

	Health and Wellbeing	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Relationships
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Respect</u>	Economic Wellbeing <u>Care</u>	Keeping Safe <u>Perseverance</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Unity</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships* <u>Appreciation</u>
Topic Title	Healthy Me	Money	Personal Safety	My Friends & Me	Shared Responsibility.	My friends and Me
Topic Overview	Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene. Children to learn the difference between physical and mental health. Discussion book—Ruby's Worry	Children to learn about what money is; forms that money comes in; that money comes from different sources. To learn that people make different choices about how to save and spend money. Understand that money can come as a gift, you can get money from a job or if you are unable to get a job the government can help you.	To understand how to stay safe in familiar and unfamiliar places and to explore how to keep themselves and others safe.	Exploring your own identity and respecting the identity of others. Discuss the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	Children to learn about what rules are, why they are needed, and why different rules are needed for different situations. Explore how to listen to other people and play and work cooperatively. Discussion: 'How does it feel when I'm not listened to and people are not playing fairly'.	This unit focuses on the similarities and differences between everyone. It looks at what friendship is and how to keep friends.
Links	What is meant by a healthy lifestyle? (BV)	I want it Where money comes from	Road Safety Dangers of electricity	Respect myself and respect my friends (BV)	Rules	See Birmingham Planning
Key Skills	To understand what a healthy balanced diet is. To discuss the ways being physically active and getting rest is important. To understand the importance of personal hygiene.	I know what money is and where it comes from I can discuss why you need to spend money I can explain why it is important to save money	To recognise ways to keep safe in familiar and unfamiliar places. To understand how to cross the road safely To understand how to keep safe at home with electrical appliances and fire safety.	I know that there are similarities and differences (visible and invisible) between me and my friends. I know what my identity is and why it is important. I know that differences make us all special and unique.	I understand what a set of rules are. I can explain what happens if you don't follow the rules. I can explore how to be co-operative with my peers and the consequences of being uncooperative.	
Rights Respecting Focus	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.	Article 8 You have the right to an identity - an official record of who you are. No one should take this away from you. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	Article 37 No one is allowed to punish you in a cruel or harmful way.	Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

	Health and Wellbeing	Living in the Wider World	Health and Well Being	Relationships	Living in the Wider World	Relationships
Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Respect</u>	Economic Wellbeing <u>Care</u>	Keeping Safe <u>Perseverance</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Unity</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships*
Topic Title	Healthy Me	Money	Keeping Safe	Respecting my community and my country.	Shared Responsibility.	Being safe
Topic Overview	Influences on both physical and mental health and wellbeing (Diet, sleep and exercise etc.). Including the importance of knowing when to take a break from online or TV. Discussion book—Huggasaurus	Children to learn about the difference between wants and needs; that sometimes people not always be able to have the things they want. To understand that money needs to be looked after and the importance of budgeting.	How to stay safe in the presence of strangers and what to do when anyone makes the feel uncomfortable or worried. Who to go to when and if help is required. How to be safe with household products.	To discuss what it means to be British, including your own heritage and cultural legacy. Children to have time to share their family tree either in groups or as a class.	Project – Creating a better tomorrow. Children to work together across the sequence of lessons to create their ideal school. How will everyone be treated equally? What rules will we have? Who will be in charge? How will we take care of everyone's wellbeing? Discussion: What is the importance of sharing and listening to opinions?	This unit explores what a family is, respecting differences and how to stay safe with family and friends.
Links	How to make informed choices about health and wellbeing and to recognise sources of help with this	Do you need it? Look after money	People who help us Stranger Danger	Respect my community and respect my country (BV)	Rules Decisions	See Birmingham Planning
Key Skills	I can identify some ways to keep my body and mind healthy and safe. To recognise how healthy diet and being active benefits my mental health. I can explain the importance of taking breaks from electronic devices.	To understand the difference between wants and needs. To understand that sometimes people are not always able to have what they want. To create a budget based on £10 a week.	To understand how to stay safe around strangers and people we know. To learn about the people whose job it is to keep us safe To understand that household products (including medicines) can be harmful if not used correctly.	I can identify local places that I visit and I can explain why they are important to me. I know that my friends might visit different places to me. I can create a family tree to discuss my heritage and the importance of where I live.	I understand the need to have and follow rules. I can work with my peers to create a democratic school. I can explain the importance of having shared responsibility.	
Rights Respecting Focus	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	Article 26 You have the right to help from the government if you are poor or in need.	Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children. Article 39 You have the right to help if you've been hurt, neglected or badly treated.	Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.	Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

