

Wallsend Jubilee Primary School Long term plan

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	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 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 know our class rules and know the importance of being respectful	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
Belonging to a 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	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	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 metal well being	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. Hygiene Expect respect. Challenging gender expectation using toys	Expect respect Friends, secrets and people who can help us. Recognising what makes them unique and special; feelings; managing when things go wrong, naming body parts	Expect respect Gender, careers and assumptions Growing older; naming body parts; moving class or year	Expect respect Resolving conflict and where to get help Personal strengths and achievements; managing and reframing setbacks	Expect respect Examining violence, excuses and responsibility Personal identity; recognising individuality and different qualities; mental wellbeing	Expect respect Secrets and stories Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Expect respect Court Room Game Human reproduction and birth; increasing independence; managing transition

Keeping safe	How rules and age	Safety in different	Risks and hazards; safety in	Medicines and household	Keeping safe in different	Keeping personal
	restrictions help us; keeping	environments; risk and	the local environment and	products; drugs common to	situations, including	information safe; regulations
	safe online	safety at home;	unfamiliar places	everyday life	responding in emergencies,	and choices; drug use and
		emergencies			first aid and FGM	the law; drug use and the
						media



Wallsend Jubilee Primary School

Skills Progression:

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and well	Be increasingly	Manage their own	To know ways to take care	To identify routines and	To recognise opportunities	To recognise factors	To explain how sleep	To understand that
being	independent in	needs.	of themselves on a daily	habits for maintaining good	to make their own choices	that help maintain a	contributes to a healthy	mental health is just as
_	meeting own		basis.	mental and physical health.	about food/ a balanced diet	balanced healthy	lifestyle and be able to	important as physical
	care needs.	Know and talk about			and identify healthy and	lifestyle.	identify healthy sleep	health and both need
		the different factors	To understand what it	To understand why sleep	unhealthy choices.		strategies.	looking after.
	Identify healthy	that support their	means to be healthy and	and rest are important for		To know what good		
	choices about	overall health and	why it is important.	growing and keeping	To know what a habit is	physical health means	To describe the benefits of	To suggest positive
	food, drink,	well being.		healthy.	and know they can be	and how to recognise	being outdoors for physical	strategies for managing
	activity and				maintained, changed or	the first signs of physical	and mental health.	feelings and know
	tooth brushing.		To know about healthy and	To understand that	stopped. Explain the	illness.		where to ask for help
		To identify my	unhealthy foods and sugar	medicines, including	positive and negative		To know how to manage	with mental wellbeing.
		favourite foods and	intake.	vaccinations can help people	effects of habits.	To know how to	risk in relation to sun	
	Understand that	say which ones will		stay healthy.		maintain good oral	exposure.	To know there are
	exercise is good	keep me healthy and	To understand the		To know what is meant by	hygiene and dental		situations where
	for me.	which are to be	importance of physical	To know the importance of,	a healthy balanced diet.	health. To know the	To know how medicines	someone may
		eaten in moderation.	activity and how it keeps	and routines for brushing		importance of visiting	contribute to health and	experience mixed of
	Can talk about		people healthy.	teeth and visiting the dentist	To understand that regular	the dentist and the	how allergies can be	conflicting experiences
	what I could do	To describe how		and understand how food	exercise has positive	effects of different	managed.	but help is available.
	when I was a	physical activity,	To identify ways to stay safe	and drink affect dental	benefits for physical and	foods, drinks and		
	baby.	sleep and exercise	in the sun.	health.	mental health.	substances on dental	To know that some	To learn about change,
		helps my body grow				health.	diseases can be prevented	including transitions,
	Develop	and stay healthy.	To learn the importance of,	To be able to describe and	To recognise things that		'	loss, separation, divorce
	appropriate ways		and how to maintain,	share a range of feelings.	affect my feelings and give	To identify external	by vaccinations and	and bereavement.
	of being	To describe changes	personal hygiene.		strategies to identify and	genitalia and	immunisations and	
	assertive and talk	that have happened		Identify ways to feel good,	talk about my feelings.	reproductive organs.	describe how I can prevent	Identify strategies to
	with others to	to me since I was a	To recognise and celebrate	calm down or change their			the spread of bacteria and	help someone
	solve conflict.	baby.	what makes me special and	mood.	To describe the different	To know about the	viruses with everyday	experiencing change or
			unique.		ways people might express	physical and emotional	hygiene routines.	loss.
	Talk about their	To describe how		To know how to manage big	feelings.	changes during puberty.	livgiene routines.	
	feelings using	their needs have	To learn about people who	feelings including change,				To know that balancing
	words such as	changed and will	look after them and who to	loss and bereavement.	To reflect on and celebrate	To know key facts about	To recognise the shared	time online with other
	happy, sad,	change again as they	go to if they are worried.		their achievements,	the menstrual cycle,	responsibility of keeping a	activities helps to
	angry or worried.	get older.		To identify when and how to	identify their strengths and	menstrual wellbeing,	clean environment.	maintain health and
				ask for help.	areas for improvement,		clean environment.	well being.

