

RHE Objective	that families are important for children growing up because they can give love, security and stability.	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	how important friendships are in making us feel happy and secure, and how people choose and make friends.	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. lonely or excluded.	that healthy friendships are positive and welcoming towards others, and do not make others feel bad
EYFS	Family group	Family group	Family group Reading spine British Values Mapping Spring 2 Cycle B – differences among themselves and families. PSHE Cycle A Summer 1	Family Group Family dining RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.	RE – Summer 2 Cycle A	Family Group RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.	Family Group RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home. PSHE – Cycle A Autumn 1	Family Group Family dining	British Values Mapping Cycle A Spring 2 – Individual Liberty – to understand we need to treat others how we want to be treated.

Y1/2	Science – needs of living things	Science – needs of living things  RHE Cycle B Autumn 1 – families protect and care for us.				Spring PSHE – School Nurse. Clever Never Goes Programme	PSHE – Cycle B Spring 1	Spring 1 PSHE Cycle A  PSHE – Cycle B Spring 1	PSHE Cycle B Spring 1
Y3/4			PSHE Cycle A Summer 1	PSHE – Spring 2 Cycle A	RE - Spring 1 Cycle B	PSHE Cycle A Autumn 2	PSHE Spring 2 Cycle A		PSHE Cycle A Autumn 2
Y5/6	Secondary transition work with families			PSHE – Harbour Healthy Relationships	PSHE – Summer Anne Frank Ambassadors	PSHE – Harbour Healthy Relationships			PSHE – Harbour Healthy Relationships
Opportunities	Share A Lesson Special Person Days St Peter’s School Family	Share A Lesson Special Person Days St Peter’s School Family EYFS Reading Spine Story Time	Anne Frank Ambassadors- half termly assemblies on protected characteristics.  Collective Worships  P4C – what is liberty?	Collective worship  Restorative practice  Thrive check ins	Protected characteristics – See British values LTP  Anne Frank Ambassadors work			School values Collective worship Class reflection Restorative Practice Thrive check ins Awards	

RHE Objective	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	practical steps they can take in a range of different contexts to improve or support respectful relationships.	the conventions of courtesy and manners.	the importance of self-respect and how this links to their own happiness.	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	what a stereotype is, and how stereotypes can be unfair, negative or destructive.
EYFS	<p>PSHE - Autumn 1 Cycle A</p> <p>PSHE Spring 1 Cycle A</p>	<p>RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good.</p> <p>Identification of safe adults in school and at home.</p> <p>Recognising own feelings – PSHE Summer 2 Cycle A</p>	<p>British Values Mapping Cycle A Spring 2 – Individual Liberty – to understand we need to treat others how we want to be treated.</p> <p>RE</p>	<p>Family time PSHE Cycle A Autumn 2</p>	<p>Table manners- Family Dining</p> <p>RHE -Autumn 1- To say please &amp; thank you- Give me 5</p> <p>PSHE Autumn 1 Cycle A – use a knife and fork</p> <p>PSHE Cycle B Spring 2</p>	<p>Family Time</p>	<p>EYFS Police visit</p> <p>British Values Mapping Cycle A – Autumn – classroom rules and why we need them.</p>	<p>Family Time</p> <p>PSHE Cycle A Autumn 2</p>	<p>Reading spine</p>

Y1/2	PSHE Spring 1 Cycle B	PSHE Spring 1 Cycle B  PSHE School Nurse Clever Never Goes Programme  NSPCC Speak Out Stay Safe	RE		Classroom microscripting	PSHE Cycle A Spring 1	British Values Mapping Cycle B Spring 1	PSHE – Cycle B Spring 2	
Y3/4	PSHE Cycle A Spring 2	PSHE Cycle A Autumn 2  NSPCC Speak Out Stay Safe	British Values Mapping – Cycle A Autumn 1  RE	PSHE Cycle A Spring 2	Classroom microscripting	PSHE Cycle A Spring 2  PSHE Cycle A Summer 2	British Values Mapping Cycle A Summer 1 Country's laws Law is an act of parliament	PSHE Cycle A Autumn 2  Computing – Autumn 1 Cycle B  Computing Autumn 2 Cycle A  RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber	British Values Mapping Cycle B Autumn 1 and Spring 2 Prejudice-based bullying Summer 1 – protected characteristics. PSHE Cycle B Spring 2
Y5/6		PSHE Cycle A Autumn 1  NSPCC Speak Out Stay Safe	Autumn 1 Anne Frank Ambassadors set up by RHE lead.  Summer 1 Anne Frank Ambassadors  PSHE Cycle B Spring 2	PSHE – Autumn 2 Cycle A (permission seeking)	Classroom microscripting Public speaking curriculum	Transition work with secondary Summer Term Cycle A and B	British Values Mapping Cycle A Summer 1 – comparing our laws and those of other countries.  PSHE Cycle B Spring 1	PSHE Cycle A Autumn 1  RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber	British Values Mapping – Autumn 1 Cycle B. How we can ensure people are not discriminated against with reference to protected characteristics.

