



## Personal Development and PSHE Long Term Plan

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

### Wider Curriculum Opportunities

<b>Personal Safety</b>	<p>Safe School - Safeguarding Team in our school</p> <p>Water Safety Assembly - Fire and Rescue</p> <p>Road Safety Assembly - Fire &amp; Rescue</p> <p>Fire Safety - Bonfire Night/Halloween - Assembly</p>	<p>PANTS Lessons - Whole School</p> <p>Online Safety - Merseyside Police (Y6)</p> <p>Road Safety Assembly - Whole School</p> <p>Stay Safe Workshops - Year 5 and Year 6</p> <p>NSPCC Workshops - Personal Safety, (Y2, Y5 and Y6)</p> <p>Bikeability - Y5</p>	<p>Online Safety Assembly (Y1-Y6)</p> <p>Safer Internet day - whole school</p> <p>Co Crew Safety (Y2, Y5) awareness on carbon monoxide and fire safety</p> <p>Staying Safe in the Community workshop (Y6)</p> <p>Staying Safe - Relationships workshop (Y5)</p>	<p>We Are A Safe School - Revisit the Safeguarding Team and Assembly</p> <p>Medicine Safety - PSHE - Year 2</p> <p>Smoking/Alcohol/Drug Safety - PSHE Year 3- 6</p>	<p>Road safety - Year 1</p>	<p>Water Safety - Lifeguards</p> <p>Sun Safety</p> <p>Rail Safety</p>
<b>Physical and Mental Health Education</b>	<p>Zones of Regulation embedded into PSHE Curriculum - whole school</p> <p>Y4 - Swimming</p> <p>PE lessons Nursery - Y6</p> <p>Sale Sharks Rugby for girls Y3-5</p>	<p>Anti - Bullying Week - whole school assembly/class focus</p> <p>Y4 Swimming</p> <p>PE lessons Nursery - Y6</p> <p>Active Sefton - Judo Y5</p> <p>Bullybusters Assembly - KS1 /KS2 - awareness on bullying.</p> <p>Active Sefton - Healthy Habits (Y3)</p> <p>Rugby session for Y3</p>	<p>Wellbeing Week - whole school</p> <p>Wellbeing Workshops Reception - Y6 (Boundaries, safe places, managing stress)</p> <p>PE Lessons Nursery -Y6</p> <p>Mental Health Assembly - KS2 - Bullybusters</p>	<p>PSHE Topic - Healthy Me (Y1-Y6) understanding of healthy diets, smoking/drug abuse)</p> <p>PE lessons Nursery - Y6</p>	<p>PSHE Topic - Relationships (Y1-6) understanding of healthy friendships, good friends, our families</p> <p>Healthy Eating Week - Assembly</p> <p>Y3 Swimming</p> <p>PE lessons Nursery - Y6</p>	<p>RSE - whole school, understanding relationships/sex education</p> <p>Y5 RSE - Puberty lessons</p> <p>Y6 RSE - Puberty Talk (School Nurse)</p> <p>Y3 Swimming</p> <p>PE Lessons Nursery - Y6</p>

