting the environment; how everyday choices can affect the environment. EL Learn about diversity and the benefits of living in a diverse community. EL Know what might influence people's decisions about a job or career (personal interests, family connections, strengths etc). CD 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the physical and emotional changes that happen when approaching and during puberty (menstruation, key facts about the menstrual and menstrual wellbeing, erections and nocturnal emissions). EL Know where to get more information, help and advice about growing and changing, especially about puberty. CD Know strategies to manage transitions between classrooms and key stages and new schools. CD <p>Relationships</p> <ul style="list-style-type: none"> Learn about marriage and civil partnership and recognise it as a legal declaration of commitment made by two adults who love and care for each other which is intended to be lifelong. CD Recognise and respect that there are different types of family structure (birth parents together, separated parents, single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability. CD 		

A = Assembly
EL = Evidenced Lesson
CD = Class Discussion

Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Assembly Focus	<ul style="list-style-type: none"> Sun & Water Safety Recognising Feelings First Aid Cultural Diversity My Body, My Business 	<ul style="list-style-type: none"> TPA Values Responsibilities NSPCC – Speak Out, Stay Safe Fairtrade 	<ul style="list-style-type: none"> Space Week Artists Day Money Week Remembrance 	<ul style="list-style-type: none"> Road Safety Being Kind – Antbullying Inclusion / Disability Awareness 	<ul style="list-style-type: none"> Household Safety Online Communication TPA Values Story Telling Mental Health 	<ul style="list-style-type: none"> Healthy Lifestyles / Hygiene British Science Week Inspirational People Diverse Communities 	<ul style="list-style-type: none"> Earth Day Mental Health and Wellbeing Personal Achievements and Aspirations
Y5	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke. EL / A Know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. CD Know what is meant by first aid; basic techniques for dealing with common injuries. A / CD Know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and know what to say. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Learn about the importance of showing respect to others, including those in positions of authority. CD Know what a stereotype is and how they can be unfair, negative or destructive. CD 	<p><i>LB2 - Transition to new class: establishing new class rules, positive relationships with others. Revise the Zones of Regulation and how to seek support.</i></p> <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. EL / A Learn about firework safety. A / CD Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. CD 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. CD <p>Relationships</p> <ul style="list-style-type: none"> Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. A Learn about seeking and giving permission (consent) in different situations. CD Know where to get advice and report concerns if worried about their own or someone else's safety. CD Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. EL 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the new opportunities and responsibilities, that increasing independent may bring. CD Know how to predict, assess and manage risk in different situations. CD Learn about the importance of taking medicines correctly and using household products safely. CD Know safe use of digital devices when out and about. A <p>Relationships</p> <ul style="list-style-type: none"> Learn about the impact of bullying, including online and offline, and the consequences of hurtful behaviour. EL / A Learn strategies to respond to hurtful behaviour experienced or witnessed offline and online; how to report concerns and get support. EL Know about discrimination; what it means and how to challenge it. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Recognise that there are human rights that are there to protect everyone. EL Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. CD Know some of the skills that will help them in their future careers, e.g. teamwork, communication, negotiation. A Recognise that people make spending decisions based on priorities, needs and wants. CD Learn about different ways to keep track of money. CD 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know the wider importance of personal hygiene and how to maintain it. Know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care. A / EL Know how to recognise that habits can have positive and negative effects on a healthy lifestyle. CD Learn about what good physical health means; how to recognise early signs of physical illness. CD Know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods. EL Learn 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. CD Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. CD Know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. CD Learn about the importance of keeping personal information private; strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns. A / CD <p>Relationships</p> <ul style="list-style-type: none"> Know how friendships can change over time, about making new friends and the benefits of having different types of friends. CD Know that friendships have ups and downs; strategies to resolve disputes and reconciled differences positively and safely. CD 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Identify the external genitalia and internal reproductive organs (in males and females) and how the process of puberty relates to human reproduction. EL Know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. EL Learn strategies to manage transitions between classrooms and key stages and new schools. CD <p>Relationships</p> <ul style="list-style-type: none"> Know 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. CD Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. CD Recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice. CD <p>Sex Education</p> <ul style="list-style-type: none"> Human reproduction, conception, and pregnancy. Learn how a 		

A = Assembly
EL = Evidenced Lesson
CD = Class Discussion

**Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)**

				<p>Living In The Wider World</p> <ul style="list-style-type: none"> • Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results. CD • Know some of the different ways that information and data is shared online, including for commercial purposes. CD • Recognise things appropriate things that are appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. EL • Understand 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. EL 	<p>baby is made and grows. CD</p>
--	--	--	--	--	--

Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Assembly Focus	<ul style="list-style-type: none"> Sun & Water Safety Recognising Feelings First Aid Cultural Diversity My Body, My Business 	<ul style="list-style-type: none"> TPA Values Responsibilities NSPCC – Speak Out, Stay Safe Fairtrade 	<ul style="list-style-type: none"> Space Week Artists Day Money Week Remembrance 	<ul style="list-style-type: none"> Road Safety Being Kind – Antibullying Inclusion / Disability Awareness 	<ul style="list-style-type: none"> Household Safety Online Communication TPA Values Story Telling Mental Health 	<ul style="list-style-type: none"> Healthy Lifestyles / Hygiene British Science Week Inspirational People Diverse Communities 	<ul style="list-style-type: none"> Earth Day Mental Health and Wellbeing Personal Achievements and Aspirations
Y6	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. EL / A Learn what is meant by first aid; basic techniques for dealing with common injuries. A / CD Know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and know what to say. A / CD <p>(Links to Science unit):</p> <ul style="list-style-type: none"> Know about the risks and effects of legal drugs common to everyday life (cigarettes, vaping, alcohol & medicines) and their importance on health; recognise that drug use can become a habit which can be difficult to break. EL Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. CD Understand why people choose to use or not use drugs, including nicotine, alcohol and medicines. CD Understand that there are mixed messages in the media about drugs, alcohol and smoking/vaping. CD Learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people 	<p><i>LB2 - Transition to new class: establishing new class rules, positive relationships with others. Revise the Zones of Regulation and how to seek support.</i></p> <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. EL / A Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. CD 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. CD Know about firework safety. CD <p>Relationships</p> <ul style="list-style-type: none"> Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. A Learn about seeking and giving permission (consent) in different situations. CD Know where to get advice and report concerns if worried about their own or someone else's safety. CD Know what a stereotype is and how they can be unfair, negative or destructive. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Understand the importance of having compassion towards others; shared responsibilities we all have. CD <p>Knife Crime Lesson 1: Keeping Safe</p> <ul style="list-style-type: none"> Explain why carrying knives can increase rather than decrease danger and the possible consequences of carrying knives. Recognise when a situation is escalating into something dangerous and to know what to do. Explain how knife crime can damage far more people than the victim and perpetrator. 	<p>Relationships</p> <ul style="list-style-type: none"> Learn strategies for recognising and managing peer influence and a desire for peer approval; recognise the effect of online actions on others. CD Learn strategies to respond to hurtful behaviour experienced or witnessed offline and online (trolling, harassment or the deliberate excluding of others); how to report concerns and get support. EL <p>Living In The Wider World</p> <ul style="list-style-type: none"> Know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. CD Know about stereotypes in the workplace and a person's career aspirations should not be limited by them. CD <p>Knife Crime Lesson 2: Consequences</p> <ul style="list-style-type: none"> Understand who the victims of knife crime are. Understand that there can be many victims from one crime. Know where to go for more support about knife carrying and knife crimes. EL <p>Knife Crime Lesson 3: Laws on Knife Crime</p> <ul style="list-style-type: none"> Understand the laws around carrying knives. Consider the personal impacts on someone if they get arrested for carrying a knife. Know where to go for more support about knife carrying and knife crimes. EL <p>Knife Crime Lesson 4: Communicating the Impact of Knife Crime</p> <ul style="list-style-type: none"> Understand the problems related to knife crime and carrying knives. Know where to go for more support about knife carrying and knife crime. EL <p>Anti-Social Behaviour Lesson 1: What is Anti-social Behaviour?</p> <ul style="list-style-type: none"> Understanding of what ASB is, based on Home Office definitions. EL <p>Anti-Social Behaviour Lesson 2: Impact of ASB</p>	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care. A / EL Understand the risks associated with not eating a healthy diet, including obesity and tooth decay. Understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. CD Know about the safe use of digital devices when out and about. A Learn about the importance of keeping personal information private; strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns. A / CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> Identify the type of job that they may like to do when they are older. EL Recognise a variety of routes into careers, e.g. college, apprenticeships, university. CD Learn about risks associated with money and ways to keep money safe. CD Learn about the risks involving gambling and their impact on health, wellbeing, future aspirations. CD Identify the ways that money can impact on people's feelings and emotions. CD Recognise things appropriate things that are appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. EL Understand 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. EL <p>Anti-Social Behaviour Lesson 4: ASB Signposting to Support</p>	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. EL Learn strategies to manage transitions between classrooms and key stages and new schools. CD <p>Relationships</p> <ul style="list-style-type: none"> Know 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. CD <p>Living In The Wider World</p> <ul style="list-style-type: none"> To understand that life is a series of choices To recognise and develop positive reasoning skills To learn how to make the right choices EL <p>Sex Education & Relationships</p> <ul style="list-style-type: none"> Understand what qualities are needed to make and keep a relationship meaningful. CD Understand that sexual intercourse between consenting adults is one way in which love and intimacy may be shown. CD Know how reproduction in humans occurs. CD Know how a baby develops in the womb during pregnancy and how babies are born. CD 		

A = Assembly
EL = Evidenced Lesson
CD = Class Discussion

Personal, Social, Health, Economic Education
(Including Relationships & Health Education curriculum and Protective Behaviours)

	<p>they can talk to if they have concerns. CD</p> <ul style="list-style-type: none"> • Know how and when to seek support, including which adults to speak to in and outside of school. CD 	<ul style="list-style-type: none"> • Know where to go for more support about knife carrying and knife crime. EL 	<ul style="list-style-type: none"> • Understand types of ASB and the impact it can have on others and the environment. EL <p>Anti-Social Behaviour Lesson 3: Law and Police Powers</p> <ul style="list-style-type: none"> • Understand the law and consequences in relation to ASB to encourage them to make positive choices. EL 	<ul style="list-style-type: none"> • Increase awareness of how and where they can get support at school, online, from the police and other agencies if they ever find themselves affected by ASB related issues. EL <p>Gangs Lesson 1</p> <ul style="list-style-type: none"> • Understand why people might join gangs. • Learn how choices affect our lives and those around us. EL 	<ul style="list-style-type: none"> • Consider the needs of babies before and after birth. CD • Sexual health and contraception - know about the different forms of contraception available to men and women. CD • Know about the different methods of contraception and know that a condom stops sperm from meeting an egg and therefore stops fertilisation; know that women can take a pill to stop an egg from being released, preventing conception. CD • Know the legal age of consent is 16. CD
--	--	---	--	---	---