



Wallsend Jubilee Primary School

Long term plan

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Listening to others and playing cooperatively	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
Safe relationships	My special people & family networks	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting ourselves and others	To know our class rules and know the importance of being respectful	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
Belonging to a community	Our school community	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	What makes a community; shared responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes
Media literacy and digital resilience	E-safety day	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money and work	Jobs in the community – people who help us.	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks
Physical health and mental well being	Keeping our bodies healthy.	Keeping healthy; food and exercise, hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
Growing and changing	Growing from young to old. Hygiene Expect respect. Challenging gender expectation using toys	<u>Expect respect</u> Friends, secrets and people who can help us. Recognising what makes them unique and special; feelings; managing when things go wrong, naming body parts	<u>Expect respect</u> Gender, careers and assumptions Growing older; naming body parts; moving class or year	<u>Expect respect</u> Resolving conflict and where to get help Personal strengths and achievements; managing and reframing setbacks	<u>Expect respect</u> Examining violence, excuses and responsibility Personal identity; recognising individuality and different qualities; mental wellbeing	<u>Expect respect</u> Secrets and stories Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<u>Expect respect</u> Court Room Game Human reproduction and birth; increasing independence; managing transition

Keeping safe		How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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Skills Progression:

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>To describe how we listen to others and demonstrate the signs that show we are being listened to.</p> <p>To suggest ways we can get on with other people in the class and on the playground.</p> <p>To identify our friends and know how friendships make us feel.</p> <p>To know about our family networks and identify our special people.</p> <p>To know our class rules and know the importance of being respectful.</p>	<p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To identify special people and how they should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people's bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p>	<p>To know how to recognise hurtful behaviour and who to tell if I experience hurtful behaviour.</p> <p>To recognise how their behaviour affects other people.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To talk about ways of making friends, strategies for keeping positive friendships and how to resolve arguments.</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p>	<p>To be able to recognise respectful behaviour and know the importance of self respect. .</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.</p> <p>To have an awareness of personal boundaries.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To know what constitutes a family and be able to describe the features of family life.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond.</p> <p>To learn that their actions affect themselves and others.</p>	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p> <p>To be able to judge when we should 'break a confidence' or 'share a secret.'</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and challenge stereotypes.</p> <p>To recognise the difference between playful dares and dares that put people under pressure or at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p>	<p>To recognise what constitutes a positive, healthy friendship and recognise the impact of peer influence.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond. To know how to give/not give permission.</p> <p>To develop strategies to positively resolve disputes and recognise when a friendship is making me feel uncomfortable or unsafe.</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to</p>	<p>To recognise and manage pressure and explain consent in different situations. To know how to seek help.</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p> <p>To be able to explain attraction to others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</p>

		<p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong .</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p>	<p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p>	<p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</p>	<p>respond to them and ask for help.</p>	<p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p>
<p>Living in the wider world</p>	<p>To identify people in my community that can help me.</p> <p>To know my class rules and know the importance of following the rules.</p>	<p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To know the importance of looking after the environment.</p> <p>To know the importance of caring for others.</p> <p>To know how and why people use the internet and understand how to communicate safely online. To identify our own strengths and talk about jobs in the community.</p>	<p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To learn that they belong to various groups and communities such as family and school.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how we earn money by getting a job, to manage their money, keep it safe, make choices about spending money, and what influences those choices.</p> <p>To talk about how and why people use the internet in modern life.</p>	<p>To learn why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand that everyone has human rights.</p> <p>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To describe different types of jobs and skills.</p> <p>To identify myths and stereotypes surrounding different jobs.</p> <p>To talk about strengths and interests and make personal goals.</p>	<p>To recognise the benefits of living in a community and identify the shared responsibilities within a community.</p> <p>To know that everything shared online has a digital footprint.</p> <p>To explore and critique how the media present information and compare content shared for factual purposes and for advertising.</p> <p>To explain how people make decisions based on budget, value and needs.</p> <p>To know how to keep track of money and talk about different ways to pay for things.</p>	<p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To know the importance of showing compassion towards the environment and other living things.</p> <p>To talk about different jobs, ambition and aspirations and know the factors that can influence career choices.</p> <p>To learn about stereotypes associated with the workplace.</p> <p>To identify different types of media and their purpose. To be able to assess the reliability of search results and recognise unsafe or suspicious content.</p>	<p>To identify prejudice and discrimination and be able to differentiate between them.</p> <p>To know how to respond to and challenge discrimination.</p> <p>To recognise stereotypes in different contexts.</p> <p>To learn about the role money plays in their own and what influences decisions they make about it.</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'</p> <p>To know the impact money has on peoples lives and know the risks associated with it.</p> <p>To be able to evaluate media sources and know when images have been manipulated.</p>

