

Whole-school theme	Autumn Term			Spring Term			Summer Term	
	Sustainability	Tolerance and Social Justice		Interdependence and Globalisation	Conflict		Aspiration and Inspiration	Identit
RSE/PSHE Theme	Health and Wellbeing			Living in the Wider World			Relationships	
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Money and work	Environment and community	Rights and Responsibilities	Families and friendships	Safe relationships
Links to UNCRC	Article 24 (health and health services) Article 27 (adequate standard of living)	Article 6 (life, survival and development) Article 24 (health and health services)	Article 3 (best interests of the child) Article 16 (right to privacy)	Article 26 (social security)	Article 29 (goals of education)	Article 1 (all children under the age of 18 have the rights in the convention)	Article 12 (respect for the views of the child) Article 13 (freedom of expression)	Article 2 (non-discrimination) Article 15 (freedom of association)
Links to Fundamental British Values	Individual liberty	Individual liberty	Rule of law, mutual respect, individual liberty	Rule of law, respect and tolerance of multi-faith society, individual liberty	Rule of law, respect and tolerance of multi-faith society, individual liberty	Democracy, rule of law, respect and tolerance of multi-faith society	Mutual respect, individual liberty	Rule of law, individual liberty
Reception	Manage own personal hygiene routines; activities to help make friends; understanding what food is healthy and why they need to drink water	Learning names and building relationships; recognising that we need food to stay alive and where the food comes from; sharing and turn taking; growing up	Stay safe week. Daily routines; classroom rules; hand washing; keeping safe in the classroom.	Future jobs aspirations; working together; people who help us and why; what job does my parent have?	Team games; working together; making the right choices; being part of a class	Being kind friends; awareness of feelings; healthy eating; forgiveness; sharing opinions including likes and dislikes; technology in the classroom	My family and me; making friendships; falling out and bullying; being friends	Relationships in our lives; stranger danger; what to do if you feel scared
Year 1	Keeping healthy and people who help us to stay healthy; food and exercise; hygiene routines; sun safety; feelings.	Recognising what makes them unique and special; managing when things go wrong.	Stay safe week. How rules and restrictions help us; keeping safe online; what to do if there is a problem/emergency.	Strengths and interests; jobs in the community	Caring for other's needs and looking after the environment.	Rules and their links to rights; that all children have rights in the UNCRC; using the internet and digital devices responsibly	Roles of people in their lives; families and feeling cared for; sharing worries	What privacy means; seeking permission; recognising feelings; staying safe
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Recognising strengths and weaknesses in themselves; growing older and increasing independence.	Stay safe week. Safety in different environments; risk and safety at home; emergencies; online safety - privacy.	What money is; looking after money; making choices about spending money	Belonging to a group; roles and responsibilities; being the same and different in the community	Wants and needs; ABCDE of rights; the internet in everyday life; online content and information	Making friendships; being a good friend; feeling lonely and getting help	Managing secrets; what bullying is and looks like; resisting pressure and getting help; recognising hurtful behaviour
Year 3	What makes a balanced diet? Healthy choices and habits, what affects feelings, expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Stay safe week. Risks and hazards; safety in the local environment and unfamiliar places. Online safety - knowing what to do if they are uncomfortable.	Different jobs and skills; job stereotypes; setting personal goals	Rules in the community; how their everyday choices affect the environment	What rights are (human rights and those within the UNCRC); respecting rights of themselves and others; why some children may not be able to access their rights; how the internet is used; accessing information online	What makes a family; features of family life and what families provide; caring for each other; what to do if worried/scared	Personal boundaries; safely responding to others; the impact of hurtful behaviour
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care; germs and how they are spread.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Stay safe week. How to keep safe in local area and online. Medicines and household products; basic first aid.	Making decisions about money; using and keeping money safe	What makes a community; benefits of a community; shared responsibility; compassion	Appreciating difference and diversity in the UK; fairness and equity (including in school); how data is shared and used	Positive friendships, including online; getting support with relationships	Responding to hurtful behaviour; managing confidentiality; recognising risks, including online
Year 5	Healthy sleep habits; medicines, vaccinations, immunisations and allergies; drugs common to everyday life.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Stay safe week. Keeping safe in different situations, including responding in emergencies; understanding and differentiating between different types of risk; online safety - sharing images and mobile phones.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes; job routes	Protecting the environment; compassion towards others; how spending impacts the environment; expressing points of view about the environment	Fairness and equity in wider society; researching issues surrounding children's rights; resolving differences; how information online is targeted; different media types, their roles and impact	Managing friendships and peer influence; healthy and unhealthy friendships; support with friendships	Different types of contact (including physical contact); feeling safe
Year 6	Images in the media and how this can affect how people feel, what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Recognising what they are good at and increasing independence; changes at puberty; human reproduction; roles and responsibilities of parents.	Stay safe week. Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media; online safety - what to do if you see something online that makes you feel unsafe or uncomfortable. Knowing who is responsible for their health and safety, where to get help and advice. Rights to protect their body and speaking out.	Influences and attitudes to money; money and financial risks; how money can impact people's emotions, health and wellbeing	Recognising and valuing diversity; challenging discrimination and stereotypes	The importance of children's rights; recap ABCDE of rights (from Y2); understanding dignity; debate topical issues; evaluating media sources; sharing things online; social media	Attraction to others; sexual orientation; romantic relationships; civil partnership and marriage	Recognising and managing pressure; shared responsibility; consent in different situations

y and Diversity
Respecting ourselves and others
Article 2 (non-discrimination) Article 14 (freedom of thought, belief and religion)
Democracy, rule of law, respect and tolerance of multi-faith society, individual liberty
Respecting my body; community heroes; zones of regulation; transition weeks
How behaviour affects others; being polite and respectful; kind and unkind behaviours. Generating class charters in transition weeks.
Recognising similarities and differences; playing and working cooperatively; sharing opinions. Generating class charters in transition weeks.
Recognising respectful behaviour; the importance of self-respect, courtesy and being polite. Generating class charters in transition weeks.
Respecting differences and similarities; discussing differences sensitively; non-discrimination. Generating class charters in transition weeks.
Responding respectfully to a wide range of people; prejudice and discrimination. Generating class charters in transition weeks.
Expressing opinions and respecting other's points of view, including discussion topical issues; being role models; extremism and extremist views