Core Values

Readiness Resilience Respect

Responsibility | Collaboration | Independence | Aspiration

Kindness | Confidence | Courage | Honesty | Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23

Computing

E-safety
Programming
Handing data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWB/CZS/BV

Relationships and health education (RHE)
Drug, alcohol and tobacco education (DATE)
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Identity, society and equality

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition and subtraction, multiplication and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:
- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: PSHE

Intent - We aim to…

"Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life." PSHE Association.

PSHE includes the compulsory subjects of relationships and health education. Sex and relationship education is best taught as part of a comprehensive PSHE curriculum. The revised You, Me PSHE resource reflects modern times, with practical guidance and ideas, assisting schools to provide children with the vital, good quality PSHE lessons they are entitled to, to be safer in an ever- changing world.

Implementation - How do we achieve our aims?

We follow You, ME and PSHE curriculum an outline of content is below and a link to the document. You, Me, PSHE is suitable for all primary schools mainstream, special, PRUs and independent - to adapt and use to meet the needs of their pupils. You, Me, PSHE builds on pupils' learning through the Early Years Foundation Stage, especially in the prime areas of personal, social and emotional development and physical development.

YOU, ME AND PSHE is divided into 6 strands

1. Relationships and health education (RHE)
2. Drug, alcohol and tobacco education (DATE)
3. Keeping safe and managing risk
4. Mental health and emotional wellbeing
5. Physical health and wellbeing
6. Identity, society and equality

YOU, ME and PSHE

- The curriculum has a series of comprehensive plans for each year groups.
- Teachers are expected to annotate and adapt the plans to their class needs.
- PSHE should be taught a least once a fortnight.
- Essential elements of PSHE teaching are
- Ground rules
- Special designated time for the lesson
- Supportive environment
- Start from the children's need

Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Relationships and health education Healthy relationships
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice	Relationships and health education Healthy relationships
Spring 1	Identity, society and equality Me and others	Relationships and health education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Making safer choices	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Relationships and health education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation)

EYFS

By the end of EYFS, pupils will be able to:

- Begin to develop and form positive relationships.
- Show sensitivity towards the needs of others.
- Show self-confidence and awareness by trying new things and taking risks.
- Manage feelings and behaviour.
- Show and talk about your own emotions and those of others.
- Be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences.

KS1

By the end of Key Stage 1, pupils will be able to:

- Develop your awareness of themselves in familiar contexts such as school and home.
- Understand how your behaviour impacts on others around them.
- Be able to identify what makes us all individuals and unique and celebrate diversity.
- Articulate your understanding of bullying and recognise the negative impact it has.
- Express how you can succeed and work collaboratively to achieve a goal.
- Understand how your body has changed from being a baby and describe the private parts of your bodies.
- Understand what kinds of things are healthy or unhealthy.

KS2

By the end of Key Stage 2, pupils will be able to:

- Apply your understanding of themselves and others in a wider context such as your communities and the rest of the world.
- Understand how to manage your emotions effectively.
- Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.
- Understand how your bodies change through puberty and into adulthood.
- Further your understanding of how lifestyle choices can have a dramatic effect on your health and wellbeing, including drugs, cigarettes and alcohol.
- Set themselves aspirational targets that will help them as you progress into key stage 3.
- Use the knowledge you have gained and apply it by becoming a positive role model and global citizen.

Impact - How will we know we have achieved our aims?

Children are confident and happy

Children know how to look after their physical and emotional wellbeing

Children now how to manage risks and keep themselves safe in their community and online

Children are aware of how to manage their finances and plan a future career.

Children are tolerant and accepting of each other and people with in society

SUBJECT: PSHE

Drug, alcohol and tobacco education (DATE)

Y1 — What do we put into and on to bodies?

