

AJS PSHE Learning Journeys

Years 3 to 6

Ashley Junior School

Intent

PHSE enables our children to become healthy, independent and responsible members of society. We aim to deliver a PSHE curriculum, which enables all pupils to know more, remember more and understand how to play a positive and successful role in society. It will help them to understand how they develop personally and socially, while tackling many social, moral and cultural issues that are part of growing up. We provide opportunities for the children to learn about rights and responsibilities and equip them to make choices as they grow. We are aware that PSHE supports many of the principles of safeguarding and links closely to SMSC and British Values. Our children are encouraged to develop their sense of self-worth by contributing to school life and the local community.

Implementation

Our curriculum covers the three PSHE core themes of Health and Well-being, Relationships and The Wider World. Following the statutory curriculum, teachers use our curriculum overview for each year group to plan and deliver lessons, supported by a variety of resources. In addition, there are occasions where teachers feel it may be necessary to teach PSHE as a result of an issue arising in their own class. Children build on key knowledge, language and meanings in order to understand PSHE and use across the wider curriculum. All classes have a PSHE Big Book to exemplify learning across the subject and show their responses and progress in lessons.

Our children will become healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society. They will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect and Rule of Law and Liberty. We want our children to display a healthy outlook towards school and their learning, to enable good attendance and achieve age related expectations.

Impact

Our children will become healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society. They will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. We want our children to display a healthy outlook towards school and their learning, to enable good attendance and achieve age related expectations. For all children to be on a journey preparing them for life and work in modern Britain.

Year 3 – what to teach

How can we be a good friend?

Relationships

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships.
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.

What are families like?

Relationships

- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended-families, foster and adoptive parents)
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- How people within families should care for each other and the different ways they demonstrate this
- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Why should we eat well and look after our teeth?

Health and wellbeing

- How to eat a healthy diet and the benefits of nutritionally rich foods
- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- How people make choices about what to eat and drink, including who or what influences these.
- How, when and where to ask for advice and help about healthy eating and dental care.

What keeps us safe?

Health and wellbeing

- How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.
- How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.
- That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.
- How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.
- What to do in an emergency, including calling for help and speaking to the emergency services.

What makes a community?

Living in the wider world

- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.
- What is meant by a diverse community; how different groups make up the wider/local community around the school.
- How the community helps everyone to feel included and values the different contributions that people make.
- How to be respectful towards people who may live differently to them.

Why should we keep active and sleep well?

Health and wellbeing

- How regular physical activity benefits bodies and feelings
- How to be active on a daily and weekly basis - how to balance time online with other activities
- How to make choices about physical activity, including what and who influences decisions
- How the lack of physical activity can affect health and wellbeing
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep
- How to seek support in relation to physical activity,



Year 3 – Autumn 1- Why should we eat well and look after our teeth?

WALT- show what we know! (assessment)

WALT- understand what a dentist does and how they look after my teeth

WALT- keep our teeth healthy

WALT- plan a healthy menu

WALT- eat a rainbow of food

WALT- recognise how we stay healthy

The Health and Well-being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?



Year 3 – Autumn 2- How can we be a good friend?

WALT- spread kindness and stop bullying

WALT- know what to do we we have friendship problems

WALT- agree how we want to feel at school and explore the idea of kindness.

WALT- understand how we can be a good friend to others

WALT- know the qualities of a good friend

WALT- write a friendship charter

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?



Year 3 – Spring 1 - What are families like?

WALT- know who to ask for help if there is a problem at home.

WALT- know how people in families should care for each other and how they show this.

WALT- Explore family life, celebrations, special days and holidays

WALT- understand that there are many different types of relationships and families.

WALT- explain to others how our family is made up.

The Relationships Learning Journey at AJS					
Y3 How can we be a good friend?	Y3 What are families like?	Y4 How do we treat each other with respect?	Y5 How can friends communicate safely?	Y6 What will change as we become more independent?	Y6 How do friendships change as we grow?



Year 3 – What keeps us safe?

WALT- know what to do in an accident or emergency

WALT- use medicines and household products safely

WALT- keep our bodies protected and safe

WALT- know that my body belongs to me.

WALT- choose not to do something that makes us uncomfortable

WALT- identify risky situations and act responsibly.

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 3 – Why should we keep active and sleep well?

WALT- get help with keeping active and sleeping well if we need it.

WALT- find good bedtime routines to help us sleep

WALT- our bodies need sleep

WALT- make choices about the exercise we do and who influences us.

WALT- be active on a daily and weekly basis - how to balance time online with other activities.

