



Our Intent is: What does it mean to be a safe, responsible and productive citizen, not just in our country, but the wider world as well?

2023 -2024					
The Nook EYFS					
<p>Key Learning linked to Culture and Beliefs</p> <p>Communication - express feelings, give opinions and reasons, comment on significant events in their own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or non-verbally.</p> <p>Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p>Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</p> <p>Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p>Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p>Vocabulary – language of tolerance, respect and co-operation</p>					
Nicky Nook KEY STAGE 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RELATIONSHIPS What is the same and different about us?</p>	<p>RELATIONSHIPS Who is special to us?</p>	<p>HEALTH AND WELL BEING What helps us stay healthy?</p>	<p>LIVING IN THE WIDER WORLD What can we do with money?</p>	<p>HEALTH AND WELL BEING Who helps to keep us safe?</p>	<p>LIVING IN THE WIDER WORLD How can we look after each other and the world?</p>
<p>H21. to recognise what makes them special</p>	<p>L4. about the different groups they belong to.</p>	<p>H1. about what keeping healthy means;</p>	<p>L10. what money is; forms that money</p>	<p>H33. about the people whose job it is to help keep us safe</p>	<p>H26. about growing and changing from</p>

<p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	<p>comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>L5. about the different roles and responsibilities people have in their community</p>	<p>young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>
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Clougha LOWER KEY STAGE 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RELATIONSHIPS How can we be a good friend?	HEALTH AND WELL BEING What keeps us safe?	RELATIONSHIPS What are families like?	LIVING IN THE WIDER WORLD What makes a community?	HEALTH AND WELL BEING Why should we eat well and look after our teeth?	HEALTH AND WELL BEING Why should we keep active and sleep well?
R10. about the importance of friendships; strategies for building positive	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider	R1. to recognise that there are different types of relationships (e.g. friendships,	R32. about respecting the differences and similarities between people and recognising what they have in common with	H1. how to make informed decisions about health H2. about the elements of a	H1. how to make informed decisions about health H2. about the elements of a

<p>friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or</p>	<p>importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	<p>family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living</p>	<p>others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on</p>	<p>balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H13. about the benefits of the internet; the importance of balancing time online</p>
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<p>offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and</p>	<p>together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there</p>		<p>dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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	strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice			
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Pendle UPPER KEY STAGE 2					
Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HEALTH AND WELL BEING What makes up a person's identity?	LIVING IN THE WIDER WORLD What decisions can people make with money?	HEALTH AND WELL BEING How can we help in an accident or emergency?	RELATIONSHIPS How can friends communicate safely?	HEALTH AND WELL BEING How can drugs common to everyday life affect health?	LIVING IN THE WIDER WORLD What jobs would we like?



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<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L9. about stereotypes; how they can negatively</p>	<p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L20. to recognise that people make spending decisions based on priorities, needs and wants</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries? H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations</p>	<p>H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people</p>
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<p>influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions</p>		<p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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