1. Pupils learn what medicines are and how bodies and how it can make people feel

Pupils
- are able to recognise that different medicines are used to help people feel better if they are ill
- can identify whether a substance might be harmful to take or not
- know how to ask for help if they are worried about something they should go into the body

2. Pupils learn about what can go on to bodies and how it can make people feel

Pupils
- know that substances can be absorbed through the skin
- know when medicines might be used and how to decides which medicine to use
- understand there are alternatives to taking medicines, and when these might be helpful

3. Pupils learn about keeping themselves safe around medicines and substances

Pupils
- understand that medicines come with instructions to ensure they are used safely
- know some safety rules for using and storing medicines
- recognise that medicines can be harmful if not taken correctly

Y2 — Medicines and me

1. Pupils learn why medicines are taken

Pupils
- understand that the purpose of medicines is to help people stay healthy or to help them get better if they are ill
- know that medicines come in different forms
- recognise that each medicine has a specific use

2. Pupils learn about the effects and risks of smoking tobacco and secondhand smoke

Pupils
- know the effects and risks of smoking tobacco and secondhand smoke on the body
- know and understand why these are the most important benefits of remaining smoke free
- recognise that laws related to smoking aim to help people to stay healthy
- know some simple ways to help someone who wants to stop smoking
- understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started

3. Pupils learn about the help available for people to remain smoke free or stop smoking

Pupils
- know about some of the support and services available to help people can to help them stop smoking
- understand some of the different ways an to help someone who wants to stop smoking
- recognise that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started

Y3 — Tobacco is a drug

1. Pupils learn that tobacco is a drug and that drugs (including medicines) can be harmful to people

Pupils
- are able to define what is meant by the word 'drug'
- can identify when a drug might be harmful
- recognise that tobacco is a drug

2. Pupils learn about the effects and risks of drinking alcohol

Pupils
- know how alcohol can affect the body
- know that drinking alcohol may also pose a greater or lesser risk, depending on the individual and the circumstances in which it is drunk
- know that there are some guidelines related to the consumption of alcohol

3. Pupils learn about the different patterns of behaviour that are related to drug use

Pupils
- can explain what is meant by the terms 'habit and 'addiction'
- can identify different behaviours that are related to drug use
- can explain why it is important that they are concerned about someone's use of drugs

Y4 — Making choices

1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them

Pupils
- are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
- can identify why a person might choose to use a drug
- are able to state some alternatives to using drugs

2. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis

Pupils
- know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- understand the risks and consequences related to the use of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law
- understand how to manage the risks associated with all smoking drugs

3. Pupils learn strategies to resist pressure from others about smoking drugs

Pupils
- can describe some strategies that people can use if they feel under pressure to smoke drugs
- can demonstrate some ways to respond to pressure concerning drug use
- recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it

Y5 — Different influences

1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body

Pupils
- are able to name and describe a wide range and intensity of emotions and feelings
- understand how the same feeling can be expressed differently
- recognise how emotions can be expressed appropriately in different situations

2. Pupils learn about times of change and how this can make people feel

Pupils
- identify situations when someone might feel a range of emotions due to change in routine
- can identify ways of positively coping with times of change
- recognise that change will affect everyone at some time in their life

3. Pupils learn about the feelings associated with loss, grief and bereavement

Pupils
- recognise that at times of loss there is a period of grief that people go through
- understand there are a range of feelings that people have bereavement and know that these are necessary and important
- know some ways of expressing feelings related to grief

Y6 — Weighing up risk

1. Pupils learn about the risks associated with online challenges and hoaxes, as part of safeguarding and PHE policy requirements (see KCSIE)

Pupils
- know about some of the possible risks and online challenges and hoaxes
- understand why these things are risky
- that it is illegal to share some viral challenges
- understand why and when people might use drugs

2. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other illegal drugs

Pupils
- know about some of the possible effects and risks of different drugs
- understand why drugs are restricted or that it is illegal to buy, own and supply them
- understand why and when people might use drugs

3. Pupils learn about assessing the level of risk in different situations involving drugs

Pupils
- can explain why risk depends on the drug itself, the person using the drug and the situation – when and where they are using it and who they are with
- can apply some of the ideas to scenarios involving drug use
- understand what would need to change to reduce the level of risk

Y6 — Weighing up risk

1. Pupils learn about when to manage risk in situations involving drug use

Pupils
- can identify situations where drug use is a risk
- know some ways of reducing risk in situations involving drug use
- know where to get help, advice and support regarding drug use

Drug, alcohol and tobacco education (DATE)

Y1 — What do we put into and on to bodies?