	Health and Wellbeing	Living in the Wider World	Health and Well Being	Relationships	Living in the Wider World	Relationships
Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Respect</u>	Economic Wellbeing <u>Care</u>	Keeping Safe <u>Perseverance</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Unity</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships*
Topic Title	Keeping physically and emotionally safe	Money	Water Safety	A Rich Tapestry	Shared responsibility	Understanding the Wider World
Topic Overview	Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions. (including issues arising online and the impact of screen time addiction) Discussion book—Worrysaurus	To learn about the different ways to pay for things and the choices people have about this. You can pay by cash or by card. Online there are different ways to pay. You can also use credit cards to pay for things, however this may lead to debt.	To explore risks and hazards related to water safety. Look at potential dangers when in and around water. Explore strategies to stay safe (including on frozen water) and how to react to accidents in water. Opportunity: Severn Trent	To explore how different aspects of our lives come together to make something beautiful. Project: Class jigsaw/tapestry. Each child to create a piece showcasing their unique qualities and cultural legacy.	Children to recognise reasons for rules and laws; consequences of not adhering to rules and laws. Role play: Court of law	This unit looks at community and diversity. It also looks at how a community supports each other.
Links	UNICEF NSPCC ChildLine	Money and Me What's New	Water Safety code Newsround	A Rich Tapestry (BV)	Democracy Rule of Law	See Birmingham Planning
Key Skills	To understand what it means to be safe. To explore warning signs of feeling unsafe and how to respond if they feel unsafe. To recognise that habits can have a negative effects on a healthy lifestyle.	To understand that you have to pay for things. To understand that there are different ways to pay for things. To understand that I have a choice about how I pay for things.	To explore how to predict, assess and manage risk in relation to water. To explore strategies for keeping safe when in and around water. To explore how to keep safe when around frozen water.	I can explain how I value my uniqueness and I can explain what is important to me. I can explain why I value differences in my peers. I can contribute a class jigsaw/tapestry to demonstrate our unique qualities.	To explore the laws of Britain. To discuss and understand why laws are needed. To explain what happens if you don't follow the law.	
Rights Respecting Focus	Article 1 Everyone under 18 has these rights. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.	Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right. Article 8 You have the right to an identity - an official record of who you are. No one should take this away from you.	Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.	Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

	Health and Wellbeing	Living in the Wider World	Health and Well Being	Relationships	Living in the Wider World	Relationships
Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Perseverance</u>	Economic wellbeing and being a responsible citizen* <u>Appreciation</u>	How to respond in an emergency <u>Care</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Respect</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships*
Topic Title	Ways of keeping emotionally and physically safe.	Money	Fire Safety	Everyone has a right.	Shared responsibility	Understanding and appreciating healthy relationships
Topic Overview	To explore strategies to feel emotionally and physically safe. Looking at possible warning signs/triggers for feeling unsafe. Discuss the link between perseverance (BHPS Value) and coping.	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Debate: Is e-currency good value for money? I.e. V-bucks, Robux etc.	To learn about the differences between a risk and hazards, Look at the risks and hazards associated with fire. To learn about what to do to stay safe with fire. Opportunity: Fire service talk.	To explore rights in terms of freedom and slavery. To discuss why many people have had their rights taken away from them.	Children to recognise reasons for rules and laws; consequences of not adhering to rules and laws. Debate: 'Should children have to follow the same laws as adults?'	This unit focuses on positive relationships and being safe and respectful.
Links	Ways of keeping physically and emotionally safe	What can I do Price changes Ethical spending	Firework safety Fire Safety	Everybody has the Right (BV)	Right and wrong-the court systems of Britain (BV) Further resource	See Birmingham Planning
Key Skills	<ul style="list-style-type: none"> To explore a range of warning signs for when you are not feeling safe To develop an understanding of how concerns and worries can affect your mental health To develop new coping strategies and know how to use them in times of need 	<ul style="list-style-type: none"> To recognise that people have different attitudes towards saving and spending money. To understand what influences people's decisions about spending or saving money. To understand how to best spend or save money. 	<ul style="list-style-type: none"> To explore how to predict, assess and manage risk in relation to fire. To learn about hazards (including fire risks) that may cause harm, injury or risk. To learn about fire-work safety. 	<ul style="list-style-type: none"> I can discuss what freedom is. I can investigate the lives of individuals who did not have the right to freedom I can describe some ways in which I can work with other people to make the world a better place. 	<ul style="list-style-type: none"> I can explain what happens if you don't follow the law. I can understand the need to go to court if the law is broken. I can explain what happens in court. 	
Rights Respecting Focus	Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.	Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.	Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.	Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind. Article 37 No one is allowed to punish you in a cruel or harmful way.	Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.	Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