			PSHE Cycle A Spring 2					Harbour – Healthy Relationships	PSHE Autumn 2 Cycle A  PSHE Summer – Anne Frank Ambassadors
Opportunities	Restorative chats Collective worship	Restorative chats Pupil leadership Collective worship	RE other faiths Anne Frank ambassadors Group Restorative chats Diversity built into curriculum	Computing e safety Meet & greet Pupil leadership Restorative chats Collective worship	Meet & greet Dinner time manners- all pupils Pupil leadership Awards	Proud of me books for SEND children or children who lack confidence Restorative Chats Awards P4C – What makes you you?	RE Anne Frank Ambassadors	Pupil leadership Restorative Practice	Anne Frank Ambassadors

RHE Objective	the importance of permission- seeking and giving in relationships with friends, peers and adults.	that people sometimes behave differently online, including by pretending to be someone they are not.	that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	how information and data is shared and used online.	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they	that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe
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			we are anonymous.					relate to being safe.	physical, and other, contact.
EYFS	<p>RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.</p> <p>RHE -Autumn 1- To say please &amp; thank you- Give me 5</p> <p>RHE Autumn 1 – vocabulary ‘stop’, ‘no’ or ways to communicate this if non-verbal</p>	Computing Cycle A and B Autumn 1	Computing Cycle A and B Autumn 1	<p>Safety officers in EYFS</p> <p>Computing Cycle A and B Autumn 1</p>		Computing Cycle A and B Autumn 1	<p>Family time</p> <p>British Values Mapping Cycle A – Autumn – classroom rules and why we need them.</p> <p>RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.</p> <p>RHE Autumn 1 – vocabulary ‘stop’, ‘no’ or ways to communicate this if non-verbal</p>	Family Time	<p>Family time</p> <p>RHE Autumn 1 – vocabulary ‘stop’, ‘no’ or ways to communicate this if non-verbal</p> <p>RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.</p>
Y1/2	<p>School Nurse – Clever Never Goes Programme</p> <p>RHE Autumn 1- Introduce/ embed traffic light system of :</p>	Computing – Cycle A and B Autumn 1	Computing – Cycle A and B Autumn 1 and 2	<p>Computing Cycle A Autumn 1 and 2</p>	<p>PSHE – School Nurse Clever Never Goes Programme</p> <p>Computing Autumn 1 Cycle A and B</p>	Computing – Autumn 1 Cycle B	<p>British Values mapping – Autumn 2 Cycle A – classroom and school rules.</p>	<p>RHE – Autumn 2 Cycle A – difference between a secret and a surprise</p> <p>NSPCC – Pants Rule</p>	<p>NSPCC PANTS rule</p> <p>RHE Autumn 1- Introduce/ embed traffic light system of : Red- I can’t do it</p>

