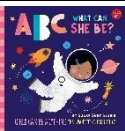
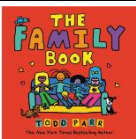
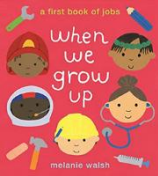
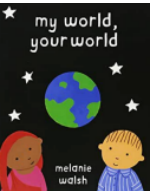
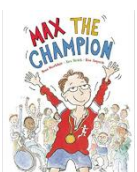
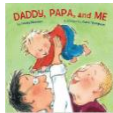
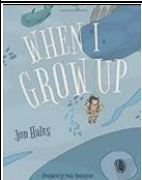
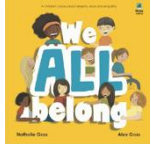
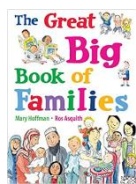
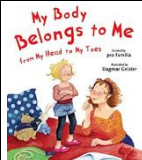
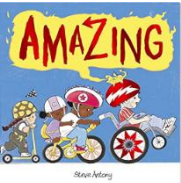
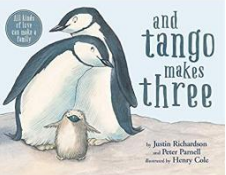




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Protected Characteristics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me	
EYFS	 Race Religion or belief	Pregnant and maternity leave – Lesson 3	 Gender		 Marriage and civil partnership	 Age	Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership
Year 1	 Race Religion or belief	Gender reassignment – Lesson 6	 Gender equality	 Disability	 Sexual orientation Marriage and civil partnership	 Age	Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership
Year 2	 Race Religion Disability ?	Sex (gender)– Lesson 1 and 2			 Marriage & civil partnership	 Kidsafe	Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership
Year 3	 Race Religion Disability	- Gender reassignment – lesson 5 - Married or civil partnership – lesson 1 Pregnant and maternity leave – lesson 1		 Disability	 sexual orientation		Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership



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Year 4	Diversity Religion or belief Race	Gender reassignment – lesson 1		Kidsafe	Sexual orientation Marriage and civil partnership		Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership
Year 5	Diversity Religion or belief Race	- Race, colour, nationality or ethnic or national origin – lesson 2 - Religion, belief – Lesson 1	Sex (gender)			Disability	Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership
Year 6	Ambition Religion or belief Race	- Age – lesson 3 - Gender reassignment – lesson 2 - Disability – Lesson 5 - Sexual orientation – lesson 4 Gender reassignment	Disability Race	Kidsafe	Mental health – pre sats	Sex (gender) Inclusivity Diversity	Age Disability Gender reassignment Race Religion or belief Sex (gender) Sexual orientation Pregnancy and maternity Marriage & civil partnership



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
EYFS	1) Self-identity 2) Being gentle 3) Pol Ed – What are rules? 4) Pol Ed - What are consequences? 5) Pol Ed - What can I do if I am feeling big emotions? Kidsafe Session 1 Kidsafe Session 2	1) Identifying talents 2) Being special 3) Families 4) Where we live 5) Making friends 6) Standing up for yourself *Be bright be seen *NSPCC PANTS	1) Challenges 2) Perseverance 3) Goal-setting 4) Overcoming obstacles 5) Seeking help 6) Jobs 7) Achieving goals	1) Exercising bodies 2) Physical activity 3) Healthy food 4) Sleep 5) Keeping clean 6) Pol Ed – How can I play safely ? 7) Pol Ed - How can I keep safe at home? Kidsafe session 5 Kidsafe session 6 First Aid delivered by Mini First Aid	1) Family life 2) Pol Ed – How can I be a good friend? 3) Pol Ed – How can I make other children feel happy? 4) Breaking friendships 5) Falling out 6) Dealing with bullying Kidsafe session 3	1) Bodies 2) Respecting my body 3) Growing up 4) Growth and change 5) Fun and fears 6) Celebrations Kidsafe session 4
Year 1	1) Feeling special and safe 2) Being part of a class 3) Rights and responsibilities 4) Rewards and feeling proud 5) Consequences 6) Owning the Learning Charter *NSPCC PANTS I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	1) Similarities and differences 2) Pol Ed – What is bullying? 3) Making new friends 4) Celebrating the differences in everyone *Clever Never Goes *Be bright be seen I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	1) Setting goals 2) Identifying successes and achievements 3) Learning styles 4) Working well and celebrating achievement with a partner 5) Tackling new challenges 6) Identifying and overcoming obstacles 7) Feelings of success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	1) Keeping myself healthy 2) Healthier lifestyle choices 3) Keeping clean 4) Pol Ed – How can I be safe in new places? 5) Pol Ed – How can I use things safely at home? 6) Pol Ed – What is 999? 7) Road safety *RNLI water safety I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples where being healthy can help me feel happy.	1) Belonging to a family 2) Pol Ed – How can I make friends? 3) Pol Ed – Why are safe hands important ? 4) People who help us 5) Qualities as a friend and person 6) Being a good friend to myself 7) Celebrating special relationships Kidsafe session 1 I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	1) Life cycles – animal and human 2) Changes in me 3) Changes since being a baby 4) Differences between female and male bodies (correct terminology) 5) Linking growing and learning 6) Coping with change 7) Transition Kidsafe session 4 I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.