Asthma lesson for either Year 2, 3 or 4

Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Pupils
- know what asthma is and how it can affect people
- can recognise the symptoms of an asthma attack
- understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack

Mental health and emotional wellbeing

Y1 — Feelings

1. Pupils learn about different types of feelings

Pupils
- can name different feelings (including emotions that make us feel good and not so good)
- recognise that people may feel different ways at the same situation
- can identify how different emotions look and feel in the body

2. Pupils learn about managing different feelings

Pupils
- recognise that some feelings can be stronger than others
- can describe ways to manage strong feelings
- know when to ask for help

3. Pupils learn about change or loss and how this can feel

Pupils
- are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)
- can identify some ways people feel when there is a change or loss
- recognise what they can do to help themselves or someone else who may be feeling unhappy

Y2 — Friendship

1. Pupils learn about the importance of special people in their lives

Pupils
- can identify people who are special to them and explain why
- understand what makes a good friend
- can demonstrate how they show someone they care

2. Pupils learn about making friends and who can help with friendships (on and offline)

Pupils
- understand how people might feel if they are being excluded
- know friendships
- recognise when someone needs a friend and know ways to approach making friends
- know who they can talk to if they are worried about friendships

3. Pupils learn about solving problems that might arise with friendships (on and offline)

Pupils
- can identify some ways that friendships can go wrong
- can describe some ways to sort out friendship problems
- recognise that difficulties within friendships can usually be resolved

Y3 — Strengths and Challenges

1. Pupils learn about celebrating achievements and setting personal goals

Pupils
- explain how it feels to be challenged, try something new or difficult
- know the steps required to help achieve a goal and challenge
- are able to celebrate their own and others' skills, strengths and attributes

2. Pupils learn about dealing with problems

Pupils
- explain what is meant by a put-up or put down and how this can affect people
- can demonstrate a range of strategies for dealing with put-downs
- recognise what is special about themselves

3. Pupils learn about positive ways to deal with setbacks

Pupils
- can describe how it feels when there are setbacks
- know some positive ways to manage setbacks and how to ask for help or support
- understand that everyone has setbacks at times, and that these cannot always be controlled

Y4 — Making choices

No specific unit of work for this year group. Mental health is covered in Year 4 RHE: puberty (emotions, feelings, behaviour and relationships)

Y5 — Dealing with feelings

1. Pupils learn about a wide range of emotions and feelings

Pupils
- can identify a wide range of emotions
- know when and how to report something that makes them feel unsafe or uncomfortable

2. Pupils learn how to stay safe when online and the importance of balance with time spent

Pupils
- can compare different kinds of online communication including friendships that are face-to-face and ones at a distance with friendships
- can describe how to respond to an online friend that they don't know or something that makes them uncomfortable

3. Pupils learn that violence within relationships is never acceptable

Pupils
- know what is meant by domestic violence and abuse
- understand that nobody should experience violence within relationships
- know what to do if they experience violence where to go for help, advice and support

Y6 — Healthy minds

1. Pupils learn what mental health is

Pupils
- know that mental health is about emotions, moods and feelings – how we think, feel and behave
- recognise that everyone has a mental health and that it changes frequently; that any one state is not necessarily permanent
- know what mental health help, advice and support is available

2. Pupils learn about what can affect mental health and some ways of dealing with this

Pupils
- recognise what can affect a person's mental health
- can explain why coping with stress and how people can get help and support
- understand that anyone can be affected by mental ill health

3. Pupils learn about some everyday ways to look after mental health

Pupils
- know some everyday ways of looking after mental health
- can explain why looking after mental health is as important as looking after physical health
- understand that some things that support mental health will also support physical health

4. Pupils learn about the stigma and discrimination that can surround mental health

Pupils
- recognise that stigma and discrimination of people living with mental health problems can and does exist
- know about the negative effect this can have
- know what can help to have a more positive effect (and therefore reduce stigma and discrimination)

Mental health and emotional wellbeing

Y1 — Feelings

Y2 — Friendship

Y3 — Strengths and Challenges

Y4 — Making choices

No specific unit of work for this year group. Mental health is covered in Year 4 RHE: puberty (emotions, feelings, behaviour and relationships)

