



	Autumn	Spring	Summer
<b>Health and Wellbeing</b>			
To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.			
To understand how bodies change as they approach and move through puberty.			
To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.			
To learn about human reproduction including conception and the names for the main parts of the body (including external genitalia e.g. penis and vagina).			
To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.			
To recognise that increasing independence brings increased responsibility to keep themselves and others safe.			
To learn what is meant by the term 'habit' and why habits can be hard to change.			
To learn about positive and negative effects on physical, mental and emotional health (including the media).			
To learn how their bodies will change as they approach and move through puberty.			
Online safety.			
To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.			
To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.			
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.			
<b>Relationships</b>			
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.			
To recognise and respond appropriately to a wider range of feelings in others.			
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.			
<b>Living in the Wider World</b>			
To understand that everyone has human rights – all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.			
To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.			
To appreciate the range of national, regional, religious and ethnic identities in the UK.			
To think about the lives of people living in other places, and people with different values and customs.			
To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.			
To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.			
To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.			