













A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Relationships 	Respecting self and others	Health and Wellbeing 	Mental Health	Relationships 	Keeping Safe	Wider World 	Communities	Wider World 	Economic Wellbeing: Money	Health and Wellbeing 	Ourselves, growing and changing
Title	R.E.S.P.E.C.T. Y4 How do we treat each other with respect?		My Mental Health Rocks! Y4 How can we manage our feelings		Rules Y3 What keeps us safe?		Who I am? Y3 What makes a community		Money, Money, Money Y5 What decisions can people make with money?		This is me! Y4 How will we change and grow?	
DfE Objectives	Pupils should know: <ul style="list-style-type: none"> That in schools 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 Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners 		Pupils should know: <ul style="list-style-type: none"> 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 and scale of emotions that all humans experience in relation to difference experiences and situations How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 		Pupils should know: <ul style="list-style-type: none"> 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 		Pupils should know: <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs What a stereotype is, and how stereotypes can be unfair, negative or destructive 				Pupils should know: <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs 	
Learning Objectives	At MBHT we want our children to: <ul style="list-style-type: none"> I can understand how personal behaviour affects others. I can model respectful behaviour online and offline I understand the importance of self-respect I understand that everyone should be treated respectfully and politely by others 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand what is meant by Mental Health I can explain why mental health is important I know strategies and behaviours that support positive mental health (e.g. sleep, exercise) I know how to support and respond to others in MBHT and wider communities about their mental health (strategies to help; who to talk to; adults to share with) I can recognise how feelings change over time I understand the importance to express feelings regularly (MBHT My Mental Health Rocks resources to support this) I know ways to respond to my feelings in an appropriate way 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand the importance of rules, restrictions and regulations (how they promote personal safety and wellbeing) I know MBHT rules and follow them I understand the reasons for and consequences of rules and laws I can explain the consequences of not following rules and laws I understand the difference between a hazard and a risk I can attempt to predict, assess and manage risks in different situations. I know what risks there can be in the home (including fire) and know how to reduce these risks I have strategies to keep safe in the local environment 		At MBHT we want our children to: <ul style="list-style-type: none"> I know what diversity means I know what a stereotype is and how they can create negative behaviours and attitudes. I know how to respectfully challenge stereotypes I know what prejudice means I recognise how other people can discriminate against others and I have respectful way to challenge this. I know who to talk to at MBHT and at home about negative behaviours towards others 		At MBHT we want our children to: <ul style="list-style-type: none"> I know about different ways to pay for things I understand that people have different attitudes towards saving and spending money. I can explain the phrase 'good value for money' I understand that people's spending choices can affect others (e.g. giving to charity, Fair Trade) I can explain how MBHT have raised money for different causes. I understand that people spend their money with different priorities. I understand that money can have risks I can explain what gambling is and the risks around gambling I understand that money can affect people's feelings and emotions 		At MBHT we want our children to: <ul style="list-style-type: none"> I can explain what is meant by 'personal identity' I know what contributes to who we are (ethnicity, faith, culture, hobbies, likes/dislikes) I can explain how MBHT is part of who I am I recognise that everyone is an individual with unique personal qualities I understand changes happen and have strategies to cope with this (transitions to secondary school or new classes/years) <p>Sex Education *Also see Sex and Relationship Objectives documents attached</p>	
Key Vocab	Behaviour; others; self-respect; respect; tolerate; understand; embrace; issues; debate; traditions; beliefs; differences; similarities		physical exercise/time outdoors, being involved in community groups, doing things for others, mental wellbeing, mental health, behaviours, support, positive, negative, good quality sleep		Rules; restrictions; law; rules; regulations; personal safety; wellbeing; hazard; risk; prevent; reduce; fire; home; school; local; familiar; unfamiliar; environment		Discrimination, contributions, diversity, behaviours, attitudes, stereotypes, prejudice, challenge, negative, positive		Money, pay, wage, income, outgoings, attitude, saving, spending, pounds, value, choice, charity, fair trade, offers, causes, risks, gambling		Personal identity, ethnicity, faith, culture, hobbies, likes, dislikes, individual, personal qualities, transitions	