		and Y4 girls with professional rugby players  NSPCC Workshops - Stay Safe (Y2, Y5, Y6)				
<b>Character Development</b>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>Eco Council Elections - link to British Value of Democracy</p> <p>School Council Elections - link to British Value of Democracy</p> <p>Assembly - Different family types</p> <p>Protected Characteristics, different families, sexual orientation</p> <p>Zones of Regulation - PSHE, understanding emotions</p>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>Zones of Regulation - PSHE, understanding emotions</p> <p>PSHE - Celebrating Differences Topic (Y1-Y6)</p> <p>Mini Police Applications - Y5</p> <p>Show Racism the Red Card Assembly Protected Characteristics Race/ disability in Mutual respect and tolerance assembly</p> <p>Infant Nativity - RE</p> <p>4W Advent Family Assembly - RE</p>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>EYFS stay and play</p> <p>Zones of Regulation - PSHE, understanding emotions</p> <p>World Religions - Other Faiths (Hinduism) Protected Characteristics, Religion/Belief</p>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>Zones of Regulation - PSHE, understanding emotions</p> <p>Mr Gouldbourne KS2 Assembly, Sexuality and the word 'gay' Protected Characteristics: sex and sexual orientation</p> <p>World Religions - Other Faiths (Judaism) Protected Characteristics, Religion/Belief</p>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>CHET Residential (Y5)</p> <p>World Religions - Other Faiths (Islam) Protected Characteristics, Religion/Belief</p>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>PGL Residential</p>
<b>British Values</b>	<p>British Values: Democracy Assembly</p> <p>School Council Elections - democracy</p> <p>Eco Council Elections - democracy.</p>	<p>British Values: Rule of Law Assembly</p> <p>Mini Police - Y5 Rule of Law - tour around Police Car</p> <p>Mini Police - Y6 Rule of Law - parking, zig zag lines.</p>	<p>British Values: Tolerance Assembly</p> <p>British Values: Individual Liberty Assembly</p>	<p>British Values: Mutual Respect Assembly</p>	<p>British Values: Revisit</p>	<p>British Values: Revisit</p>
<b>Enrichment opportunities</b>	<p>Online Virtual Author Meets</p>	<p>Black History Month - Whole School focus Protected Characteristics, Race</p>	<p>Chinese New Year Protected Characteristics: Religion or Belief</p>	<p>Nursery-Visit from mum and baby</p>	<p>World Environment Week</p>	<p>SMART - greater depth art group trip to the Van Gogh Experience</p>

	<p>Science / Geography ‘Everything you need to know about H2O’ - The Water Cycle</p> <p>Y2 - History - Past Productions - Great Fire of London Workshop- History/Art</p> <p>Y3 - History - Past Productions - Stone Age Workshop</p> <p>Y5 - Baking Bread (DT)</p> <p>Rocksteady (Music)</p> <p>Choir</p> <p>Private and group music lessons</p> <p>KS1 author visit - Helen Poole - Y2 workshops</p> <p>EYFS Autumn Walk in Derby Park</p> <p>Cross Country Club and competitions Y3 -6</p> <p>Football club and a variety of leagues and tournaments Y5-6</p> <p>Netball Club and League Y5/6 Girls</p> <p>Gymnastics Club Y1/2</p>	<p>Party Animals - Y2 - Science/English</p> <p>Recycling Centre trip - Eco-Councillors</p> <p>KS1/KS2 - Author Visit - Bootle Literary Festival</p> <p>Pantomime - Whole School</p> <p>TTRockstars Day/Maths Day</p> <p>EYFS - Diwali celebration Protected Characteristics, Religion/Belief</p> <p>Y4 Mad Science/United Utilities H2O workshop: rivers/water cycle</p> <p>Music Christmas Concert</p> <p>Multi Sports Clubs Y6</p> <p>Dance Club and performance Y2</p> <p>Football club and friendly matches Y5/6</p> <p>Believe Festival Y5</p> <p>I believe in Christmas Festival Y4</p> <p>Gymnastics Club and performance / competition Y1/2</p> <p>Rugby festival and tournament Y5/6 Girls</p>	<p>EYFS - Chinese New Year celebration Protected Characteristics, Religion/Belief</p> <p>D+T - Food for Thought (Y4)</p>	<p>British Science Week Assembly</p> <p>D+T - Becca Buttons (Y5)</p> <p>World Book Day - whole school</p> <p>Chicks in school - EYFS</p> <p>Trip to the British Gymnastics Championships</p>	<p>EYFS - Butterfly Life Cycle in School</p> <p>Visits from the Police and Fire engine EYFS CHET Residential (Y5)</p> <p>Art: Trip to Derby Park to create line drawing of the bandstand (Y4)</p> <p>Trip to Derby Park - science seasonal change - Y1</p>	<p>Y2 - Trip to Ainsdale Beach - Geography/History/Science links</p> <p>EYFS trip to Crosby beach with families</p> <p>Chester Zoo - Y1</p> <p>International Tennis Children’s Day</p>
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<b>Citizenship/ Community Engagement</b>	<p>St Monica's Core Values Assembly(Citizenship)</p> <p>Eco Council Elections - Opportunity to represent</p> <p>School Council Elections - Opportunity to represent</p> <p>Jeans for Genes Day - whole school</p> <p>Protected Characteristics, Disability</p> <p>EYFS Nursery Rhyme performance for families</p> <p>Science Ambassadors - visit to Alsop High School</p> <p>Harvest Festival - supporting local food banks.</p> <p>Young Leaders training by Active Sefton</p>	<p>Mini Police Applications - Y5</p> <p>EYFS Christmas performance for parents</p> <p>Mini Police - events organised. Tour around car and parking on zig zag lines.</p> <p>Poppy Appeal - Y6 Leaders raising money for local charity.</p> <p>4W Advent Family Assembly - RE</p> <p>Christmas Jumpers Sale - Eco Council Initiative</p>	<p>EYFS - Parents visit for Chinese New Year traditions</p> <p>Future Careers - Careers Day - whole school</p> <p>PSHE topic - Dreams and Goals topic (Y1-Y6)</p> <p>Staying Safe in the Community - Y6 Workshop</p>		<p>Citizenship Day: What Makes a Good Citizen?</p> <p>Financial Education/Budgeting - UKS2 lessons. Assembly on Saving for Whole School.</p>	<p>Mini Police Visit to Warrington Police Museum</p> <p>Transition Days for all pupils</p> <p>Reception and Nursery Meet the Teacher</p> <p>Moving Onwards - Transition Assembly</p> <p>Secondary school transition day (Y6)</p> <p>Debate Academy (Y6)</p>
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<p align="center"><b>PSHE - Long Term Plan</b></p>						
<p align="center"><b>Zones of Regulation - Taught during Autumn and Spring Term. The first lesson of each topic will revisit the Zones of Regulation.</b></p>						
<p align="center"><b>PSED Curriculum - Development Matters</b></p>						
<p><b>EYFS</b></p>	<p>Mr Potato Head Rules: Right/ Wrong Need for Rules PSED: Jigsaw</p> <p><b>Personal Safety</b></p>	<p>Celebrating Diwali: learning about and respecting different cultures' celebrations.</p> <p><b>Protected Characteristics: Religion or Belief</b></p>	<p>Building critical thinking: Children approaching and overcoming a challenge in their play. Working with friends and using teamwork to solve a problem.</p>	<p>Relationships - Our bodies growing Up</p> <p><b>Relationship Education</b></p>	<p>Healthy Week: focus on factors that affect overall health such as eating well, exercise and hygiene.</p> <p><b>Physical Health</b></p>	<p>Transition to Reception Transitions to Year 1</p> <p><b>Transition / Moving On</b></p>
<p><b>Zones of Regulation</b></p>	<p>Nursery - To know that happy and sad are feelings or emotions and</p>	<p>Nursery - To know the signs which tell us when others are happy</p>	<p>Nursery - To know some of the things in</p>	<p>Nursery - To know what to do if you are</p>		

