

## LIFE – Topics and Opportunities

Year Groups	<u>Living in the Wider World</u> <i>*Including Economics and Enterprise</i>	<u>Interpersonal Relationships</u> <i>*Including Relationships and Sex Education</i>	<u>Fitness, Health and Wellbeing</u> <i>*Including Relationships and Sex Education</i>	<u>Further Opportunities</u>
Year 1	<p><b>Our Class Community:</b></p> <ul style="list-style-type: none"> <li>Constructing, agreeing and following class rules</li> <li>Exploring the idea of 'belonging' in the context of groups, clubs, communities etc.</li> <li>Taking turns, borrowing and sharing</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>Being with others</li> <li>Friendship qualities and characteristics</li> <li>Healthy friendships</li> </ul>	<p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>Communicating and understanding feelings</li> <li>How our behaviour affects others</li> <li>Choices and consequences</li> <li>Online communication and safety                             <ul style="list-style-type: none"> <li>Sharing opinions</li> <li>Anti-bullying</li> </ul> </li> </ul> <p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>Similarities and differences                             <ul style="list-style-type: none"> <li>Exploring roles of friends/family/carers</li> </ul> </li> </ul> <p><b>Trusted adults:</b></p> <ul style="list-style-type: none"> <li>Who to go to if you need help</li> <li>Secrets vs surprises</li> </ul>	<p><b>Physical health:</b></p> <ul style="list-style-type: none"> <li>Physical activity                             <ul style="list-style-type: none"> <li>Rest</li> </ul> </li> <li>Healthy eating</li> <li>Dental hygiene</li> </ul> <p><b>Strengths and achievements:</b></p> <ul style="list-style-type: none"> <li>Recognising strengths                             <ul style="list-style-type: none"> <li>Identifying goals</li> </ul> </li> <li>Celebrating achievements</li> </ul> <p><b>Identifying/managing feelings:</b></p> <ul style="list-style-type: none"> <li>Helpful strategies</li> <li>Relevant vocabulary</li> <li>Feelings associated with loss or change</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>The process of growing from young to old                             <ul style="list-style-type: none"> <li>Human's changing needs                                     <ul style="list-style-type: none"> <li>Opportunities and responsibilities</li> </ul> </li> </ul> </li> </ul> <p><b>Keeping our bodies safe:</b></p> <ul style="list-style-type: none"> <li>Road safety</li> <li>Safety in the environment                             <ul style="list-style-type: none"> <li>Safety online</li> </ul> </li> <li>When to say "yes", "no", "I'll ask" or "I'll tell"</li> </ul>	<p>ROB links (belonging) School Council nominations RESPECT week</p> <p>Children's Mental Health week Computing links (e-safety) Safer internet day P4C enquiries</p> <p>Love Has no labels assemblies, activities and events NSPCC assemblies and workshops</p> <p>PE links (importance of physical activity/ exercise) Walk to school challenge Sports days, clubs and events Competitions and awards Beginning of school year targets</p> <p>Children's report comments ROB links (loss) Road Safety Officer? Science links (growing and changing)</p>