			<p>To know that information on the internet might not always be factual.</p>	<p>To describe how and why the internet is used and be able to make safe choices online.</p> <p>To know that images found on the internet may have been altered and know how to report something experienced online that concerns me.</p>			<p>To know why some social media sites have age restrictions and to give reasons why some content is not suitable for children.</p> <p>To recognise what is appropriate content for sharing online.</p>
Health and well being	<p>To identify ways of taking care of myself</p> <p>To identify my favourite foods and say which ones will keep me healthy and which are to be eaten in moderation.</p> <p>To describe how physical activity, sleep and exercise helps my body grow and stay healthy.</p> <p>To describe changes that have happened to be since I was a baby.</p> <p>To describe how their needs have changed and will change again as they get older.</p>	<p>To understand what constitutes a healthy lifestyle.</p> <p>To know about healthy and unhealthy foods and sugar intake.</p> <p>To identify ways to stay safe in the sun.</p> <p>To learn about good and not so good feelings.</p> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <p>To know the names for the main parts of the body (including external genitalia).</p> <p>To recognise and celebrate what makes me special and unique.</p> <p>To learn about people who look after them and who to go to if they are worried.</p> <p>To learn rules for and ways of keeping physically and emotionally safe and the difference between secrets and surprises.</p> <p>To talk about rules for keeping safe online.</p>	<p>To understand what constitutes a healthy lifestyle.</p> <p>To understand that medicines, including vaccinations can help people stay healthy.</p> <p>To learn about good and not so good feelings and know strategies for changing their mood.</p> <p>To know about the human lifecycle and how people grow from old to young.</p> <p>To know the names for the main parts of the body including external genitalia.</p> <p>To recognise risk in everyday situations– including road safety, online safety, the differences between secrets and surprises etc.</p> <p>To understand that household products, including medicines, can be harmful.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p> <p>To know how to respond if there is an accident and how to call 999 in an emergency.</p>	<p>To recognise opportunities to make their own choices about food/ a balanced diet.</p> <p>To know what a habit is and know they can be maintained, changed or stopped.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>To recognise things that affect my feelings and give strategies to identify and talk about my feelings.</p> <p>To identify hazards at home and school and know how to manage risk.</p> <p>To develop strategies for keeping physical and emotionally safe –including online safety.</p> <p>To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’.</p>	<p>To recognise factors that help maintain a balanced healthy lifestyle.</p> <p>To know how to recognise the first signs of physical illness</p> <p>To know how to maintain good oral health.</p> <p>To understand ways I can boost my mood and improve emotional wellbeing.</p> <p>To explain what persona identity means and know that for some people gender identity doesn’t correspond to biological sex.</p> <p>To know the importance of taking medicines correctly and using household products safely.</p> <p>To identify drugs common to everyday life and identify some of the effects related to different drugs.</p>	<p>To explain how sleep contributes to a healthy lifestyle and be able to identify healthy sleep strategies.</p> <p>To know that some diseases can be prevented by vaccinations and immunisations and describe how I can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>To understand how bodies change as they approach and move through puberty.</p> <p>To identify external genitalia and reproductive organs.</p> <p>To learn about human reproduction including conception.</p> <p>To give key facts about the menstrual cycle.</p> <p>To learn about taking care of their body including personal hygiene understanding.</p> <p>To know where to get help and advice about puberty.</p> <p>To identify when situations are becoming risky or unsafe.</p> <p>To recognise that increasing independence brings increased responsibility to</p>	<p>To learn about positive and negative effects on physical, mental and emotional health (including the media).</p> <p>To suggest positive strategies for managing feelings and know where to ask for help with mental wellbeing.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement .</p> <p>To learn how their bodies will change as they approach and move through puberty.</p> <p>To learn about human reproduction including conception and pregnancy.</p> <p>To give practical strategies that can help manage times of change including the transition to secondary school.</p> <p>To identify potential risks of personal information being misused.</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including</p>

