



Wallsend Jubilee Primary School

Long term plan

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Taking turns and listening	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 family and special people	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 increasingly follow class rules and know why they are important.	To know our class rules and know the importance of being respectful <u>Expect respect</u> . Challenging gender expectation using toys	How behaviour affects others; being polite and respectful <u>Expect respect</u> Friends, secrets and people who can help us.	Recognising things in common and differences; playing and working cooperatively; sharing opinions <u>Expect respect</u> Gender, careers and assumptions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <u>Expect respect</u> Resolving conflict and where to get help	Respecting differences and similarities; discussing difference sensitively <u>Expect respect</u> Examining violence, excuses and responsibility	Responding respectfully to a wide range of people; recognising prejudice and discrimination <u>Expect respect</u> Secrets and stories	Expressing opinions and respecting other points of view, including discussing topical issues <u>Expect respect</u> Court Room Game
Belonging to a community	My 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	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	People who help us	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	Making healthy choices	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.	Growing from young to old. Hygiene	Recognising what makes them unique and special; feelings; managing when things go wrong, naming body parts	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and reframing setbacks, naming external genitalia	Personal identity; recognising individuality and different qualities; mental wellbeing. Physical and emotional changes in puberty	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	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:

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Health and well being	<p>Be increasingly independent in meeting own care needs.</p> <p>Identify healthy choices about food, drink, activity and tooth brushing.</p> <p>Can recognise self in baby photos.</p> <p>Begin to explore more complex emotions such as scared or angry and excited.</p>	<p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and well being.</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 me since I was a baby.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>To know ways to take care of themselves on a daily basis.</p> <p>To understand what it means to be healthy and why it is important.</p> <p>To know about healthy and unhealthy foods and sugar intake.</p> <p>To understand the importance of physical activity and how it keeps people healthy.</p> <p>To identify ways to stay safe in the sun.</p> <p>To learn the importance of, and how to maintain, personal hygiene.</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 know how they are the same and different to others.</p> <p>To recognise different kinds of feelings and understand that feelings can affect how people behave.</p> <p>To know the names for the main parts of the body</p>	<p>To identify routines and habits for maintaining good mental and physical health.</p> <p>To understand why sleep and rest are important for growing and keeping healthy.</p> <p>To understand that medicines, including vaccinations can help people stay healthy.</p> <p>To know the importance of, and routines for brushing teeth and visiting the dentist and understand how food and drink affect dental health.</p> <p>To be able to describe and share a range of feelings.</p> <p>Identify ways to feel good, calm down or change their mood.</p> <p>To know how to manage big feelings including change, loss and bereavement.</p> <p>To identify when and how to ask for help.</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 describe changes as people grow up including</p>	<p>To recognise opportunities to make their own choices about food/ a balanced diet and identify healthy and unhealthy choices.</p> <p>To know what a habit is and know they can be maintained, changed or stopped. Explain the positive and negative effects of habits.</p> <p>To know what is meant by a healthy balanced diet.</p> <p>To understand that regular exercise has positive benefits for physical and mental health.</p> <p>To recognise things that affect my feelings and give strategies to identify and talk about my feelings.</p> <p>To describe the different ways people might express feelings.</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 common challenges to self-worth and know basic strategies to manage and reframe setbacks.</p>	<p>To recognise factors that help maintain a balanced healthy lifestyle.</p> <p>To know what good physical health means and how to recognise the first signs of physical illness.</p> <p>To know how to maintain good oral hygiene and dental health. To know the importance of visiting the dentist and the effects of different foods, drinks and substances on dental health.</p> <p>To identify external genitalia and reproductive organs.</p> <p>To know about the physical and emotional changes during puberty.</p> <p>To know key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams.</p> <p>To describe strategies for managing changes during puberty.</p> <p>To know the importance of personal hygiene routines during puberty.</p>	<p>To explain how sleep contributes to a healthy lifestyle and be able to identify healthy sleep strategies.</p> <p>To describe the benefits of being outdoors for physical and mental health.</p> <p>To know how to manage risk in relation to sun exposure.</p> <p>To know how medicines contribute to health and how allergies can be managed.</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 recognise the shared responsibility of keeping a clean environment.</p> <p>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies.</p> <p>To know that for some people their gender</p>	<p>To understand that mental health is just as important as physical health and both need looking after.</p> <p>To suggest positive strategies for managing feelings and know where to ask for help with mental wellbeing.</p> <p>To know there are situations where someone may experience mixed of conflicting experiences but help is available.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>Identify strategies to help someone experiencing change or loss.</p> <p>To know that balancing time online with other activities helps to maintain health and well being.</p> <p>To know what to do and who to tell if they are worried about what they have seen online.</p> <p>To recognise some of the changes as they grow up and know what being more</p>