Express their feeli	•	lifecycle and how people	and goals.	dreams.	identity and what	who to tell if they are
and consider the	others.	grow from old to young.			contributes to it, including	worried about what
feelings of others			To recognise common	To describe strategies	race, sex, gender, family,	they have seen online.
	To recognise different kinds	To know the names for the	challenges to self-worth	for managing changes		_
Identify and	of feelings and understand	main parts of the body	and know basic strategies	during puberty.	faith, culture, hobbies.	To recognise some of
moderate their ov		including external genitalia.	to manage and reframe			the changes as they
feelings socially a	nd people behave.		setbacks.	To know the importance	To know that for some	grow up and know what
emotionally.		To describe changes as		of personal hygiene	people their gender	being more
	To know the names for the	people grow up including	To identify hazards at	routines during puberty.	· · · ·	independent might be
	main parts of the body	new opportunities and	home and school and know	T. I	identity doesn't correspond	like.
	(including external	responsibilities.	how to manage risk.	To know how to discuss	with biological sex.	To also apportion!
	genitalia).	To managine wish in	To be seen about the contains	the challenges of		To give practical
	To know how wiles can halo	To recognise risk in	To know about fire safety	puberty and where to	To describe ways to	strategies that can help
	To know how rules can help	1 ' '	at home including the need	get help.	'	manage times of change
	keep us safe.	including road, water and	for smoke alarms.	To know the importance	recognise, respect and	including the transition
	To know why some things	rail.	To know the importance of	To know the importance of taking medicines	express individuality and	to secondary school.
	have age restriction and	To know how to keep	following safety rules from	correctly and using	personal qualities.	To identify the links
	know basic rules for keeping	•	parents and other adults.	household products		between love,
	safe online.	and unfamiliar	parents and other dudits.	safely.	To describe ways to be and	committed relationships
	Sale Offilite.	environments and be able to	To know how to keep	Julety.	To describe ways to boost	and conception.
	To know who to tell if they	identify possible unsafe	themselves safe in the local	To identify drugs	their mood and improve	and conception.
	see something online that	situations.	environment or unfamiliar	common to everyday	emotional wellbeing.	To know what sexual
	makes them feel unhappy,	Situations.	places.	life and identify some of		intercourse is and how
	worried or scared.	To know how to keep	places.	the effects related to	To understand how bodies	it can be part of an
	Worried or Scared.	themselves safe at home in		different drugs.	change as they approach	intimate relationship
		relation to electrical		amerene arags.		between consenting
		appliances, fire safety and		To identify some of the	and move through puberty	adults.
		medicines/household		risks associated with	(recap skills covered in y4)	
		products.		drugs common to		To know how pregnancy
				everyday life and know	To identify when situations	occurs and how
		To recognise that they share		that for some people	are becoming risky or	pregnancy can be
		a responsibility for keeping		using drugs can become	unsafe.	prevented with
		themselves and others safe.		a habit which is difficult		contraception.
				to break.	To identify occasions where	
		To know how to respond if			they can take responsibility	To know the
		there is an accident and how			for their own safety.	responsibility of being a
		to call 999 in an emergency.			,	parent or carer ad how
					To differentiate between	having a baby changes
					positive risk taking and	someone's life.
					dangerous behaviour.	
						To identify potential
					To know basic first aid	risks of personal
					techniques and how to	information being
					respond in an emergency.	misused.
					To know that FGM is illegal	To know strategies for
					and know who to tell if	dealing with requests
					they think themselves or	for personal
					others are at risk.	information or images.
						To identify in a control
						To identify images that
						are or are not
						appropriate to share
						and know how quickly