**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

"Let us run the race before us and never give up" Hebrews 12:1

B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Relationships 	Friendships	Health and Wellbeing 	Healthy Lifestyles	Health and Wellbeing 	Drugs, alcohol and tobacco	Relationships 	Families and close positive relationships	Relationships 	Safe Relationships	Health and Wellbeing 	Ourselves, growing and changing
Title	Friendships Y6 How do friendships change as we grow?		Lifestyle Choices Y3 Why should we keep active and sleep well?		Dangerous Substances Y5 How can drugs common to everyday life affect health?		Relationships Y3 What are families like?		Feel Safe Y4 How can we manage risk in different places?		Changes	
	<p>Pupils should know:</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure and how people choose and make friends That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous What sort of boundaries are appropriate in friendships with peers and others (including in a digital context) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 		<p>Pupils should know:</p> <ul style="list-style-type: none"> What constitutes a healthy diet The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours The importance of building regular exercise into daily and weekly routines and how to achieve this. The risks associated with an inactive lifestyle How and when to seek support including which adults to speak to if they are worried about their choices 		<p>Pupils should know:</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 		<p>Pupils should know:</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>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 what other children's families are also characterised by love and care</p>		<p>Pupils should know:</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not The importance of permission-seeking and giving in relationships with friends, peers and adults 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 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 respond safely and appropriately to adults they may encounter whom they do not know. 			
Learning Objectives	<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> I can explain why positive friendships are important I know how to support my friend's wellbeing I can explain what a healthy friendship is online or offline I know how it differs between knowing someone online and knowing someone in real life I know the risks of communicating with someone who I know online and not face-to-face I understand the importance of seeking support if I feel lonely or excluded 		<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> I can explain what a healthy, balanced lifestyle is I can recognise positive and negative habits that affect a healthy lifestyle I know what good physical health means I can recognise early signs of physical illness I know what constitutes a healthy diet I can plan a healthy meal plan I can talk about opportunities at MBHT and in the wider community to be active To understand the importance of regular exercise 		<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> I understand the risks and effects of legal drugs (cigarettes, e-cigarettes, alcohol, medicines) I understand that drugs can be a hard habit to break I know that there are laws about the use of legal drugs I know that some drugs are illegal to use, own or give to others I can discuss why some people choose to use drugs and why some people choose not to I understand the mixed messages from media about drugs I know which organisations help people with alcohol, tobacco and drugs. 		<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> I can recognise that there are different types of relationships (friendships, family relationships, romantic relationships, online relationships) I can explain that someone may be attracted to someone romantically, sexually and emotionally. sex to them. I understand what gender identity and sexual orientation are and how they are different. I can explain what marriage and civil partnership means. 		<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> I understand what privacy and personal boundaries means I know what an appropriate relationship is I know someone can behave differently online, including pretending to be someone different. I can recognise risks, harmful content and contact I know how to report concerns both at MBHT and at home I know how to respond safely and appropriately to adults I may encounter online that I don't know 		<p>At MBHT we want our children to:</p> <ul style="list-style-type: none"> <i>I understand that some people's biological sex doesn't mean that they identify as that sex</i> I can explain how MBHT is part of who I am I recognise that everyone is an individual with unique personal qualities I understand changes happen and have strategies to cope with this (transitions to secondary school or new classes/years) <p>Sex Education <i>*Also see Sex and Relationship Objectives documents attached</i></p>	







**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

"Let us run the race before us and never give up" Hebrews 12:1

	<ul style="list-style-type: none"> I know how to use the 'buckets of compliments' to make my friends feel good in MBHT I know who to talk to at MBHT and at home if I am feel lonely 		<ul style="list-style-type: none"> I know the rules in Matlock Bath and other local areas about smoking and other drug use I know to always read instructions on household products 			
Key Vocab	Mutual respect, friendship, positive, support, wellbeing, truthfulness, loyalty, generosity, sharing, interests, experiences, problems, difficulties, included, excluded	Health, physical, mental, emotional, healthy, balanced lifestyle, positive, negative, behaviours, habits, illness, injury, nutrition, food, obesity	cigarettes, e-cigarettes, vaping, alcohol, medicines, drugs, habit, addiction, charities, legal, illegal, pharmacy, household products	Relationships, friendships, family, romantic, online, attracted, sexually, emotionally, gender identity, transgender, orientation, heterosexual, homosexual, marriage, civil partnership	Personal boundaries, privacy, appropriate, inappropriate, relationships, online, offline, risks, harmful, content, contact, concerns, permission, confidential, consent, unwanted, physical contact, safety.	Biological, sex, identify, transitions, changes, unique, personal qualities