			<p>(including external genitalia).</p> <p>To know how rules can help keep us safe.</p> <p>To know why some things have age restrictions and know basic rules for keeping safe online.</p> <p>To know who to tell if they see something online that makes them feel unhappy, worried or scared.</p>	<p>new opportunities and responsibilities.</p> <p>To recognise risk in everyday situations—including road, water and rail.</p> <p>To know how to keep themselves safe in familiar and unfamiliar environments and be able to identify possible unsafe situations.</p> <p>To know how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</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 identify hazards at home and school and know how to manage risk.</p> <p>To know about fire safety at home including the need for smoke alarms.</p> <p>To know the importance of following safety rules from parents and other adults.</p> <p>To know how to keep themselves safe in the local environment or unfamiliar places.</p>	<p>To know how to discuss the challenges of puberty and where to get help.</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 identify some of the risks associated with drugs common to everyday life and know that for some people using drugs can become a habit which is difficult to break.</p>	<p>identity doesn't correspond with biological sex.</p> <p>To describe ways to recognise, respect and express individuality and personal qualities.</p> <p>To describe ways to boost their mood and improve emotional wellbeing.</p> <p>To understand how bodies change as they approach and move through puberty (recap skills covered in y4)</p> <p>To identify when situations are becoming risky or unsafe.</p> <p>To identify occasions where they can take responsibility for their own safety.</p> <p>To differentiate between positive risk taking and dangerous behaviour.</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>independent might be like.</p> <p>To give practical strategies that can help manage times of change including the transition to secondary school.</p> <p>To identify the links between love, committed relationships and conception.</p> <p>To know what sexual intercourse is and how it can be part of an intimate relationship between consenting adults.</p> <p>To know how pregnancy occurs and how pregnancy can be prevented with contraception.</p> <p>To know the responsibility of being a parent or carer and how having a baby changes someone's life.</p> <p>To identify potential risks of personal information being misused.</p> <p>To know strategies for dealing with requests for personal information or images.</p> <p>To identify images that are or are not appropriate to share and know how quickly images or text can be shared.</p> <p>To know how to report the misuse of personal information or sharing of upsetting content online.</p>
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Relationships	<p>Start a conversation with an adult or friend and continue for many turns.</p> <p>Resolve simple conflicts.</p> <p>Play with 1 or more other children.</p> <p>To talk about our family and special people.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Begin developing positive attitudes about the difference between people.</p> <p>To understand the difference between kind</p>	<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>Continue developing positive attitudes about the difference between people.</p> <p>To understand the difference between kind and unkind hands and to know how to respond.</p>	<p>To know about class rules, being polite to others, sharing and taking turns.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To identify special people and how they should care for one another.</p> <p>To learn people's bodies and feelings can be hurt and who to go to for help.</p> <p>To know what it means to be a family and how families are different.</p> <p>To know the importance of telling someone and how to tell them if they are worried about something in their family.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To identify different kinds of touch and know how to respond if being touched makes them feel unsafe.</p> <p>To know when it is important to ask for permission to touch others</p>	<p>To know how to recognise hurtful behaviour and who to tell if I experience hurtful behaviour.</p> <p>How to recognise and ask for help when they are feeling lonely or unhappy.</p> <p>To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.</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 know what bullying is and that there are different types of bullying. How someone might feel if they are being bullied.</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 recognise and respect there are different types of families and that being part of a family provides support, stability and love.</p> <p>To know the positive aspects of being in a family.</p> <p>To identify when something in a family might make them upset or worried and who to tell.</p> <p>To be able to recognise respectful behaviour and know the importance of self respect.</p> <p>To know how to model respectful behaviour and know the ways in which people show respect in other cultures.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To have an awareness of privacy and personal boundaries.</p> <p>To know what is appropriate to share with others including family, friends and online.</p>	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p> <p>Know how to seek support with relationships if they feel lonely or excluded.</p> <p>To know how to communicate respectfully when using digital devices and know the risks of communicating with someone they don't know.</p> <p>To recognise the difference between playful dares and dares that put people under pressure or at risk.</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online.</p> <p>To know how to recognise risks online and know people may behave differently online.</p>	<p>To recognise what constitutes a positive, healthy friendship and recognise the impact of peer influence.</p> <p>To develop strategies to positively resolve disputes and recognise when a friendship is making me feel uncomfortable or unsafe.</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 know that it is never someone's fault if they receive unacceptable physical contact.</p> <p>To know that no one should ask you to keep a secret if it makes them feel uncomfortable.</p> <p>To recognise people should be treated equally.</p> <p>To know what discrimination means and different types of discrimination.</p>	<p>To know what it means to be attracted to someone and know that people who love each other can be any gender or faith.</p> <p>The qualities of healthy relationships that help individuals flourish.</p> <p>To know what marriage and civil partnerships mean.</p> <p>To know that people have the right to choose if they get married and forced marriage is illegal.</p> <p>To compare features of a healthy and unhealthy relationship.</p> <p>To recognise and manage pressure and assess the risk of online challenges or dares.</p> <p>To know how to get advice and report concerns about personal safety.</p> <p>To explain consent in different situations. To know how to seek help.</p>