To know about the human

lifecycle and how people

To know how they are the

same and different to

Express their feelings

and set high aspirations

and goals.

erections and wet

dreams.

To know about personal

To know what to do and

who to tell if they are

								images or text can be shared.
								To know how to report the misuse of personal information or sharing of upsetting content online.
								To understand the age rating systems and know why age restrictions are so important.
								To describe the risks and effects of different drugs and know about the laws relating to drugs common to everyday life.
								To know how to ask for help if they have concerns about drug use and know which organisations can help.
Relationships	Start a conversation	To describe how we listen to others and	To know about class rules, being polite to others,	To know how to recognise hurtful behaviour and who	To recognise and respect there are different types of	To recognise what constitutes a positive,	To recognise what constitutes a positive,	To know what it means to be attracted to
	with an adult or friend and continue for many turns.	demonstrate the signs that show we are being listened to.	sharing and taking turns. To recognise what is fair and unfair, kind and unkind, right and wrong.	to tell if I experience hurtful behaviour. How to recognise and ask for help when they are	families and that being part of a family provides support, stability and love. To know the positive	healthy relationship and to develop the skills to maintain these relationships.	healthy friendship and recognise the impact of peer influence. To develop strategies to	someone and know that people who love each other can be any gender or faith.
	Find solutions to conflicts and rivalries and talk with others to	To suggest ways we can get on with other people in the class and on the playground.	To identify special people and how they should care for one another.	feeling lonely or unhappy. To know about the difference between happy surprises and secrets that	aspects of being in a family. To identify when something in a family might	Know how to seek support with relationships if they feel lonely or excluded.	positively resolve disputes and recognise when a friendship is making me feel uncomfortable or	The qualities of healthy relationships that help individuals flourish.
	Play with 1 or more other children.	To identify our friends and know how friendships make us feel.	To learn people's bodies and feelings can be hurt and who to go to for help.	make them feel uncomfortable or worried, and how to get help. To talk about ways of	make them upset or worried and who to tell. To be able to recognise respectful behaviour and	To know how to communicate respectfully when using digital devices and know	unsafe. To judge what kind of physical contact is acceptable/unacceptable	To know what marriage and civil partnerships mean. To know that people
	To talk about our family and special people.	To know about our family networks and identify our special people.	To know what it means to be a family and how families are different.	making friends, strategies for keeping positive friendships and how to resolve arguments.	know the importance of self respect. To know how to model respectful behaviour and	the risks of communicating with someone they don't know.	and how to respond. To know how to give/not give permission. To know that it is never	have the right to choose if they get married and forced marriage is illegal.
	Increasingly follow rules, understanding why they are	To know our class rules and know the importance of being respectful.	To know the importance of telling someone and how to tell them if they are worried about something in their	To be able to offer and receive constructive support and feedback to and from others.	know the ways in which people show respect in other cultures. To recognise what	To recognise the difference between playful dares and dares that put people under pressure or at risk.	someone's fault if they receive unacceptable physical contact. To know that no one	To compare features of a healthy and unhealthy relationship. To recognise and
	important.	тезресстит.	family.	To know what bullying is and that there are different	constitutes a positive, healthy relationship.	To differentiate between playful teasing,	should ask you to keep a secret if it makes them feel	manage pressure and assess the risk of online challenges or dares.