**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

"Let us run the race before us and never give up" Hebrews 12:1

C	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Relationships 	Respecting self and others	Health and Wellbeing 	Mental Health	Relationships 	Keeping Safe	Wider World 	Shared Responsibilities	Wider World 	Economic Wellbeing: Work	Health and Wellbeing 	Ourselves, growing and changing
Title	You and Me Y5 What makes a person's identity		My Mental Health Rocks! What strengths, skills and interests do you have?		First Aid Y5 How can we help in an accident and emergency?		Respecting Rights Y4 How can our choices make a difference to others and the environment?		When I grow up... Y5 What jobs would we like?		I Matter! Y6 How can we keep healthy as we grow?	
	<ul style="list-style-type: none"> About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help 		Pupils should know: <ul style="list-style-type: none"> The benefits of physical exercise, time outdoors, community participation and service-based activity on mental wellbeing and happiness It is common for people to experience mental ill health. For many people who do the problems can be resolved if the right support is made available, especially if accessed early enough 		Pupils should know: <ul style="list-style-type: none"> How to make a clear and efficient call to the emergency services if necessary Concepts of basic first aid, for example dealing with common injuries, including head injuries. 				Pupils should know: <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs What a stereotype is, and how stereotypes can be unfair, negative or destructive 		Pupils should know: <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness That in school and in wider community they can expect to be treated with respect by others, and that in turn they should show respect, including those in positions of authority 	
Learning Objectives	At MBHT we want our children to: <ul style="list-style-type: none"> I respect differences and similarities between people I can listen and respond respectfully to a wide range of people I recognise that people have different traditions, beliefs and lifestyles I understand the importance of MBHT tradition beliefs and ethos I can discuss, debate and compare topical issues, whilst respecting other people's beliefs. 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand that there are warning signs for mental health and wellbeing. I can use MBHT My Mental Health Rocks resources when I need to support my mental health. I understand that people can have mental ill health I know ways in which ill mental health can be helped and supported (discussing with an adult) I can understand that change and loss can affect feelings I can draw on problem-solving strategies to help with changes, such as transitioning from MBHT to secondary school and from class to class 		At MBHT we want our children to: <ul style="list-style-type: none"> I know how to keep safe in unfamiliar environments (roads; water; rail) I understand what is meant by first aid I know how to use basic techniques for dealing with common injuries and who to go to for help (both at MBHT and at home) I understand how to respond and react in an emergency situation I know how to contact the emergency services and when it is appropriate to do so. I understand the emergency procedures at MBHT (fire alarm, first aid) <i>I understand what FGM is and who to talk to if I am concerned for myself or someone else</i> 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand that there are human rights and their importance I can explain how MBHT supports the UN convention of Children's Rights I know the relationship between rights and responsibilities I know how to be compassionate to other people and living things and why it is important I can show concern for others at MBHT and in the wider community I know how to help protect the environment at MBHT and in our community (the church, Matlock Bath and local area) I know how everyday choices can affect the environment (reduce, reuse, recycle) I recognise the different groups within my community (find out by entering Matlock Bath) 		At MBHT we want our children to: <ul style="list-style-type: none"> I can set myself goals and celebrate my achievements I understand that there are lots of jobs and careers I understand that there can be stereotypes in the workplace I can discuss what might influence someone to do a job e.g. wage I know that I can develop skills to help with the job that I would like to do I understand that there are lots of routes into jobs (university, college, apprenticeship) I can discuss the range of jobs around Matlock Bath and what opportunities there are in my local area 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand what is meant by self-worth I understand that different things contribute to my self-worth to a sense of self-worth I can explain how MBHT is part of who I am I recognise that everyone is an individual with unique personal qualities I understand changes happen and have strategies to cope with this (transitions to secondary school or new classes/years) Sex Education <i>*Also see Sex and Relationship Objectives documents attached</i>	
Key	Behaviour; others; self-respect; respect; tolerate; understand; embrace; issues; debate; traditions; beliefs; differences; similarities		physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies, bereavement, ill, transition, change, loss, appropriate, warning signs.		home; school; local; familiar; unfamiliar; environment; first aid; road; water; rail; emergency; 999; emergency services; injury; FGM		Human rights, UN convention of Children's Rights, rights, responsibility, compassionate, understanding, empathetic, community, environment, reduce, reuse, recycle		achievements, jobs, careers, workplace, equality, inequality, skills, influences, college, university, apprenticeships, local		Self-worth, attributes, individual, unique, strategies, transitions,	