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Year 2	1) Hopes and fears for the year 2) Rights and responsibilities 3) Rewards and consequences 4) Safe and fair learning environment 5) Valuing contributions 6) Choices 7) Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	1) Assumptions and stereotypes about gender 2) Understanding bullying 3) Standing up for self and others 4) Making new friends 5) Gender diversity 6) Pol-Ed How are we the same? How are we different? *Be bright be seen Kidsafe session 2 I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	1) Achieving realistic goals 2) Perseverance 3) Learning strengths 4) Pol Ed – How can we work with different people? 5) Group co-operation 6) Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	1) Motivation 2) Healthier choices 3) Relaxation 4) Pol-Ed – What are medicines? 5) Healthy eating and nutrition 6) Pol-Ed – What are private body parts? *Canal and river trust I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. Kidsafe session 3	1) Pol-Ed – What is a family? 2) Pol-Ed – How do I share family worries? 3) Physical contact boundaries 4) Friendship and conflict 5) Secrets 6) Trust and appreciation I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Kidsafe session 5	1) Life cycles in nature 2) Growing from young to old 3) Increasing independence 4) Differences in female and male bodies (correct terminology) 5) Assertiveness 6) Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.



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Year 3	1) Setting personal goals 2) Self-identity and worth 3) Positivity in challenges 4) Rules, rights and responsibilities 5) Rewards and consequences 6) Responsible choices 7) Seeing things from others' Perspectives *NSPCC PANTS I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	1) Families and their differences 2) Family conflict and how to manage it (child-centred) 3) Witnessing bullying and how to solve it 4) Recognising how words can be hurtful 5) Giving and receiving compliments 6) Pol-Ed – When should I break a secret ? Clever Never Goes *Be bright be seen I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	1) Difficult challenges and achieving success 2) Dreams and ambitions 3) New challenges 4) Motivation and enthusiasm 5) Recognising and trying to overcome obstacles 6) Evaluating learning processes 7) Managing feelings 8) Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	1) Exercise 2) Food labelling and healthy swaps 3) Attitudes towards drugs 4) Pol-Ed – What do we mean by risk? 5) Pol-Ed – What are emergency services? 6) Pol-Ed- What are emergency situations? *RNLI water safety First Aid delivered by Mini First Aid I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	1) Family roles and responsibilities 2) Pol-Ed – What do we mean by consent in friendships? 3) Pol-Ed – What do we mean by bullying? 4) Pol-Ed – How should we treat people? 5) Pol-Ed – what can I do when friendships go wrong? 6) Being a global citizen 7) Being aware of how my choices affect others 8) Awareness of how other children have different lives I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	1) How babies grow 2) Understanding a baby's needs 3) Outside body changes 3) Inside body changes (Done in year 4) 4) Family stereotypes 5) Challenging my ideas 6) Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
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Year 4	1) Being part of a class team 2) Rewards and consequences 3) Group decision-making 4) Pol-Ed – What are protected characteristics? 5) Pol-Ed - How can I respect my environment? 6) Pol-Ed – What can I be? I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	1) Challenging assumptions 2) Pol-Ed- What is discrimination? 3) Accepting self and others 4) Understanding influences 5) Understanding bullying 6) Problem-solving 7) Identifying how special and unique everyone is 7) First impressions *Be bright be seen I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	1) Hopes and dreams 2) Overcoming disappointment 3) Creating new, realistic dreams 4) Achieving goals 5) Working in a group 6) Celebrating contributions 7) Resilience 8) Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	1) Pol-Ed- What is a healthy friendship? 2) Pol-Ed – Who makes up my community ? 3) Smoking 4) Alcohol 5) Assertiveness 6) Pol-Ed- What is peer influence? 7) Celebrating inner strength *Canal and river water safety I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	1) Jealousy 2) Love and loss 3) Memories of loved ones 4) Getting on and Falling Out 5) Girlfriends and boyfriends 6) Showing appreciation to people and animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	1) Being unique 2) Inside body changes (Lesson from Yr3 to be completed here) 3) Having a baby 4) Girls and puberty 5) Confidence in change 6) Accepting change 7) Preparing for transition 8) Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