without needing and auth the difference stated of a plant when difference stated and sta		Remember rules	Continue developing	To listen to other people	types of bullying. How	To have an awareness of	hurtful behaviour and		
shout the felicities of the protest attentions about the other felicities of the protest attention of the felicities of				1 ' '	, ,			To recognise people should	To know how to get
remind them, who developed the short			·	· ·	,	l · · · ·	' '	1	•
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positive attituated and interest between people in make there fore lounsed, brinds and not know between people in make there fore lounsed, and to know between kind and unknow he federate between he federate bea				To identify different kinds of	To share their opinions on	To know what is	To know how to	To know what	personal safety.
postive attitudes difference between persional to the other control of the first section of t		Begin developing	To understand the	touch and know how to	things that matter to them	appropriate to share with	recognise risks online	discrimination means and	
one person and the whole between personal to be whose to recognize the salt for permission in touch others, and uniform the wifer world. Living in the wider world ling from the mile me. Living in the wider world ling from the mile mile mile mile mile mile mile mil		positive attitudes	difference between	respond if being touched	and explain their views	others including family,	and know people may	different types of	To explain consent in
between people. To understand the difference between head of the difference and nativo when the similarities and different between the properties and sown the community that can help me. Living in the wider world World world world World		about the	kind and unkind	makes them feel unsafe.	through discussions with	friends and online.	behave differently	discrimination.	different situations. To
To understand the difference between kind and unknow have begiven the world wo		difference	hands and to know		one person and the whole		online.		know how to seek help.
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the difference between index and unkind hands. To identify people in my world world with they would begin to understand the reved to respect and to the life of the classroom. To law my class and know the they would begin to understand the follow, group and class which part to identify people in the wide freed to respect and to the life of the classroom and the body and the body are following the nules and know the first of follow, group and class rules and but the first on the low these rules help time. To know what it means to the life of the classroom and and easy and the law of the life of the classroom and and easy and the law of the life of the classroom and and easy and the law of the life of the classroom and the law of the life of the classroom and the law of the life of the classroom and the law of the life of the classroom and the law of the life of the classroom and the law of the life of the classroom and the law of the life of the law of the life of the classroom and the law of the life of the law of the life of the classroom and the law of the life of the classroom and the law of the law o				important to ask for		hurtful behaviour is	To recognise differences	discrimination and know	To know the link
between land and whands. To learn the wider world world wide for especial to the propose of the manual properties of the propose of the manual properties of the properties		To understand		permission to touch others	How to resist pressure to do	unacceptable in any	between people	how to challenge and	between values and
and unkind hands. It will be a can help me world world world in end to respect and the plan. It will be a can help me world world with the first and the plan. It will be a can help me world		the difference		and know how to give/not	something that feels	situation.	including gender, race	report discrimination.	behaviour and be a
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Living in the wider world Propose in my community that can help me. All kands and the need to respect and care for all living things. To identify people in my community that each help me. All kands and the need to respect and care for all living things. To know my class and know the minorance of following the rules. To know the importance of following the rules. To know the importance of and that they have repossibilities thereon. To know the importance of communities and that they have repossibilities thereon. To know the importance of communities and that they have repossibilities in the first or the				keep something private, and	with their friends.		people.		
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vocabulary	Family, community, respect, safety, listening.	Lesbian, gay, respect, life cycle, friendship, body parts, families, friendships, difference, gender.	Lesbian, gay, transgender, stereotype, LGBTQ, personal hygiene, assertiveness, self confidence	Lesbian, gay, bisexual and transgender, LGBTQ, independence, responsibility, divorce, bereavement, puberty, reproduction.
Overarching	EYFS	KS1	Lower KS2	Upper KS2
Organisation and Communication	Mental health week – PANTS - assembly and	ent eg Dentist, RNLI, parliamentary delegate, water and waste		Sharing Online.
		To know that information or the internet might not always be factual.	To know that images found on the internet may have been altered and know how to report something experienced online that concerns me.	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.
			able to make safe choices	To know why some