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|  | **Focus text** | **Autumn:** Relationships | | | **Spring:** Living in the wider world | | | **Summer:** Health and Wellbeing | | |
| **Families and**  **friendships** | **Safe relationships** | **Respecting ourselves and others** | **Belonging to a**  **community** | **Media literacy and digital resilience** | **Money and work** | **Physical health and Mental wellbeing** | **Growing and**  **changing** | **Keeping safe** |
| **Year 1** | My hair by Hannah Lee | Roles of different  people; families;  feeling cared for | Recognising privacy;  staying safe; seeking  permission | How behaviour  affects others; being  polite and respectful | What rules are;  caring for others’  needs; looking after  the environment | Using the internet  and digital devices;  communicating  online | Strengths and  interests; jobs in the  community | Keeping healthy;  food and exercise,  hygiene routines;  sun safety | Recognising what  makes them unique  and special; feelings;  managing when  things go wrong | How rules and age  restrictions help us;  keeping safe online |
| **Year 2** | Pink is for boys by Eda Kaban | Making friends;  feeling lonely and  getting help | Managing secrets;  resisting pressure  and getting help;  recognising hurtful  behaviour | Recognising things  in common and  differences; playing  and working coop-  eratively; sharing  opinions | Belonging to a  group; roles and  responsibilities;  being the same  and different in the  community | The internet in  everyday life; online  content and infor-  mation | What money is;  needs and wants;  looking after money | Why sleep is im-  portant; medicines  and keeping healthy;  keeping teeth  healthy; managing  feelings and asking  for help | Growing older;  naming body parts;  moving class or year | Safety in different  environments; risk  and safety at home;  emergencies |
| **Year 3** | Tango makes three by Justin Ricardson and Peter Parnell | What makes a  family; features of  family life | Personal boundar-  ies; safely respond-  ing to others; the  impact of hurtful  behaviour | Recognising re-  spectful behaviour;  the importance of  self-respect; courte-  sy and being polite | The value of rules  and laws; rights,  freedoms and re-  sponsibilities | How the internet  is used; assessing  information online | Different jobs and  skills; job ste-  reotypes; setting  personal goals | Health choices and  habits; what affects  feelings; expressing  feelings | Personal strengths  and achievements;  managing and re-  framing setbacks | Risks and hazards;  safety in the local  environment and  unfamiliar places |
| **Year 4** | The Runaway Robot By Frank Cottrell Boyce | Positive friendships,  including online | Responding to  hurtful behaviour;  managing confiden-  tiality; recognising  risks online | Respecting differ-  ences and similari-  ties; discussing dif-  ference sensitively | What makes a  community; shared  responsibilities | How data is shared  and used | Making decisions  about money; using  and keeping money  safe | Maintaining a bal-  anced lifestyle; oral  hygiene and dental  care | Personal identity;  recognising individ-  uality and different  qualities; mental  wellbeing | Medicines and  household products;  drugs common to  everyday life |
| **Year 5** | The Boy at the back of the class Onjali Q. Rauf | Managing friend-  ships and peer  influence | Physical contact and  feeling safe | Responding respect-  fully to a wide range  of people; recognis-  ing prejudice and  discrimination | Protecting the envi-  ronment; compas-  sion towards others | How information  online is targeted;  different media  types, their role and  impact | Identifying job inter-  ests and aspirations;  what influences  career choices;  workplace stereo-  types | Healthy sleep  habits; sun safety;  medicines, vaccina-  tions, immunisations  and allergies | Physical and emo-  tional changes in  puberty; external  genitalia; personal  hygiene routines;  support with  puberty (statutory) | Keeping safe in  different situations,  including responding  in emergencies, first  aid. |
| **Year 6** | High Rise Mystery by Sharna Jackson | Attraction to others;  romantic relation-  ships; civil partner-  ship and marriage | Recognising and  managing pressure;  consent in different  situations | Expressing opin-  ions and respecting  other points of view,  including discussing  topical issues | Valuing diversity;  challenging discrim-  ination and stereo-  types | Evaluating media  sources; sharing  things online | Influences and  attitudes to money;  money and financial  risks | What affects mental  health and ways  to take care of it;  managing change,  loss and bereave-  ment; managing  time online | Human reproduc-  tion and birth (non-statutory);  increasing indepen-  dence; managing  transition | Keeping personal  information safe;  regulations and  choices; drug use  and the law; drug  use and the media |