<p><b>Year 2</b></p>	<p><b>Our Class Community:</b></p> <ul style="list-style-type: none"> <li>• Constructing, agreeing and following class rules</li> <li>• Understanding how these rules help them</li> <li>• Taking turns, borrowing and sharing</li> </ul> <p><b>Local Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities <ul style="list-style-type: none"> <li>• Looking after the environment</li> </ul> </li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>• Friendship qualities and characteristics <ul style="list-style-type: none"> <li>• Healthy friendships</li> </ul> </li> </ul> <p><b>Economics and Enterprise:</b></p> <ul style="list-style-type: none"> <li>• Sources and purposes of money</li> <li>• Spending and Saving</li> <li>• Choices around spending and managing money</li> </ul>	<p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>• How our behaviour affects others</li> <li>• Choices and consequences</li> <li>• Online communication and safety <ul style="list-style-type: none"> <li>• Sharing opinions <ul style="list-style-type: none"> <li>• Anti-bullying</li> </ul> </li> </ul> </li> <li>• Giving constructive support and feedback</li> </ul> <p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences <ul style="list-style-type: none"> <li>• Exploring roles of friends/family/carers</li> </ul> </li> </ul> <p><b>Trusted adults:</b></p> <ul style="list-style-type: none"> <li>• Who to go to if you need help</li> <li>• Secrets vs surprises</li> <li>• Beginning to explore acceptable, unacceptable, comfortable or uncomfortable physical contact</li> </ul>	<p><b>Physical health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Choices and consequences relating to physical and emotional health</li> <li>• Personal hygiene <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Sun damage</li> </ul> </li> <li>• Considering the concept of ‘self-respect’</li> </ul> <p><b>Strengths and achievements:</b></p> <ul style="list-style-type: none"> <li>• Recognising strengths <ul style="list-style-type: none"> <li>• Identifying goals</li> </ul> </li> <li>• Celebrating achievements</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>• The process of growing from young to old</li> <li>• Human’s changing needs <ul style="list-style-type: none"> <li>• Opportunities and responsibilities</li> <li>• Parts of the body (including external genitalia)</li> </ul> </li> </ul> <p><b>Keeping our bodies safe:</b></p> <ul style="list-style-type: none"> <li>• Diseases, germs</li> <li>• Safety in the environment <ul style="list-style-type: none"> <li>• Risks relating to household products and medicines <ul style="list-style-type: none"> <li>• Safety online</li> </ul> </li> </ul> </li> <li>• When to say “yes”, “no”, “I’ll ask” or “I’ll tell</li> </ul>	<p>School Council nominations RESPECT week English links (Greta and the Giants; Tidy) Beach cleans Money Heroes: <a href="http://moneyheroes.org.uk">moneyheroes.org.uk</a></p> <p>Children’s Mental Health week Computing links (e-safety) Safer internet day P4C enquiries Austin’s butterfly: <a href="http://vimeo.com/38247060">vimeo.com/38247060</a> Love Has no labels assemblies, activities and events NSPCC assemblies and workshops</p> <p>PE links (importance of physical activity/ exercise) Walk to school challenge Beach themed work (sun safety)</p> <p>Sports days, clubs and events Competitions and awards Beginning of school year targets</p> <p>Children’s report comments Science links (growing and changing; human body) Transition weeks</p>
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<p><b>Year 3/4</b></p>	<p><b>Our Class/School Community:</b></p> <ul style="list-style-type: none"> <li>• Constructing, agreeing and following class rules</li> <li>• Giving constructive support and feedback</li> <li>• Teamwork and collaboration</li> </ul> <p><b>Local Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Looking after the environment</li> <li>• Wider support network for schools and the local community</li> </ul> <p><b>Global Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Respecting and understanding others values and customs (ROB)</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>• Friendship qualities and characteristics</li> <li>• Healthy friendships</li> <li>• Appropriate boundaries between friends</li> <li>• Peer pressure: recognising and managing 'dares'</li> <li>• Assertiveness skills</li> </ul> <p><b>Economics and Enterprise:</b></p> <ul style="list-style-type: none"> <li>• Critical consumerism</li> <li>• What is enterprise?</li> <li>• Real life money</li> </ul>	<p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>• Responding to others feelings</li> <li>• Vocabulary to explain range and intensity of feelings</li> <li>• Managing emotions and difficult feelings</li> <li>• Positive and healthy relationships</li> <li>• How our behaviour affects others?</li> <li>• Choices and consequences</li> <li>• Online communication and safety</li> <li>• Protecting yourself online</li> <li>• Challenging viewpoints respectfully</li> <li>• Conflict resolution</li> <li>• Managing change (including school transitions, loss, separation, divorce, bereavement)</li> </ul> <p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Different types of relationships and families</li> <li>• Similarities and differences within the context of the Equalities Act</li> <li>• Recognising and challenging stereotypes</li> </ul> <p><b>Trusted adults:</b></p> <ul style="list-style-type: none"> <li>• Understanding confidentiality – when to keep a secret</li> </ul>	<p><b>Physical health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative effects on physical, mental and emotional health</li> <li>• Knowing how to make informed choices</li> <li>• Balanced lifestyle (diet, fitness, life choices)</li> <li>• Healthy and unhealthy habits</li> <li>• Considering the concept of 'self-respect'</li> <li>• Who keep help you keep healthy?</li> </ul> <p><b>Strengths and achievements:</b></p> <ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Celebrating achievements</li> <li>• Set high aspirations and goals</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>• <b>Y3</b> – Naming body parts internal and external genitalia</li> <li>• <b>Y4</b> – How their body will change pre-puberty (see RSE coverage document)</li> </ul> <p><b>Keeping ourselves and others safe:</b></p> <ul style="list-style-type: none"> <li>• Risks, dangers and hazards</li> <li>• Bacteria can spread diseases and ways to</li> </ul>	<p>School Council nominations RESPECT week English links Beach cleans Money Heroes: <a href="http://moneyheroes.org.uk">moneyheroes.org.uk</a> ROB links Love Has No Labels assemblies, activities and events</p> <p>Children's Mental Health week Computing links (e-safety) Safer internet day P4C enquiries Love Has no labels assemblies, activities and events NSPCC assemblies and workshops</p> <p>PE links (importance of physical activity/ exercise) Walk to school challenge Sports days, clubs and events Competitions and awards Beginning of school year targets Children's report comments Science links (growing and changing; human body) Transition weeks Reading curriculum First Aid Training</p>
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- Beginning to explore acceptable, unacceptable, comfortable or uncomfortable physical contact
- Body autonomy – consent
- Healthy relationships within families

#### **Bullying**

- Anti-bullying – bystander behaviour
- Peer Pressure – response to dates
- Cyber bullying
- Prejudice (including language) and discrimination teasing, bullying and aggressive behaviours
- How to ask for help

combat (daily routines, vaccinations)

- First Aid
- Health and Safety
- Safety in the environment (including road and beach safety)
- E-Safety – social media, ICT and mobile phones.
- Who can help you keep safe?