						<p>keep themselves and others safe.</p> <p>To know basic first aid techniques and how to respond in an emergency.</p> <p>To know that FGM is illegal and know who to tell if they think themselves or others are at risk.</p>	<p>people they know and the media.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply .</p>
RSE		<p>I can describe and begin to value individuality, recognise and celebrate my emotions, gifts and talents.</p> <p>I can identify similarities and differences between myself and the opposite gender.</p> <p>I can name body parts.</p> <p>I can describe my family.</p> <p>I understand why families are special.</p> <p>I can describe who a friend is and what a friend does.</p> <p>I can demonstrate some skills needed to make and maintain friendship.</p> <p>I understand that I have a choice and they will be affected by different factors.</p>	<p>I know the differences between girls and boys, including body parts.</p> <p>I understand that all living things grow and reproduce as part of a life-cycle.</p> <p>I understand that we all have different needs and need different types of care.</p> <p>I can explain why it is important to keep clean.</p> <p>I can describe how to look after particular parts of the body.</p> <p>I can recognise that friends care for each other and relationships should be based on fairness and kindness.</p> <p>I understand that sometimes friends quarrel and how actions affect the feelings of others.</p>	<p>I can see myself as special; recognise my strengths, abilities and personal characteristics.</p> <p>I can identify personal areas that need improvement.</p> <p>I can identify the differences between males and females.</p> <p>I can name male and female body parts using agreed words.</p> <p>I can understand that there are different stereotypes about what males and females can do.</p> <p>I can talk about people who are special to me and why.</p> <p>I can discuss who I can trust and why.</p> <p>I can recognise that children and adults have responsibilities.</p> <p>I can identify potential dangers in different environments.</p> <p>I know what is safe and unsafe and why.</p>	<p>I can describe the main stages of growing up.</p> <p>I understand the benefits of carrying out regular personal hygiene routines.</p> <p>I know that bacteria and viruses can affect health.</p> <p>I can identify feelings and understand how the effect behaviour.</p> <p>I can explore what to do when friendships break down.</p> <p>I can be self- confident in a range of situations.</p> <p>I can recognise the people we can trust.</p> <p>I can think about how to say no assertively.</p>	<p>I can think about how my behaviour affects others and how I can play a role in helping others.</p> <p>I can explain the main physical and emotional changes that happen during puberty.</p> <p>I know how my body will change and emotions may change.</p> <p>I understand why girls and women have periods.</p> <p>I understand why boys may have wet dreams.</p> <p>I can explain how to stay clean during puberty.</p> <p>I am aware of different types of relationship.</p> <p>I can recognise ways in which a relationship can be unhealthy.</p> <p>I can recognise what constitutes a positive healthy relationship.</p> <p>I know how to respond to risky or negative relationships.</p> <p>I know and understand about keeping myself safe when involved in risky activities.</p>	<p>I can develop and maintain a variety of healthy relationships.</p> <p>I can recognise that relationships can be unhealthy and who to go to for support.</p> <p>I can describe how and why the body changes during puberty, in preparation for reproduction.</p> <p>I can talk about puberty and reproduction with confidence.</p> <p>I know the facts of the human life cycle, including how babies are made.</p> <p>I understand that differences and similarities between people arise from a number of factors.</p> <p>I can consider why being different can provoke bullying and why this is unacceptable.</p> <p>I know how to manage risk to physical and emotional health and well-being.</p> <p>I know how to recognise risky or negative relationships and ask for help.</p>

							<p>I understand that pressure to behave in an unacceptable, unhealthy, or risky way can come from a variety of sources.</p> <p>I can learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>I can recognise that increased independence brings increased responsibility.</p>
Organisation and Communication	<p>Anti bullying week – Display using work from all year groups and whole school assembly</p> <p>Mental health week – Display using work from all year groups</p> <p>PANTS - assembly and display</p> <p>Visitors topic dependent eg Dentist, RNLI, parliamentary delegate, water and waste assembly</p> <p>SEAL days/focus weeks/assemblies</p>						
Overarching vocabulary	<p>EYFS</p> <p>Family, community, respect, safety, listening.</p>	<p>KS1</p> <p>Lesbian, gay, respect, life cycle, friendship, body parts, families, friendships, difference, gender.</p>	<p>Lower KS2</p> <p>Lesbian, gay, transgender, stereotype, LGBTQ, personal hygiene, assertiveness, self confidence</p>	<p>Upper KS2</p> <p>Lesbian, gay, bisexual and transgender, LGBTQ, independence, responsibility, divorce, bereavement, puberty, reproduction.</p>			