**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

"Let us run the race before us and never give up" Hebrews 12:1

D	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Relationships 	Respecting self and others	Health and Wellbeing 	Healthy Lifestyles	Relationships 	Families, close positive relationships	Wider World 	Media, literacy and digital resilience	Wider World 	Safe Relationships	Health and Wellbeing 	Ourselves, growing and changing
Title	What is a good friend? Y3 How can we be a good friend?		My Lifestyle Y3 Why should we eat well and look after our teeth?		Family Y3 What are families like?		Social Media Y6 How can the media influence people?		Safe Relationships Y5 How can friends communicate safely?		New Beginnings Y6 What will change as we become more independent?	
	Pupils should know: <ul style="list-style-type: none"> Isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support. Where and how to seek support, including whom 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. How to recognise who to trust and who not trust, how to judge when a friendship is making them feel uncomfortable or unhappy, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 		Pupils should know: <ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 About dental health and the benefits of good oral hygiene and dental floss, including regular check-ups at the dentist. The importance of sufficient good quality sleep for good health 		Pupils should know: <ul style="list-style-type: none"> 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 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. 		Pupils should know: <ul style="list-style-type: none"> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing That the internet, can 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 consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private 		Pupils should know: <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability Where and how to report concerns and get support with issues online How to be discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted 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 		Pupils should know: <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness That in school and in wider community they can expect to be treated with respect by others, and that in turn they should show due respect, including those in positions of authority 	
Learning Objectives	At MBHT we want our children to: <ul style="list-style-type: none"> I know how to include other people I can recognise when people feel excluded I can recognise and manage peer influence and desire for peer approval I understand how peer influence and desire for peer approval online can affect online actions of others I can explain that friendships can change over time I understand the benefit of having a range of friendships I know what friendships can have ups and downs 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand the importance of sleep, a good sleep pattern and the effects of lack of sleep I can explain how bacteria and viruses can affect health and the importance of hygiene I understand the importance of medicines I can explain what vaccinations and immunisations do. I know what an allergy is I understand the importance of oral hygiene and the dentist 		At MBHT we want our children to: <ul style="list-style-type: none"> I know who to talk to at home and at MBHT about concerns around forced marriage. I understand that people in a committed relationship may live together or apart I can explain that caring relationships are part of a positive family life I can explain and respect the different types of family structure I know that all types of families can give love, support, stability and security 		At MBHT we want our children to: <ul style="list-style-type: none"> I can explain what the internet is and what social media is I can discuss ways that the internet and social media can be positive and negative I know how to assess the reliability of information online I know how to make safe, reliable choices from search results I know how some data is shared online I know how information on the internet is ranked, selected and targeted at specific individuals I can explain how some things can be shared on social media 		At MBHT we want our children to: <ul style="list-style-type: none"> <i>I recognise different types of physical contact</i> <i>I know what acceptable and unacceptable physical contact is</i> <i>I know strategies to respond to unwanted physical contact</i> <i>I can explain how to seek permission (consent) in different situations</i> I can explain when keeping something confidential or secret is appropriate (birthday parties) or inappropriate (something that makes them feel unsafe) 		At MBHT we want our children to: <ul style="list-style-type: none"> I understand how to handle setbacks and challenge my own negative thinking. I can explain how MBHT is part of who I am I recognise that everyone is an individual with unique personal qualities I understand changes happen and have strategies to cope with this (transitions to secondary school or new classes/years) Sex Education	

**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

"Let us run the race before us and never give up" Hebrews 12:1

	<ul style="list-style-type: none"> I know how to resolve disputes I know who to talk to both at MBHT and at home if a friendship is making me feel unsafe. 	<ul style="list-style-type: none"> I can discuss the impacts of lifestyle choices on teeth (smoking, sugary drinks, etc) I understand the benefits and risks of sun exposure I know how to keep safe in the sun I know who to talk to at MBHT and at home if I am worried about my health. 	<ul style="list-style-type: none"> I can recognise if a family relationship is making me feel unhappy or unsafe and know who to talk to at MBHT 	<ul style="list-style-type: none"> I understand the key rules around internet and computer use at MBHT I know how information and pictures can be manipulated or invented on social media and cause misinformation 	<ul style="list-style-type: none"> I know who to talk to if I am concerned about my safety online or offline at MBHT or at home 	<i>*Also see Sex and Relationship Objectives documents attached</i>
Key Vocab	experiences, problems, difficulties, included, excluded, importance, support, peer approval, influence, ups and downs, unhealthy, unsafe, disputes	Health, physical, mental, emotional, healthy, balanced lifestyle, positive, negative, behaviours, habits, illness, injury, nutrition, food, obesity, tooth decay, exercise, sleep, sleep pattern, hygiene, bacteria, virus, cold, influenza, coronavirus	crime, committed, family structure, foster, adoption, single, blended, step-parents, sex-parents, care, support, stability, love, unsafe, unhappy	Social media, internet, positive, negative, online, information, Twitter, Facebook, Wikipedia, snapchat, WhatsApp, reliability, results, search results, shared, misinformation	Personal boundaries, privacy, appropriate, inappropriate, relationships, online, offline, risks, harmful, content, contact, concerns, permission, confidential, consent, unwanted, physical contact, safety	

**Italic objectives are to be taught at the discretion of the teacher, these objectives are aimed towards the older year groups within the class (dependent on cohorts) and will be pitched appropriately for that year/class.*

“Let us run the race before us and never give up” Hebrews 12:1