<p><b>Year 5/6</b></p>	<p><b>Our Class/School Community:</b></p> <ul style="list-style-type: none"> <li>• Constructing, agreeing and following class rules</li> <li>• Giving rich and constructive support and feedback</li> <li>• Teamwork and collaboration</li> <li>• Resolving issues</li> <li>• Listen and respond respectfully to a wider range of people</li> </ul> <p><b>Local Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Anti-social behaviour – individually and the effect on communities</li> <li>• Voluntary and community groups</li> </ul> <p><b>Global Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Know how laws are formed and why.</li> <li>• Respecting and understanding others values and customs (ROB)</li> <li>• Discuss and explore topical issues</li> <li>• Media influence on our understanding</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>• Friendship qualities and characteristics</li> <li>• Friendship choices</li> </ul>	<p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>• Recognising and responding to a wider range of feelings.</li> <li>• Developing and maintaining positive and healthy relationships</li> <li>• Managing conflicting emotions</li> <li>• Choices and consequences</li> <li>• Online relationships, communication and safety</li> <li>• Protecting yourself online</li> <li>• Challenging viewpoints respectfully</li> <li>• Conflict resolution</li> <li>• Managing change (including school transitions, loss, separation, divorce, bereavement)</li> </ul> <p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Different types of relationships and families (including partnerships, civil partnerships and marriage)</li> <li>• Similarities and differences within the context of the Equalities Act</li> <li>• Nature and consequences of discrimination, prejudice</li> </ul>	<p><b>Physical health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Consider what the positive and negative effects on our physical, mental and emotional health (including the media)</li> <li>• Understand available support</li> <li>• Recognising and talk own mental health</li> <li>• Knowing how to make informed choices including recognising positive, neutral and negative choices and how this can impact a balanced lifestyle (diet, fitness, life choices)</li> <li>• Considering the concept of ‘self-respect’ and how it relates to their own happiness</li> <li>• Who can help you keep healthy?</li> </ul> <p><b>Strengths and achievements:</b></p> <ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Celebrating achievements</li> <li>• Set high aspirations and goals</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul> <p>Y5 – Puberty Y6 – Conception *non-statutory – human reproduction</p>	<p>School Council nominations RESPECT week English links Beach cleans Money Heroes: <a href="http://moneyheroes.org.uk">moneyheroes.org.uk</a> ROB links Love Has No Labels assemblies, activities and events</p> <p>Children’s Mental Health week Computing links (e-safety) Safer internet day P4C enquiries Love Has no labels assemblies, activities and events NSPCC assemblies and workshops</p> <p>PE links (importance of physical activity/ exercise) Walk to school challenge Sports days, clubs and events Competitions and awards Beginning of school year targets Children’s report comments Science links (growing and changing; human body) Transition weeks Reading curriculum</p>
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	<ul style="list-style-type: none"> <li>• Healthy friendships and appropriate boundaries between friends</li> <li>• Peer pressure: recognising and managing ‘dares’ and unhealthy trends (social media)</li> <li>• Assertiveness skills</li> </ul> <p><b>Economics and Enterprise:</b></p> <ul style="list-style-type: none"> <li>• Critical consumerism</li> <li>• Managing real life money</li> <li>• Interest, loan, debt, tax and how they work</li> <li>• Global economic choices and their effects</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and challenging stereotypes</li> <li>• Understand the range of national, regional, religious, cultural and ethnic identities in the UK</li> </ul> <p><b>Trusted adults:</b></p> <ul style="list-style-type: none"> <li>• Understanding confidentiality – when to keep a secret</li> <li>• What kind of physical contact is acceptable, unacceptable, comfortable or uncomfortable</li> <li>• Body autonomy – consent</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Anti-bullying – bystander behaviour</li> <li>• Peer Pressure – response to dares (including social media)</li> <li>• How to ask for help if we feel uncomfortable, anxious or pressured</li> <li>• Cyber bullying</li> <li>•</li> </ul>	<p><b>Keeping ourselves and others safe:</b></p> <ul style="list-style-type: none"> <li>• Recognising and assessing risk in different situations and how this links to resilience</li> <li>• Increase independence brings increase responsibility to keep oneself safe</li> <li>• Unsafe at home – who can help?</li> <li>• Drugs and alcohol</li> <li>• Safety in the environment (including road and beach safety)</li> <li>• E-Safety – social media, ICT and mobile phones.</li> <li>• Who can help you keep safe?</li> </ul>	
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NB. The Topics and Opportunities have been taken from our Skills progression document, which is adapted from the Portsmouth Programme of Study for the PSHE Association and includes all elements covered in the Department for Education’s 2020 statutory guidance for schools on relationships and health education.

We haven’t included the early years foundation stage (EYFS) within the Topics and Opportunities document for LIFE education, as is not a discrete curriculum subject within the statutory EYFS framework. However, Nursery and Reception remain our starting point for exploring the foundations of our LIFE education curriculum. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to our LIFE education programme of study. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within our pupils’ experience through daily EYFS play-based activities, role-play areas, quality children’s fiction and reflective discussion to begin to build pupils’ knowledge and understanding, skills, attitudes and attributes related to the LIFE education elements of our curriculum.