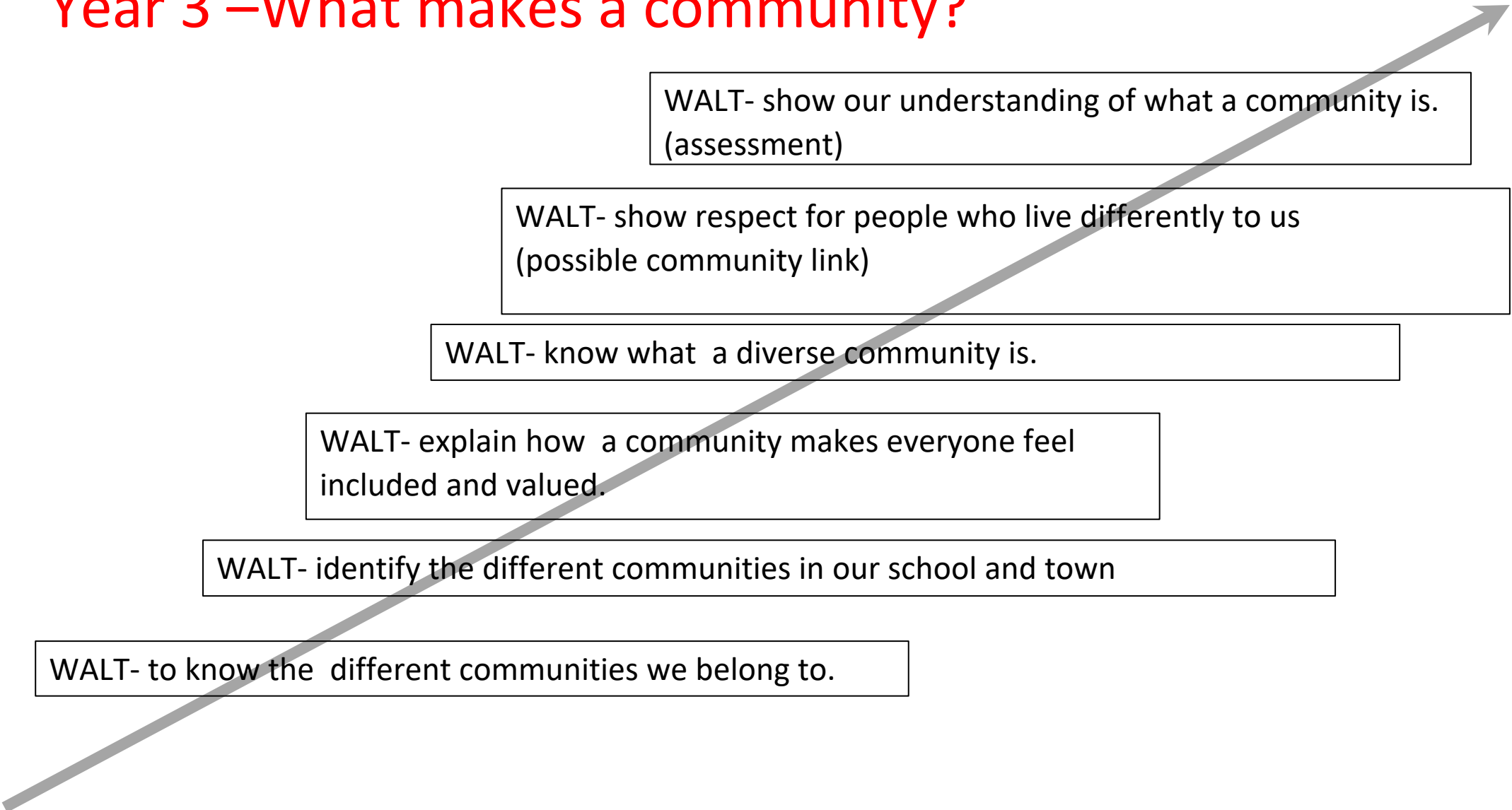
WALT-regular physical activity benefits bodies and feelings

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 3 –What makes a community?



The Living in the wider world Learning Journey at AJS.				
Y3 What makes a community?	Y4 How can our choices make a difference to others and the environment?	Y5 What decisions can people make with money?	Y5 What jobs would we like?	Y6 How can the media influence people?

Year 4 – what to teach

What strengths, skills and interests do we have?

Health and wellbeing

- How to recognise personal qualities and individuality
- To develop self-worth by identifying positive things about themselves and their achievements
- How their personal attributes, strengths, skills and interests contribute to their self-esteem
- How to set goals for themselves
- How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.

How do we treat each other with respect?

Relationships

- How people's behaviour affects themselves and others, including online
- How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- The rights that children have and why it is important to protect these*
- That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

How can we manage our feelings?

Health and wellbeing

- Feelings and emotions; expression of feelings; behaviour
- How everyday things can affect feelings
 - How feelings change over time and can be experienced at different levels of intensity
 - the importance of expressing feelings and how they can be expressed in different ways
 - How to respond proportionately to, and manage, feelings in different circumstances
 - Ways of managing feelings at times of loss, grief and change
 - How to access advice and support to help manage their own or others' feelings.