<b>Mental Health Education</b>	<p>know when I am feeling these.</p> <p>Reception - To know and use words such as happy, sad, upset, angry, cross, tired and excited to explain feelings.</p>	<p>or sad. (Happy signs; laughing, smiling and sad signs; crying and mouth down)</p> <p>Reception - To know what the different colours represent in the Zones of Regulation.</p>	<p>life which make people happy or sad.</p> <p>Reception - To know and outline some ways of getting back to green.</p>	<p>feeling an emotion such as feeling sad.</p> <p>Reception - To be able to identify examples of where you are in the green zone.</p>		
<b>Jigsaw Curriculum (Y1 - Y6)</b>						
<b>Year 1</b>	<p><b>Being me in the world</b></p> <p>To understand the rights and responsibilities for being a member of the class. To know how to make my class a safe place to learn. To recognise the choices we make and understand the consequences. To recognise the range of feelings when I face certain consequences.</p> <p><b>Character Development</b></p>	<p><b>Celebrating Difference</b></p> <p>To identify similarities between people in my class. To tell some ways in which I am the same as my friends. To know some people who I could talk to if I was feeling unhappy or being bullied. To be kind to children who are being bullied.</p> <p><b>Protected Characteristic: Being pregnant or on maternity leave</b></p>	<p><b>Dreams and Goals</b></p> <p>To set a goal and know how to achieve it. To tell you how I learn best. To tackle a new challenge and understand this might stretch my learning. To identify how I feel when I am faced with a new challenge.</p> <p><b>Careers/Future</b></p>	<p><b>Healthy Me</b></p> <p>To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. To feel good about myself when I make healthy choices. To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p><b>Physical Health</b></p> <p><b>Personal Safety</b></p>	<p><b>Relationships</b></p> <p>To identify the members in my family and to understand that the world is made up of different types of families. (Humans and Animals). To recognise my qualities as a friend and a person. To know of ways to praise myself and that it makes me feel good.</p> <p><b>Relationship Education</b></p>	<p><b>A Journey in Love (RSE)</b></p> <p>Social and Emotional: To recognise signs that I am loved in my family. Physical: To recognise how I am cared for and kept safe in my family. Spiritual: To celebrate ways that God loves and cares for us.</p> <p><b>Relationship Education</b></p>
<b>Zones of Regulation</b>  <b>Mental Health Education</b>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>To understand this is normal in our lives.</p>	<p>To know what the green zone means in the Zones of Regulation.</p> <p>(Build on from Reception from their understanding of the green zone in Reception)</p>	<p>To understand different emotions for each zone.</p> <p>(Blue - sad, tired, green - happy, relaxed, yellow - excited, nervous, red - angry, cross, upset)</p>	<p>To be able to give examples of each zone and children think of strategies to help them when coming out of a zone.</p>		
<b>Year 2</b>	<p><b>Being me in the world</b></p> <p>To identify some of my hopes and fears for the coming year. To listen to other people and contribute my own</p>	<p><b>Celebrating Difference</b></p> <p>To start to understand that sometimes people make assumptions about boys and girls (Stereotypes).</p>	<p><b>Dreams and Goals</b></p> <p>To carry on trying even when I find things difficult. To tell you some of my strengths as a learner. I</p>	<p><b>Healthy Me</b></p> <p>To understand how medicine works in my body and how important it is to use them safely. To feel positive about</p>	<p><b>Relationships</b></p> <p>To identify some of the things that cause conflicts between my friends. To demonstrate how to use a positive problem</p>	<p><b>A Journey in Love</b></p> <p>Social and emotional: To recognise the joy and friendship of belonging to a diverse community.</p>