	and unkind hands.		and know how to give/not give permission. To know what respect means. To know what it means to keep something private, and which parts of the body are private.	How to resist pressure to do something that feels uncomfortable or unsafe. To know that friends can have similarities and differences and know the things they have in common with their friends.	To know that bullying and hurtful behaviour is unacceptable in any situation. To know the effects and consequences of bullying and know who to tell if they experience bullying.	To recognise differences between people including gender, race or faith. To know the importance of respecting the differences and similarities between people.	To know the impact of discrimination and know how to challenge and report discrimination.	To know the link between values and behaviour and be a positive role model. To be able to discuss issues respectfully and constructively challenge points of view.
Living in the wider world	To identify people in my community that can help me. Begin to understand the need to respect and care for all living things.	To identify people in my community that can help me and know the ways in which they would help us. To know my class rules and know the importance of following the rules.	To learn how to contribute to the life of the classroom. To help construct, and agree to follow, group and class rules and to understand how these rules help them. To know about how different strengths and interests are needed to do different jobs. To understand that people and other living things have needs and that they have responsibilities to meet them. To know the importance of looking after the environment. To know the importance of caring for others. 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.	To recognise rights and responsibilities they have in the classroom and at school. To help construct, and agree to follow, group and class rules and to understand how these rules help them. To learn that they belong to various groups and communities such as family and school and know how communities can help people feel included. To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving. 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. To talk about how and why people use the internet in modern life. To know that information on the internet might not always be factual.	To learn why and how rules and laws that protect themselves and others are made and enforced. To understand that everyone has human rights. To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices. That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To describe different types of jobs and skills. To identify myths and stereotypes surrounding different jobs. To talk about strengths and interests and make personal goals. To describe how and why the internet is used and be able to make safe choices online. To know that images found on the internet may have been altered and know how to report something experienced online that concerns me.	To recognise the benefits of living in a community and identify the shared responsibilities within a community. To know that everything shared online has a digital footprint. To explore and critique how the media present information and compare content shared for factual purposes and for advertising. To explain how people make decisions based on budget, value and needs. To know how to keep track of money and talk about different ways to pay for things.	To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To know the importance of showing compassion towards the environment and other living things. To talk about different jobs, ambition and aspirations and know the factors that can influence career choices. To learn about stereotypes associated with the workplace. 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.	To identify prejudice and discrimination and be able to differentiate between them. To know how to respond to and challenge discrimination. To recognise stereotypes in different contexts. To learn about the role money plays in their own and what influences decisions they make about it. To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' To know the impact money has on peoples lives and know the risks associated with it. To be able to evaluate media sources and know when images have been manipulated. To know why some social media sites have age restrictions and to give reasons why some content is not suitable for children. To recognise what is appropriate content for sharing online.

Organisation and Communication		Anti bullying week – Display using work from all year groups and whole school assembly Mental health week – Display using work from all year groups PANTS - assembly and display Visitors topic dependent eg Dentist, Community Police Officers, RNLI, parliamentary delegate, water and waste assembly First Aid -Tumbles & Grumbles, paramedic Real Love Rocks (Y6) SEAL days/focus weeks/assemblies			
Overarching vocabulary		EYFS Family, community, respect, safety, listening.	KS1 Respect, privacy, Lesbian, gay, life cycle, friendship, body parts, families, friendships, difference, gender feelings, sharing, rules, environment, strengths, community, internet, age restrictions, personal hygiene, penis, vagina, routines, habits, vaccinations, vulva, responsibility, risk,	Lower KS2 Lesbian, gay, transgender, stereotype, LGBTQ, personal hygiene, assertiveness, self confidence, aspirations, risk, balanced diet, hazard, laws, stereotypes, human rights, role models, respectful, diversity, culture.	Upper KS2 Lesbian, gay, bisexual and transgender, LGBTQ, independence, responsibility, divorce, bereavement, puberty, reproduction, dares, race, ambition, inclusion, ethnicity, racism, pregnancy, contraception, consent, debt, fraud, gambling, prejudice.