	Health and Wellbeing	Living in the Wider World	Health and Well Being	Relationships	Living in the Wider World	Relationships
Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Perseverance</u>	Economic wellbeing and being a responsible citizen* <u>Appreciation</u>	How to respond in an emergency <u>Care</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Respect</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships*
Topic Title	Influences on health and well-being	Money	How to respond in an emergency	A Diverse Community	Shared responsibility	Keeping safe in virtual and physical relationships
Topic Overview	To explore mental and physical wellbeing, including strategies for coping in difficult situations and who we can speak to in times of adversity. Discuss the impact of peer pressure on wellbeing and behaviour. Look at the link between sleep and the effect on wellbeing/emotional regulation. Including: Clare Balding—'Fall Off, Get Back On, Keep Going'	To understand that people's spending decisions can affect others and the environment. (e.g. fair trade, buying single use plastics or giving to charity). If you gamble or spend too much money on things you don't need, you may not have enough money for essentials such as food, clothing and shelter. To recognise that people make spending decisions based on priorities, needs and wants.	To understand when and if emergency services are needed by exploring different scenarios including basic first aid. Explore what to do if there is a situation that requires emergency services, explore how to react and what to do. Look at all the different services that are available, the number you need for them and the information that you need to give. Opportunity: First Aid training Opportunity: PCSO	To explore that within a community, people are grouped due to their similarities and differences. These similarities and differences make our community diverse and interesting to live in. Everyone has the same needs regardless of their differences. To also discuss what it means to be British.	Children to recognise reasons for rules and laws; consequences of not adhering to rules and laws. Look at how democracy works on a national and local scale. Project: Year 5 elections.	This unit focuses on staying safe and how to resolve conflicts. Lesson 6 focuses on puberty.
Links	Peer pressure Online Safety	Ethical spending Debt Priorities	First Aid Red Cross	A Diverse Community (BV) Further resources	Democracy	See Birmingham Planning
Key Skills	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can identify how to stay safe online and offline.	To understand that people's spending decisions can affect others. To understand that people's spending decisions can affect the environment. To recognise that people make spending decisions based on priorities, needs and wants.	To understand basic techniques for dealing with common injuries. To know how to identify situations that may require the emergency services. To know how to contact the emergency services and what to say.	I understand that people all share similarities and they can be grouped by them. To realise that a place is defined by the people that Live there. To explore diversity in Birmingham and realise that we have similar needs and are all part of one community.	I understand what democracy is. I can explain how I can take part in democracy. I know how democracy works on a local and national scale.	
Rights Respecting Focus	Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.	Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.	Article 39 You have the right to help if you've been hurt, neglected or badly treated.	Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.	Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.	Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

	Health and Wellbeing	Living in the Wider World	Relationships	Health and Well Being	Living in the Wider World	Relationships
Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme & Value	Keeping healthy <u>Perseverance</u>	Economic wellbeing and being a responsible citizen* <u>Appreciation</u>	Prevent for schools Lancashire resources <u>What is prevent?</u> <u>Respect</u>	Keeping Mentally Safe <u>Care</u>	Further British Values (including democracy and the Rule of Law) <u>Honesty</u>	Dealing with Relationships*
Topic Title	Respecting my body and mind.	Money	Keeping an Open Mind.	Go Big Project	Shared responsibility	Challenging stereotypes
Topic Overview	Children should understand what constitutes a healthy diet (including understanding calories and other nutritional content). They should also understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). Children to identify personal strengths and skills and discuss how these contribute to a sense of self-worth.	To understand the different ways to keep track of money. Bank, statements, online banking. To learn about the risks associated with money and ways of keeping money safe. Learning about budgeting, buying essentials and luxuries. What happens if you don't pay your bills and other important payments on time. Keeping money safe with saving accounts, ISAs etc.	To understand that equality and equity is the responsibility of everyone. Discuss how empathy can be used to stop intolerances taking place in the future. Discussion/debate: What is kind and unkind behaviour, and how can this affect others (R22—PSHE curriculum),	Children will take part in the 'Go Big' book project. The book will cover the transition from primary to secondary school and what students can expect from this next stage in their education. As well as tips and advice on everything from exams to peer pressure	Children to recognise reasons for rules and laws; consequences of not adhering to rules and laws. Look at the House of Commons and the House of Lords. Role play: House of Commons.	This unit focuses on being a respectful and responsible individual. Linking to family types, respecting differences and challenging stereotypes.
Links	BBC Body Image	Debt Managing Money Keeping Money safe	Tolerance - Keeping an Open Mind (BV) (include radicalisation, extremism and forced marriage)	See 'Go Big' book.	Democracy-the House of Commons and the House of Lords (BV) House of Commons Laws	See Birmingham Planning
Key Skills	<ul style="list-style-type: none"> I can describe a healthy diet including calories and nutritional content. I can explain how people can develop eating problems (disorders) relating to body image pressures and the impact on their physical and mental health. I can explain how to respect and value my body. 	<ul style="list-style-type: none"> To understand how to keep money safe. To understand how to keep track of your money. To understand the risks associated with money. 	<ul style="list-style-type: none"> I understand what equality and equity looks like in the community and wider world. I understand that intolerant attitudes affect the lives of many individuals. I can explore how to keep an open mind and show empathy towards people who are subject to intolerances. 		<ul style="list-style-type: none"> I understand the role of the House of Commons I understand the role of the House of Lords. I can explain how laws are made. 	
Rights Respecting Focus	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.	Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.	Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.	Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Charity and Fundraising

Fundraising events throughout the year (responding to local/national needs)

- Understanding FGM and knowing our rights-one lesson each year to Year 5 and 6 children (taught by specially trained teachers)

All Rights Respecting lessons across the curriculum are taught as part of Article 42 of the UN CONVENTION ON THE RIGHTS OF THE CHILD:

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

BECAUSE
EVERY CHILD
 IN THE WORLD
 HAS ONE THING
 IN COMMON.
THEIR RIGHTS.



 CHILD
 FRIENDLY
 CITIES &
 COMMUNITIES

unicef 
 UNITED KINGDOM