	<p>ideas about rewards and consequences. To help to make my class a safe and fair place to be.</p>	<p>To tell you some ways I am different from my friends. Understanding these differences make us all special and unique.</p> <p><b>Protected Characteristic: Gender</b></p> <p><b>Protected Characteristic: Sex</b></p> <p><b>Protected Characteristic: Being pregnant or on maternity leave</b></p>	<p>can work well in a group. I can work with others in a group to solve problems.</p> <p><b>Careers/Future</b></p> <p><b>Character Development</b></p>	<p>caring for my body and keeping it healthy. To sort foods into correct food groups and know which foods my body needs everyday to keep healthy. To have a healthy relationship with food and know which foods I enjoy the most.</p> <p><b>Physical Health</b></p> <p><b>Personal Safety</b></p>	<p>solving technique to resolve conflicts with my friends. To recognise people who can help me in my family, my school and my community. To understand how it feels to trust someone.</p> <p><b>Relationship Education</b></p>	<p>Physical: To describe ways of being safe in communities. Spiritual: To celebrate ways of meeting God in our communities.</p> <p><b>Relationship Education</b></p> <p><b>Personal Safety</b></p>
<p><b>Zones of Regulation</b></p> <p><b>Mental Health Education</b></p>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils understand the feelings associated with each section and colour. (Blue - sad, tired, green - happy, relaxed, yellow - excited, worried, red - angry, cross)</p>	<p>To understand how their behaviour makes other people feel and make links to the different zones they could be in.</p>	<p>To recognise examples in their own lives and match to each zone of the Zones of Regulation.</p>	<p>To know what to do if you are feeling a certain emotion in a specific zone. (Revisit from prior year groups)</p>		
<p><b>Year 3</b></p>	<p><b>Being Me in My World</b> To learn to appreciate their uniqueness and understand their rights and responsibilities within their community. To understand why rules are needed and how they relate to rights and responsibilities.</p> <p><b>Character Development</b></p> <p><b>Community Engagement</b></p>	<p><b>Celebrating Difference</b> To understand different family structures and how everybody's family is different and important to them. To understand bullying and what being a witness to bullying means. They will look at the consequences bullying may bring to each person involved. To discuss strategies to solve conflict.</p>	<p><b>Dreams and Goals</b> To identify a dream/ambition that is important to them. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To recognise obstacles which might hinder their achievement and discuss steps to overcome them.</p> <p><b>Careers/Future</b></p>	<p><b>Healthy Me</b> To understand how exercise and diet can affect their body. To Understand what drugs (smoking, alcohol etc.) are and the effect that they can have on their body. To identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping safe including who to go to for help.</p> <p><b>Physical Health</b></p>	<p><b>Relationships</b> To identify the roles and responsibilities of family and friends. To explain how some of the actions and work of people around the world help and influence their life. To know and can use some strategies for keeping safe online.</p> <p><b>Relationship Education</b></p> <p><b>Online Safety</b></p>	<p><b>A Journey in Love</b> Social and emotional; To describe and give reasons how friendships make us feel happy and safe. Physical: To describe and give reasons why friendships can break down, how they can be repaired and strengthened. Spiritual: To celebrate the joys and happiness of living in friendship with God and others.</p> <p><b>Relationship Education</b></p>