Y5 — Dealing with feelings

Y6 — Healthy minds

Keeping safe and managing risk

Y1 — Feeling safe

1. Pupils learn about what safety in familiar situations

Pupils
- recognise the difference between safe and unsafe situations
- understand that there are situations when secrets should not be kept
- know to tell a trusted adult if they feel unsafe

2. Pupils learn about personal safety

Pupils
- recognise the difference between good and bad touches
- understand there are parts of the body which are private
- know the PANTS rule – what to say or do if they feel unsafe or worried

3. Pupils learn about keeping safe when online

Pupils
- can identify who they can talk to if they are worried about something they should go into the body
- know some safety rules for using and storing medicines
- know who to ask for help if they need to use the internet

Y2 — Indoors and outdoors

1. Pupils learn about keeping safe in the home, including fire safety

Pupils
- know some simple rules to remember when using electrical items
- describe what to do if there is an emergency
- understand that they can take some responsibility for their own safety

2. Pupils learn about keeping safe outdoors, including responsible use of going online

Pupils
- know a range of rules for keeping safe online
- understand the benefits and risks of going online
- understand how they can take some responsibility for their own safety
- know who to go to for help if they are worried about something online

3. Pupils learn about keeping safe when online

Pupils
- know some rules for keeping safe outside
- can assess whether a situation is safe or unsafe
- understand the importance of always telling a trusted adult when they are going or playing

Y3 — Bullying - see it, say it, stop it

1. Pupils learn about bullying

Pupils
- are able to define 'bullying'
- are able to define 'cyberbullying'
- can identify the difference between bullying, one-off unkindness and bullying
- understand how bullying can make people feel and why they're unacceptable

2. Pupils learn about different types of bullying and how to respond to bullying, including cyberbullying

Pupils
- know some different types of bullying (including cyberbullying, racism, sexism, homophobic bullying and bullying on happen (including online)
- can describe how they would respond to a variety of scenarios relating to falling out and bullying, including how to get help

3. Pupils learn about what to do if they witness bullying

Pupils
- know about how to react if they witness bullying
- understand the role of bystanders and the important part they play in reducing bullying
- know some ways to report incidents of bullying, where to go for help and support

Y4 — Playing safe

1. Pupils learn how to be safe in their computer gaming habits

Pupils
- know about the age rating / PEGI system and understand why some games are not appropriate for children to play
- can assess whether a computer game is suitable for them to play and explain why
- are able to share opinions about computer games

2. Pupils learn about keeping safe online and how to respond to online and gaming challenges

Pupils
- can identify and assess the level of risk of different activities in the local environment
- recognise that in some situations there may pressure to behave in a way that is risky or unsafe
- can identify some ways to respond to unhelpful pressure

3. Pupils learn about what to do in an emergency and basic emergency first aid procedures

Pupils
- are able to assess what to do in an emergency
- can carry out some simple first aid procedures, including the recovery position
- understand how to ask for help from a range of emergency services

Y5 — Making safer choices

1. Pupils learn about keeping safe online

Pupils
- understand that people can be influenced by what they see online
- can explain why what they see online might not be trustworthy
- know when and how to report something that makes them feel unsafe or uncomfortable

2. Pupils learn how to stay safe when travelling to and from school and other journeys

Pupils
- can compare different kinds of online communication including friendships that are face-to-face and ones at a distance with friendships
- can describe how to respond to an online friend that they don't know or something that makes them uncomfortable

3. Pupils learn that violence within relationships is never acceptable

Pupils
- know what is meant by domestic violence and abuse
- understand that nobody should experience violence within relationships
- know what to do if they experience violence where to go for help, advice and support

Y6 — Keeping safe - out and about

1. Pupils learn about feelings of being out and about in the local area with increasing independence

Pupils
- are aware of potential risks when out and about in the local area
- describe a range of feelings associated with being out and about
- understand that people can make assumptions about others that might not reflect reality

2. Pupils learn about recognising and managing risk in different contexts

Pupils
- can identify risky behaviour in peer groups
- recognise and respond to peer influence and know they can ask for help
- understand how people feel if they are bullied and something they are unsure about

3. Pupils learn about the consequences of anti-social behaviour (including gangs and serious violence)

Pupils
- know some of the consequences of anti-social behaviour, including the impact on victims
- describe ways to resist peer pressure
- recognise they have responsibility for their behaviour and actions

Additional lesson: schools should consider including this lesson, as part of safeguarding and PHE policy requirements (see KCSIE), if they taught the Year 5/6 RHE lessons before this lesson.

