

# Autumn Term – Health and Wellbeing

Developing the overarching concepts of:	Through the contexts of:
<ul style="list-style-type: none"> <li>• <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</li> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Diversity and equality</b> (in all its forms)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul>	<p><b>Autumn Term Health and Wellbeing</b></p>
	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• About managing change, including puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> </ul>
	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Awareness of own needs</li> <li>• Drawing conclusions</li> <li>• Empathy</li> <li>• Making decisions and choices</li> <li>• Managing risk and personal safety</li> <li>• Resilience</li> <li>• Self-management</li> <li>• Self-reflection</li> <li>• Critical thinking</li> <li>• Affirming self and others</li> <li>• Analysing and evaluating situations</li> <li>• Communicating ideas and views to others</li> <li>• Drawing conclusions</li> <li>• Managing stress and pressure</li> <li>• Recalling and applying knowledge and skills</li> <li>• Recognising distorted thinking</li> <li>• Self-reflection</li> <li>• Setting challenges and goals for self</li> <li>• Team working</li> </ul>

# Spring Term – Living in the Wider World

Developing the overarching concepts of:	Through the contexts of:
<ul style="list-style-type: none"> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> <li>• <b>Career</b> (including enterprise, employability and economic understanding)</li> </ul>	<p><b>Spring Term</b> <b>Living in the Wider World</b></p>
	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• About respect for self and others</li> <li>• The importance of responsible behaviours and actions</li> <li>• About rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• About different groups and communities</li> <li>• To respect equality and to be a productive member of a diverse community</li> <li>• About the importance of respecting and protecting the environment</li> <li>• About where money comes from, keeping it safe, and the importance of managing it effectively</li> <li>• How money plays an important part in people’s lives</li> <li>• A basic understanding of enterprise</li> </ul>
	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Awareness of own needs</li> <li>• Empathy</li> <li>• Managing risk and personal safety</li> <li>• Perception of how peers show feeling</li> <li>• Planning</li> <li>• Setting goals</li> <li>• Self-reflection</li> <li>• Affirming self and others</li> <li>• Communicating ideas and views to others</li> <li>• Giving constructive feedback to others</li> <li>• Making decisions and choices</li> <li>• Managing risk and personal safety</li> <li>• Recalling and applying knowledge and skills</li> <li>• Recognising distorted thinking</li> <li>• Team working</li> <li>• Focusing on a goal</li> </ul>

# Summer Term - Relationships

Developing the overarching concepts of:	Through the contexts of:
<ul style="list-style-type: none"> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Relationships</b> (including different types and in different settings)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Diversity and equality</b> (in all its forms)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> <li>• <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</li> </ul>	<p><b>Summer Term Relationships</b></p>
	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• How to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships.</li> </ul>
	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Focusing on a goal</li> <li>• Active listening</li> <li>• Awareness of own needs</li> <li>• Drawing conclusions</li> <li>• Empathy</li> <li>• Perception of how peers show feeling</li> <li>• Recognising safe sources of support</li> <li>• Resolving conflict</li> <li>• Self-management</li> <li>• Self-reflection</li> <li>• Critical thinking</li> <li>• Negotiation</li> <li>• Using feedback</li> <li>• Recalling and applying knowledge and skills</li> <li>• Recognising need for peer approval</li> <li>• Resilience</li> <li>• Self- managing feelings</li> </ul>