		<p><b>Protected Characteristic: Gender</b></p> <p><b>Protected Characteristic: Being pregnant or on maternity leave</b></p>		<b>Personal Safety</b>		
<p><b>Zones of Regulation</b></p> <p><b>Mental Health Education</b></p>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils to understand the emotions associated with each zone of the Zones of Regulation.</p>	<p>To understand that all emotions are allowed by it is the way we express emotion.</p> <p>To understand appropriate and inappropriate behaviours associated with our feelings.</p>	<p>To understand vocabulary associated with emotions - exhausted, content, anxious, rage - give examples of each and match to the different zones.</p>	<p>To suggest examples of how you could regulate and manage such emotions. (Exhausted - take a 5 minute break, practice finger breathing)</p>		
<p><b>Year 4</b></p>	<p><b>Being Me in My World</b> To know that everyone's attitudes and actions make a difference in a community.</p> <p>To understand who is in their school community, the roles and responsibilities that everyone has in the democratic environment.</p> <p><b>Citizenship</b></p>	<p><b>Celebrating Difference</b> To understand prejudice, its causes and consequences.</p> <p>To know that sometimes bullying is hard to spot and know what to do if they think it is going on.</p> <p><b>Protected Characteristic: Gender / Sexuality</b></p>	<p><b>Dreams and Goals</b> To tell you about some of their hopes and dreams</p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>Look at strategies to overcome disappointment and create new goals.</p> <p><b>Careers/Future</b></p>	<p><b>Healthy Me</b> To recognise how different friendship groups are formed and how they fit into their friendship group.</p> <p>Understand the facts about smoking and alcohol and their effects on health, also some of the reasons people can start to smoke or drink.</p> <p><b>Physical Health</b></p>	<p><b>Relationships</b> To recognise how relationships change, and how to manage when they fall out with their friends.</p> <p>To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older.</p> <p><b>Relationship Education</b></p> <p><b>Protected Characteristic: Being married or in a civil partnership</b></p>	<p><b>A Journey in Love</b> Social and emotional: To describe how we all should be accepted and respected.</p> <p>Physical: To describe how we should treat others by making links with the diverse modern society we live in.</p> <p>Spiritual: To celebrate the uniqueness and innate beauty of each of us.</p> <p><b>Relationship Education</b></p>
<p><b>Zones of Regulation</b></p> <p><b>Mental Health Education</b></p>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils understand the emotions associated with each zone and begin to</p>	<p>To know and understand how emotions expressed can make other people feel.</p> <p>Look at their negative emotions and its impact on other people.</p>	<p>To understand vocabulary associated with emotions - unenergetic, thankful, confused, out of control.</p> <p>Pupils give examples of each and match to the relevant zones.</p>	<p>To suggest examples of how you could regulate and manage such emotions. (Confused - speak to someone)</p>		