	Red- I can't do it Amber- I need your permission to do it Green- I feel safe doing it.								Amber- I need your permission to do it Green- I feel safe doing it.
Y3/4		Computing Cycle A – Autumn 1	Computing Autumn 1 and 2 Cycle A and B	Computing Autumn 1 and 2 Cycle A and B	Computing – Autumn 2 Cycle A	Computing – Autumn 1 Cycle A			
Y5/6	PSHE Autumn 2 Cycle A  Harbour – Respectful relationships  Computing Cycle A Autumn 1	Computing – Cycle A Autumn 1	Computing Cycle B Autumn 1	Computing – Cycle A and cycle B Autumn 1	Computing Autumn 1 Cycle B	Computing – Autumn 1 Cycle B  Computing - Autumn 2 Cycle B	PSHE Cycle B Summer 2 - Harbour	School Nurse Talk Autumn 1 (puberty)  PSHE Cycle B Summer 2 - Harbour	PSHE Cycle B Summer 2 – Harbour Respectful Relationships
Opportunities	Pupil leadership Courageous advocacy Reinforcing personal space as a regulation opportunity and a right.	Digital Leaders cross Trust work  Online safety newsletters	Digital Leaders cross Trust work  Online safety newsletters	Digital Leaders cross Trust work  Online safety newsletters  Device/app use survey	Digital Leaders cross Trust work  Online safety newsletters  Device/app use survey	Opportunities for web-based research  Digital Leaders cross Trust work  Online safety newsletters  Device/app use survey		Intimate care policy  P4C – Are all secrets good?  Courageous advocacy strand	Intimate care policy  Restorative practice  Behaviour policy  Courageous advocacy strand

RHE Objective	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	how to recognise and report feelings of being unsafe or feeling bad about any adult.	how to ask for advice or help for themselves or others, and to keep trying until they are heard	how to report concerns or abuse, and the vocabulary and confidence needed to do so	where to get advice e.g. family, school and/or other sources	that mental wellbeing is a normal part of daily life, in the same way as physical health.	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
EYFS	People who help us Autumn 1 Visits from Police, RNLI, Fire fighters.	Family Groups RHE - To be able to recognise their own feelings (ongoing)  RHE Autumn 1 – Cycle A and B To be able to name safe adults	Family groups RHE Autumn 1 – vocabulary 'stop', 'no' or ways to communicate this if non-verbal	RHE - Autumn 1 Cycle A and B – Time spent with other people should make us feel good. Identification of safe adults in school and at home.  RHE Autumn 1 – vocabulary 'stop', 'no' or ways to	Family groups	Family Time RHE – continuous -to talk about their feelings and understand that it is normal to have those feelings. Adults to model- I know you feel angry and that's ok,	Family Time RHE – continuous to know what makes people sad, angry & happy. That everyone feels this way sometimes	Family groups RHE – continuous - to explain why they feel a certain emotion- I feel happy when I... Vocab- happy, sad, angry, excited  PSHE Cycle B Autumn 2	PSHE Cycle B Autumn 2



				communicate this if non-verbal		this is what we can do... etc.			
				PSHE Spring 1 Cycle B					
Y1/2	School Nurse – Clever Never Goes Programme  Computing – Cycle A Autumn 1 and 2	PSHE Clever Never goes Spring 1 PSHE Cycle A  NSPCC – Speak Out, Stay Safe	PSHE Cycle B Autumn 2	Spring 2 cycle B PSHE RHE Autumn 1- Introduce/ embed traffic light system of : Red- I can't do it Amber- I need your permission to do it Green- I feel safe doing it. School Nurse – Clever Never Goes Programme	NSPCC – Speak Out, Stay Safe	Autumn 1 Cycle B PSHE- Feelings	PSHE- Zippy's Friends Cycle B Autumn 1	KS1-Clever never goes RHE - Explain- I feel worried because..... Vocab- anxious, worried, jealous, proud	PSHE Cycle B – Summer 2
Y3/4	Computing – Cycle A and B Autumn 1  STEM Chats	Autumn 1/2 cycle A- computing  Autumn 1 Cycle B- computing  NSPCC – Speak Out, Stay Safe	PSHE Cycle A Autumn 2  RHE Cycle A Autumn 2 - To know the role of NSPCC and how to contact them	NSPCC – Speak Out, Stay Safe	NSPCC – Speak Out, Stay Safe  Computing – Autumn 2 Cycle A			RHE-explain their emotions in more detail Vocab- guilty, jealous, apprehensive etc.	PSHE Cycle B Autumn 2