ADDITIONAL LESSON
Pupils learn about the importance for girls to be protected against female genital mutilation (FGM)

Pupils
- know that FGM is a form of abuse
- understand everyone has a right to be protected against harm to their body
- know where and how someone can get help and support

Keeping safe and managing risk

Y1 — Feeling safe

Y2 — Indoors and outdoors

4. Pupils learn about road safety

Pupils
- can identify hazards in relation to road safety
- are able to explain how to cross the road safely
- recognise that there are rules in relation to road safety for all road users

Y3 — Bullying - see it, say it, stop it

Y4 — Playing safe

Y5 — Making safer choices

4. Pupils learn about problems that can occur when someone gives money from home

Pupils
- understand some of the reasons that might cause a young person to run away or be absent from home
- can identify the potential risks and consequences of running away or going missing
- know who to talk to if they feel like running away

Y6 — Keeping safe - out and about

Physical health and wellbeing

Y1 — Fun times

1. Pupils learn about food that is associated with special times, in different cultures

Pupils
- know about some of the food and drink associated with different celebrations in different cultures
- can identify and makes their home lives similar or different to others including the food they eat
- understand why food eaten on special days may be different from everyday foods

2. Pupils learn about active playground games around the world

Pupils
- can describe how to play different playground games around the world
- can recognise how active playground games make them feel
- can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at

3. Pupils learn about sun-safety

Pupils
- know about some of the effects of too much sun on the body
- can describe what people can do to protect their bodies from being damaged by the sun
- know some sun safety rules and who to ask for help if they are going out in strong sun

Y2 — What keeps me healthy?

1. Pupils learn about eating well

Pupils
- know what a healthy diet looks like
- can identify some healthy choices about the food they eat
- know the benefits of a healthy diet (including oral health)

2. Pupils learn about the importance of physical activity, sleep and rest

Pupils
- can describe some ways of being physically active throughout the day
- can explain why it is important to rest and get enough sleep, as well as be active
- understand a healthy lifestyle and physical activity is important for good mental and physical health

3. Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well

Pupils
- know about the roles of people who help them to stay healthy (including dentists and doctors)
- can describe everyday routines to help take care of their bodies, including oral health
- understand how basic hygiene routines can stop the spread of disease

Y3 — What helps me choose?

1. Pupils learn about making healthy choices about food and drinks

Pupils
- can use the Eatwell guide to identify healthy food choices
- know what information and data is recorded on food labels and how they have to make choices about their food and drink
- understand how to read labels (including the role of the internet) influences their choices about food and drinks

2. Pupils learn about how branding can affect what foods people choose to buy

Pupils
- can explain why people are attracted to different brands
- are able to compare similar products according to packaging, taste, cost and explain which they think is the best buy and why
- understand how they can affect what food people buy

3. Children learn about the importance of getting enough sleep

Pupils
- explain the importance of sleep for health and wellbeing
- know what can help people relax and get to sleep
- recognise the impact that too much screen time can have on a person's health and wellbeing

Y4 — What is important to me?

1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)

Pupils
- can explain why a person may avoid certain foods
- are able to communicate their own personal food needs
- understand that people may choose to eat particular diet based on their religious, moral, cultural background or for health reasons

2. Pupils learn about other factors that contribute to people's food choices (such as marketing, peer trade and seasonality)

Pupils
- can identify factors that might influence people's choices about the food they buy (e.g. price, packaging, taste, smell)
- are able to talk about their views and express their opinions on factors that affect food choice
- understand that companies may have different criteria on food they eat and how it is produced and farmed

3. Children learn about the importance of getting enough sleep

Pupils
- explain the importance of sleep for health and wellbeing
- know what can help people relax and get to sleep
- recognise the impact that too much screen time can have on a person's health and wellbeing