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Year 5	1) Being a citizen 2) Rights and responsibilities 3) Pol-Ed- How do rules help our community? 4) Rewards and consequences 5) Democracy, having a voice 6) Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	1) Cultural differences and how they can cause conflict 2) Racism 3) Rumours and name-calling 4) Types of bullying 5) Material wealth and happiness 6) Enjoying and respecting other cultures *Be bright be seen *Clever Never Goes I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	1) Future dreams 2) The importance of money 3) Jobs and careers 4) Dream job and how to get there 5) Goals in different cultures 6) Supporting others (charity) 7) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	1) Smoking, including vaping 2) Alcohol 3) Pol-Ed – What do I know about drugs? 4) Emergency aid 5) Body image 6) Relationships with food 7) Healthy choices * RNLI water safety I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	1) Self-recognition and self-worth 2) Building self-esteem 3) Pol-Ed- What are online friendships? 4) Pol-Ed – What is gambling? 5) Reducing screen time 6) Pol-Ed- What is grooming? 7) SMART internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	1) Self- and body image 2) Influence of online and media on body image 3) Puberty for girls – <i>look at piece 3 from year 4 and use</i> Puberty for boys * circumcision does not need to be taught unless children bring it up 4) Conception (including IVF) * Lesson to focus on IVF and adoption and not conception 5) Growing responsibility 6) Coping with change 7) Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
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Year 6	1) Global citizenship 2) Children's universal rights 3) Choices, consequences and rewards 4) Group dynamics 5) Democracy, having a voice 6) Anti-social behaviour I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	1) Perceptions of normality 2) Understanding disability 3) Power struggles 4) Understanding bullying 5) Inclusion/exclusion 6) Differences as conflict, difference as celebration 7) Empathy *Be bright be seen I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	1) Personal learning goals, in and out of school 2) Success criteria 3) Emotions in success 4) Making a difference in the world 5) Motivation 6) Recognising achievements 7) Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	1) Pol-Ed – What is anti-social behaviour? 2) Pol-Ed- What is the issue with addiction? 3) Pol-Ed - What is spiking? 4) Exploitation, including 'county lines' and gang culture 5) Emotional and mental health 6) Managing stress *Canal and river trust First Aid delivered by Mini First Aid I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	1) Mental health 2) Identifying mental health worries and sources of support 3) Love and loss 4) Managing feelings 5) Power and control 6) Assertiveness 7) Pol-Ed- How is my data shared? I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	1) Self-image 2) Body image 3) Puberty and feelings 4) Conception to birth 5) Reflections about change 6) Physical attraction 7) Respect and consent 8) Boyfriends/girlfriends 9) Sexting I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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Enhancements planner

EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed
Kid Safe	Clever Never Goes	Kid Safe	Clever Never Goes	Canal and River Trust	Clever Never Goes	Be Bright Be Seen
NSPCC Pants	NSPCC Pants	Canal and River Trust	NSPCC Pants	Be Bright Be Seen	RNLI water safety	Canal and River Trust
Mini First Aid	RNLI water safety	Be Bright Be Seen	RNLI water safety		Be Bright Be Seen	Mini First Aid
Be bright be seen	Kid Safe		Mini First Aid			
	Be bright be seen		Be Bright Be Seen			