	<b>understand movement between zones.</b>					
<b>Year 5</b>	<p><b>Being Me in My World</b> To understand their rights and responsibilities as a citizen of this country and as a member of their school.</p> <p>To understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p><b>Citizenship</b></p>	<p><b>Celebrating Difference</b> To begin to understand different cultures. Understand that cultural differences sometimes cause conflict.</p> <p>To understand what racism is.</p> <p>To explore the differences between direct and indirect types of bullying.</p> <p><b>Protected Characteristic: Gender</b></p> <p><b>Celebrating Difference: Race including colour, nationality, ethnic or national origin</b></p> <p><b>Protected Characteristic: Race</b></p> <p><b>Protected Characteristic Religion and Belief</b></p>	<p><b>Dreams and Goals</b> To identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it.</p> <p>To understand that communicating with someone in a different culture means we can learn from each other.</p> <p><b>Careers/Future</b></p>	<p><b>Healthy Me</b> To know the health and social risks of smoking and alcohol.</p> <p>Know how tobacco affects the lungs, liver and heart. The risk of antisocial behaviours. know how to get help in emergency situations</p> <p>To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p><b>Physical Health</b></p>	<p><b>Relationships</b> To understand that belonging to an online community can have positive and negative consequences.</p> <p>To explain how to stay safe when using technology to communicate with their friends.</p> <p><b>Relationship Education</b></p> <p><b>Online Safety</b></p>	<p><b>A Journey in Love</b></p> <p>Social and emotional: To show knowledge and understanding of emotional relationship changes as we grow and develop. Physical: To show knowledge and understanding of the physical changes in puberty. Spiritual: To celebrate the joy of growing physically and spiritually.</p> <p><b>Relationship Education</b></p>
<b>Zones of Regulation</b> <b>Mental Health Education</b>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils know why we are beginning to use Zones of Regulation and how it helps us manage our emotions.</p>	<p>To know how their behaviours and emotions could affect others around them.</p> <p>E.g - talk about Father's day and how this could make a child with no father feel.</p>	<p>To understand vocabulary associated with emotions - down in the dumps, over the moon, butterflies in tummy, blew his top and associate with relevant zones.</p>	<p>To suggest examples of how you could regulate and manage such emotions. (butterflies in tummy - take a break, finger breathing)</p>		

<p><b>Year 6</b></p>	<p><b>Being Me in My World</b> To understand my fears and worries about the future and know how to express them. To know that there are universal rights for all children but for many children these rights are not met.</p> <p><b>Protected Characteristic: Age</b></p>	<p><b>Celebrating Difference</b> To understand how being different could affect someone's life. To know examples of people with disabilities who lead amazing lives. To explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p><b>Protected Characteristic: Gender</b></p> <p><b>Protected Characteristic: Disability</b></p> <p><b>Protected Characteristic: Age</b></p> <p><b>Protected Characteristic: Sexual Orientation</b></p>	<p><b>Dreams and Goals</b> To work out the learning steps needed to reach a goal and understand how to motivate them to work on these. To describe some ways in which I can work with other people to help make the world a better place.</p> <p><b>Careers/Future</b></p>	<p><b>Healthy Me</b> To take responsibility for their own health and make choices that benefit their health and well-being. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart as well as people's lives. To explore mental health and its consequences.</p> <p><b>Physical and Mental Health</b></p>	<p><b>Relationships</b> To understand that there are different stages of grief and that there are different types of loss that cause people to grief. To use technology positively and safely to communicate with my friends and family.</p> <p><b>Relationship Education</b></p> <p><b>Online Safety</b></p>	<p><b>A Journey in Love</b> Social and emotional: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. Physical: Explain how human life is conceived. Spiritual: Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> <p><b>Relationship Education</b></p> <p><b>Protected Characteristic: Marriage and Civil Partnership/ Sexual Orientation</b></p>
<p><b>Zones of Regulation</b></p> <p><b>Mental Health Education</b></p>	<p>To know that the Zones of Regulation is a representation of how people feel at different times.</p> <p>Pupils give examples of home and school and put these into the relevant zones of regulation.</p>	<p>To recognise when someone else is in a certain zone and ways to help them. To understand what behaviours they might show.</p>	<p>To understand vocabulary associated with emotions - fatigued, overjoyed, anxious, frustrated.</p>	<p>To learn key strategies when you move out of the green zone.</p> <p>Pupils to be confident in explaining strategies for falling into the yellow, blue and red zone.</p>		

[Protected Characteristics](#) link to Jigsaw

Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.