Y5 — In the media

1. Pupils learn that messages given on food adverts can be misleading

Pupils
- know that food and drink adverts use a range of persuasive techniques in order to make a product seem healthier for consumers
- can compare the health benefits of a food or drink product in comparison with an advertising campaign
- identify advertising as one influence on people's choices about food and drink

2. Pupils learn about role models

Pupils
- are able to analyse how the media portray celebrities
- understand how people can be pressured to use role models and that they may be a good or not-so-good influence on people's choices
- can explain why we need to be careful about what we see, hear or read about in the media

3. Pupils learn about how the media can manipulate images and that these images may not exist really

Pupils
- understand that images can be changed or manipulated by the media and how this can differ from reality
- can describe how the media portrayal of people's feelings about themselves
- accept and respect that people

Y6 — *No specific unit of work for this year group. Mental health and physical activity is covered in Year 6 Mental health and emotional wellbeing: Healthy Minds*

Identity, society and equality

Y1 — Me and others

1. Pupils learn about what makes themselves and others special

Pupils
- can recognise some of the things that make them special
- can describe ways they are similar and different to others
- understand that everyone has something about them that makes them special

2. Pupils learn about roles and responsibilities at home and school

Pupils
- can identify the different roles of people at home and school
- can solve simple dilemmas about taking responsibility
- can explain why it is important to take responsibility at school and at home (including looking after the local environment)

Y2 — *No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.*

Y3 — Celebrating difference

1. Pupils learn about valuing the similarities and differences between themselves and others

Pupils
- know that differences and similarities between people arise from a number of factors, including family, culture, age, gender, ability and home circumstances
- recognise they have shared interests and experiences with others in their class as well as with people in the wider world
- understand that peers might be similar or different to each other but can play or work together

2. Pupils learn about what is meant by community

Pupils
- can explain what being part of a community means
- can recognise some of the different groups or communities they belong to and their role within them
- value and appreciate the diverse communities which exist and how they connect

3. Pupils learn about belonging to groups

Pupils
- can identify positive and negative aspects of being a member of a group
- can acknowledge that there may be times when a group's values are in conflict with others in the group
- can stand up for their own point of view against opposition

Y4 — Democracy

1. Pupils learn about Britain as a democratic society

Pupils
- understand that Britain is a democratic society and what this means
- know that there are different forms of government, including the UK's
- understand that people have opportunities to influence decisions by voting in elections

2. Pupils learn how laws are made and the consequences of breaking them

Pupils
- know how laws are made and the consequences of breaking them
- understand the contribution and influence that individuals and organisations can have on social and environmental change
- recognise that laws help to keep people safe

Y5 — Stereotypes, discrimination and prejudice

1. Pupils learn about stereotyping, including gender stereotyping

Pupils
- can explain what is meant by the word 'stereotype'
- identify stereotypes as presented in the media and wider world
- feel able to challenge gender stereotypes

2. Workshop from Diversity Role Models

An in-school workshop featuring LGBT or straight ally role models who speak directly to young people about their experiences and challenges.

Workshop from Equalteach

In school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends.

Y6 — Human rights

1. Pupils learn about people who have moved to Islington from other places, (including the experience of refugees)

Pupils
- understand what migration means
- identify the reasons why people move from one place to another
- can describe some of the experiences and challenges of moving and settling in new place might bring

2. Pupils learn about homelessness

Pupils
- can explain what make a place where someone lives a 'home'
- to be able to appreciate the difficulties of being homeless or living in temporary accommodation
- know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation

3. Pupils learn about human rights and the UN Convention on the Rights of the Child

Pupils
- are aware how the rights are relevant to their lives and that rights come with responsibilities
- understand that individual human rights can sometimes conflict with the circumstances in a country
- identify some of the organisations that work to support the rights of the child and the difference they make

Identity, society and equality

Y1 — Me and others

Y2 — *No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.*

Y3 — Celebrating difference

Y4 — Democracy

Y5 — Stereotypes, discrimination and prejudice

Y6 — Human rights

Careers, financial capability and economic wellbeing

Y1 — My money

Y2 — *No specific unit of work for this year group.*

Y3 — Saving, spending and budgeting

Y4 — *No specific unit of work for this year group.*

Y5 — Borrowing and earning money

Y6 — *No specific unit of work for this year group.*

1. Pupils learn about where money comes from and making choices when spending money

Pupils
- understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)
- recognise that people make choices about what to buy
- understand that they may not always be able to have all the things they want