Y5/6	<p>Computing Autumn 1 Cycle A and B</p> <p>Harbour – Respectful Relationships</p> <p>Summer Transition Work</p> <p>Public speaking curriculum</p>	<p>Autumn 1 Cycle A&amp;B- computing</p> <p>NSPCC – Speak Out, Stay Safe</p> <p>Harbour – respectful relationships</p> <p>Summer transition work</p>	<p>PSHE Cycle A Spring 2</p> <p>PSHE Cycle B Spring 2</p>	<p>Computing – Cycle A Autumn 1</p> <p>NSPCC – Speak Out, Stay Safe</p>	<p>Computing – Cycle B Spring 1</p> <p>NSPCC – Speak Out, Stay Safe</p>	<p>School nurse – emotional wellbeing</p>	<p>PSHE Autumn 1 Cycle B</p> <p>PSHE Summer 1 Cycle A</p> <p>PSHE Cycle A Spring 2</p>	<p>RHE – vocabulary rational and irrational</p>	<p>PSHE Autumn 2 Cycle A</p>
	<p>Visitors in school</p> <p>Lanyards</p> <p>Behaviour policy</p> <p>Restorative practice</p>	<p>School safeguarding</p> <p>Pupil leadership</p> <p>Courageous advocacy strand mapping</p> <p>Lanyards</p>	<p>Courageous advocacy strand mapping</p> <p>Public speaking</p>	<p>Restorative chats</p> <p>School safeguarding</p> <p>Courageous advocacy strand</p> <p>Pupil leadership</p>	<p>School nurse</p> <p>NSPCC</p>	<p>RE</p> <p>Class worship</p> <p>meet &amp; greet</p> <p>Restorative chats- model I know you feel ... And we can do....</p> <p>Christian values</p> <p>Thrive</p> <p>School nurse referrals</p> <p>Chess and Chat</p>	<p>Support pupils with bereavement (Jo and Mya trained)</p>	<p>English writing vocab</p> <p>Restorative chats</p> <p>Collective worship</p> <p>P4C</p>	<p>Restorative chats</p> <p>My book targets</p>

RHE Objective	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	where and how to seek support (including recognising the triggers for seeking support), including whom	it is common for people to experience mental ill health. For many people who do, the problems can	that for most people the internet is an integral part of life and has many benefits.	about the benefits of rationing time spent online, the risks of excessive time spent on electronic	how to consider the effect of their online actions on others and know how to recognise and display
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	activity on mental wellbeing and happiness.	hobbies and interests.	adult and seek support.		in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	be resolved if the right support is made available, especially if accessed early enough		devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	respectful behaviour online and the importance of keeping personal information private
EYFS	PSHE Cycle B Summer 1	Brushing teeth from Spring 1	Family groups	PSHE Spring 1 Cycle B	PSHE – Spring 2 Cycle A  Emotions posters consistently referred to in regulation zones	Family Time	Family groups Opportunities for internet use with an adult.	Computing Autumn 1 and 2 Cycle A and B	Computing Autumn 1 and 2 Cycle A and B
Y1/2		PSHE Autumn 2 Cycle A Smell monster		PSHE Spring 2 Cycle B	NSPCC – Speak out, Stay safe  Computing – Autumn 1 Cycle A and B		Computing – Cycle A Autumn 2	Computing – Cycle A Autumn 1 and 2	Computing – Cycle A Autumn 1 and 2

Y3/4		PSHE Cycle A Autumn 1	RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber	PSHE Cycle A Autumn 2  RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber  Computing Cycle B Autumn 1	NSPCC – Speak out, Stay safe  Computing Cycle B Autumn 1			Computing – Cycle A Autumn 2	Computing – Cycle A Autumn 1
Y5/6	Science - Respiratory and circulatory systems  PSHE Cycle B Spring 1  Residential Visit	PSHE – Cycle A Autumn 1	RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber	RHE – Autumn 1 – Types of bullying – psychological, physical, verbal, cyber  Computing Cycle A Autumn 1	PSHE Cycle A Spring 2  NSPCC – Speak out, Stay safe  Computing – Autumn 1 Cycle A and B  Summer transition work	PSHE Cycle A Spring 2  PSHE Cycle B Summer 1 School Nurse mental wellbeing  Summer transition work	Computing – Cycle A Autumn 1	Computing – Cycle B Spring 1	Computing – Cycle A Autumn 1
	Residentials  P4C – Does exercise make you happy?	Social action	Restorative chats Playground games JLT Playleaders Chess n chat	Digital leaders Pupil leadership Collective worship School values Restorative practice	Restorative chats School safeguarding	Pupil leadership School safeguarding  Check ins  School nurse referrals  School nurse referrals	Computing lessons Opportunities - based for web-based research Pupil leadership	Digital leaders Online safety newsletters  App/device surveys	Digital leaders Online safety newsletters  App/device surveys

RHE Objective	why social media, some computer games and online gaming, for example, are age restricted.	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	where and how to report concerns and get support with issues online.	the characteristics and mental and physical benefits of an active lifestyle.	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	the risks associated with an inactive lifestyle (including obesity).	how and when to seek support including which adults to speak to in school if they are worried about their health.	what constitutes a healthy diet (including understanding calories and other nutritional content).
EYFS				Computing – Cycle B Autumn 1 and 2 Cycle A Autumn 1 and 2	Family time  PE curriculum - ongoing	Family time			DT mapping – Cycle A Summer 2 Cycle B Summer 1  Snack time
Y1/2				Computing Cycle A – Autumn 1	PE curriculum – ongoing  Science – needs of living things	PE curriculum - ongoing			DT Mapping Cycle A Spring 1 Cycle B Autumn 2 Science – food groups
Y3/4	Pupil survey-computing Cycle A  Computing – Cycle B Autumn 1		Computing – Cycle A Spring 2		PE curriculum - ongoing	PE curriculum - ongoing	Science – digestive system		DT Mapping Cycle A Autumn 1  Science – naval shipping diet – food groups (proportion)

Y5/6		Computing – Cycle B Autumn 1	Computing – Cycle B Spring 1	Computing Cycle A - Autumn 1	PE curriculum - ongoing	PE curriculum - ongoing	Science – circulatory and respiratory system		DT Mapping Cycle A Spring 2 Cycle B Summer 2  Science – sports' diet
	Response to devices/games use survey ongoing	Response to devices/games use survey ongoing	Application in own research	Computing lessons	Sports clubs and competitive sports. Signposting to clubs	Transition planning		School nurse	

RHE Objective	the principles of planning and preparing a range of healthy meals.	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>•</li> </ul>	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	the facts and science relating to allergies, immunisation and vaccination.
EYFS	DT mapping – Cycle A Summer 2	Toothbrushing daily from Spring 1		Family time – feeling unwell	PSHE Summer 1 Cycle B	Family groups	Brush Teeth every day in	Snack/dinner time routine Handwashing	

	Cycle B Summer 1	Science – understanding of growth, decay and changes over time.			Family time	PSHE Summer 1 Cycle B	school from Spring 1 (EYFS)  PSHE Summer 1 Cycle B		
Y1/2	DT Mapping Cycle A Spring 1 Cycle B Autumn 2	Science – basic needs of animals including humans -importance of exercise				Science – needs of living things	School Nurse visit – hygiene including dental hygiene	PSHE Cycle A Autumn 2	
Y3/4	DT Mapping Cycle A Autumn 1	Science – animals including humans need the right types of nutrition -digestive system -teeth and their function	PSHE Cycle B Summer 2	RHE – Cycle B – Summer 1 Unexplained changes to our body may mean we are unwell e.g. tiredness, weight loss, hair loss, dry skin.	Science – UV Beads investigation		Science – types of teeth		
Y5/6	DT Mapping Cycle A Spring 2 Cycle B Summer 2	Science – changes as humans develop to old age. -circulatory system. -exercise on heart rate. -impact of diet, exercise, drugs and lifestyle	Science – effects of drugs and alcohol (sport)  PSHE – Cycle B Spring 1	Science – respiratory system.		RHE Cycle A Spring 2– sleep is an important part of staying healthy and helps to regulate our emotions.		Science - microorganisms	Science - microorganisms
Opportunities							See dental health strand	Dinner time routine	

							progression document		
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RHE Objective	how to make a clear and efficient call to emergency services if necessary.	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	about menstrual wellbeing including the key facts about the menstrual cycle					
EYFS									
1									
2									
Y3/4	PSHE Cycle B Autumn 1								
5	PSHE Spring 1 Cycle A		PSHE Autumn 1 Cycle B						
6			PSHE Summer 1 Cycle A						
	Crucial Crew								