2. Pupils learn about saving money and how to keep it safe

Pupils
- understand why people might want to save their money
- can say how it feels to save for something they really want
- recognise where to keep it and how to keep it safe and some places are safer than others

3. Pupils learn about the different jobs people do

Pupils
- know that there are a range of jobs that people can do
- recognise that both men and women are able to do a range of jobs
- understand that having a job means people can earn money

1. Pupils learn about what influences people's choices about spending and saving money

Pupils
- understand how manufacturers and shops persuade us to spend money
- are able to recognise when people are trying to pressure them to spend their money and to think back
- can make decisions about whether something is 'value for money'

2. Pupils learn how people can keep track of their money

Pupils
- can keep simple records to keep track of their money
- can ask simple questions about needs and wants - decide how to spend and save their money
- know that there are places people can go for help about money

3. Pupils learn about the world of work

Pupils
- know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work
- know about a number of different jobs people do
- can identify the skills and attributes needed for different jobs

1. Pupils learn that money can be borrowed but there are risks associated with borrowing

Pupils
- understand there are different ways that people can pay for something, (including online, loans, credit cards and hire-purchase schemes)
- can explain the difference between manageable and unmanageable debt and how debt can build up
- can identify where people can access reliable information and support

2. Pupils learn about enterprise

Pupils
- can identify skills that make someone enterprising
- know what is needed to plan and set up an enterprise
- can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise

3. Pupils learn what influences people's decisions about careers

Pupils
- understand that money is one factor in choosing a job and that some jobs pay more than others
- can debate the extent to which a person's salary is more or less important to job satisfaction
- understand how people choose what job to take

SUBJECT: RSE

Relationships and health education						
EYFS	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
Pupils learn about self care eg washing hands, going to the toilet, developing understanding about touch appropriate and inappropriate touch - perhaps using the PANTS lessons NSPCC.	Pupils learn about personal safety.	Pupils learn to understand and respect the differences and similarities between people.	Pupils learn biological differences between male and female children (Parents have the right to withdraw their children from these lessons) Pupils learn about growing from young to old and that they are growing and changing	Pupils learn about the way we grow and change throughout the human life cycle	Pupils learn about menstruation and wet dreams	Pupils learn about the changes that occur during puberty
Pupils learn about personal safety.	Pupils learn about people who help keep them safe outside the home.	Pupils learn about the biological differences between male and female animals and their role in the life cycle	Pupils learn about growing from young to old and that they are growing and changing	Pupils learn the physical changes associated with puberty Pupils learn about the impact of puberty on physical hygiene and strategies for managing this	Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this	Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
Pupils learn about people who help keep them safe outside the home. Pupils learn to manage different feelings	Pupils learn to manage different feelings	Pupils learn that everybody needs to be cared for and ways in which they care for others		Pupils learn about the impact of puberty on physical hygiene and strategies for managing this	Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it.	Pupils learn abut human reproduction in the context of the human life cycle (Parents have the right to withdraw their children from these lessons)
Pupils learn to manage different feelings Pupils learn about what makes themselves and others special	Pupils learn about what makes themselves and others special				Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact	Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.
Pupils learn about what makes themselves and others special	Pupils learn about roles and responsibilities at home and school				Pupils learn about roles and responsibilities of parents and carers.	Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted. (Parents have the right to withdraw their children from these lessons) Pupils learn that contraception can be used to stop a baby being conceived. (Parents have the right to withdraw a their children from these lessons)
Pupils learn about roles and responsibilities at home and school	Pupils learn about being co-operative with others.					Pupils learn how a baby is made and grows (conception and pregnancy) (Parents have the right to withdraw their children from these lessons)
Pupils learn about being co-operative with others. Through stories and discussions pupils will learn about different types of family and relationship	Pupils learn about different types of families, including same sex parents - emphasis on all different types of family.					
Pupils will learn to respect and accept differences and challenge stereotypes.	Pupils will learn to respect and accept differences and challenge stereotypes.					