How will we grow and change?

Health and wellbeing

- About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing and changing and puberty

How can our choices make a difference to others and the environment?

Living in the wider world

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way.

How can we manage risk in different places?

Health and wellbeing

- How to recognise, predict, assess and manage risk in different situations
- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- How people's online actions can impact on other people
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- How to report concerns, including about inappropriate online content and contact
- That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.



Year 4 – Autumn 1-What strengths, skills and interests do we have?

WALT- demonstrate what we have learnt. (assessment)

WALT- discuss the jobs we would like to do and the skills we will need to do them.

WALT- recognise the skills and attributes needed to do certain jobs.

WALT- explain how a positive learning attitude can help us to learn new things.

WALT- identify personal goals and the steps needed to achieve them.

WALT- identify achievements and and know how my actions help me achieve.

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 4 – Autumn 2 - How do we treat others with respect?

WALT- respond to aggressive or inappropriate behaviour

WALT- no-one should be discriminated against and what to do if you witness discrimination.

WALT- know what rights children have and how to respect them

WALT- understand what rights and responsibilities are.

WALT- understand privacy and when you should or shouldn't keep secrets.

WALT- know how we should treat others in person and online.

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?



Year 4 – Spring 1-How can we manage our feelings?

WALT- know where to get help and support with difficult feelings.

WALT- recognise and cope with uncomfortable feelings

WALT- identify the different feelings that we have and describe how emotions feel.

WALT- say the things about ourselves that we are proud of.

WALT- show what we already know (pre- assessment)

The Health and Well-being Learning Journey at AJS										
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Year 4 – Spring 2- How will we grow and change?

WALT- demonstrate how we can take care of ourselves during puberty

WALT- recognise and understand the emotions we may feel growing up.

WALT- describe how girls' bodies will change as they go through puberty.

WALT- describe how boys' bodies will change as they go through puberty.

WALT- explain how much we have changed since we were born.

The Health and Well-being Learning Journey at AJS										
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Year 4 – Summer 1 - How can our choices make a difference to others and the environment?

WALT- what we choose to spend our money on can affect others and the environment.

WALT- recognise how human activity is a major factor in deforestation

WALT-know what biodiversity is.

WALT- know what climate change is and its causes and effects

WALT- understand the phrase reuse, reduce and recycle and why it is important.

WALT- understand the importance of water and its many uses.

The Living in the wider world Learning Journey at AJS.				
Y3 What makes a community?	Y4 How can our choices make a difference to others and the environment?	Y5 What decisions can people make with money?	Y5 What jobs would we like?	Y6 How can the media influence people?



Year 4 – Summer 2 - How can we manage risk in different places?

WALT- know who make our rules and that rules exist to keep us safe.

WALT- identify things we shouldn't share online and and explain why.

WALT- be kind online and make the internet a safer place

WALT- understand that we can choose not to do something that makes us uncomfortable.

WALT- keep safe in the local and wider environment.
(water, road and sun)

WALT- identify risky situations and act responsibly

The Health and Well-being Learning Journey at AJS										
Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?

Year 5 – what to teach

What makes up our identity?

Health and wellbeing

- How to recognise and respect similarities and differences between people and what they have in common with others
- That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- How to challenge stereotypes and assumptions about others.

How can we help in an accident or emergency?

Health and wellbeing

- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- That if someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help
- The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.

How can drugs common to everyday life affect health?

Health and wellbeing

- How drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- How laws surrounding the use of drugs exist to protect them and others
- Why people choose to use or not use different drugs
- How people can prevent or reduce the risks associated with them
- That for some people, drug use can become a habit which is difficult to break
- How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- How to ask for help from a trusted adult if they have any worries or concerns about drugs.

What decisions can people make with money?

Living in the wider world

- How people make decisions about spending and saving money and what influences them
- How to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- How to recognise what makes something 'value for money' and what this means to them
- That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

How can friends communicate safely?

Relationships

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.

What jobs would we like?

Living in the wider world

- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- That some jobs are paid more than others and some may be voluntary (unpaid)
- About the skills, attributes, qualifications and training needed for different jobs
- That there are different ways into jobs and careers, including college, apprenticeships and university
- How people choose a career/job and what influences their decision, including skills, interests and pay
- How to question and challenge stereotypes about the types of jobs people can do
- How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions



Year 5 – Autumn 1 What makes up our identity?

WALT-understand how to challenge stereotypes about others.

WALT- to know that stereotypes can be wrong and negative.

WALT- understand gender identity and sexual orientation.

WALT- to recognise how individual and personal qualities contribute to identity.

WALT- know what makes us us. (our identity)

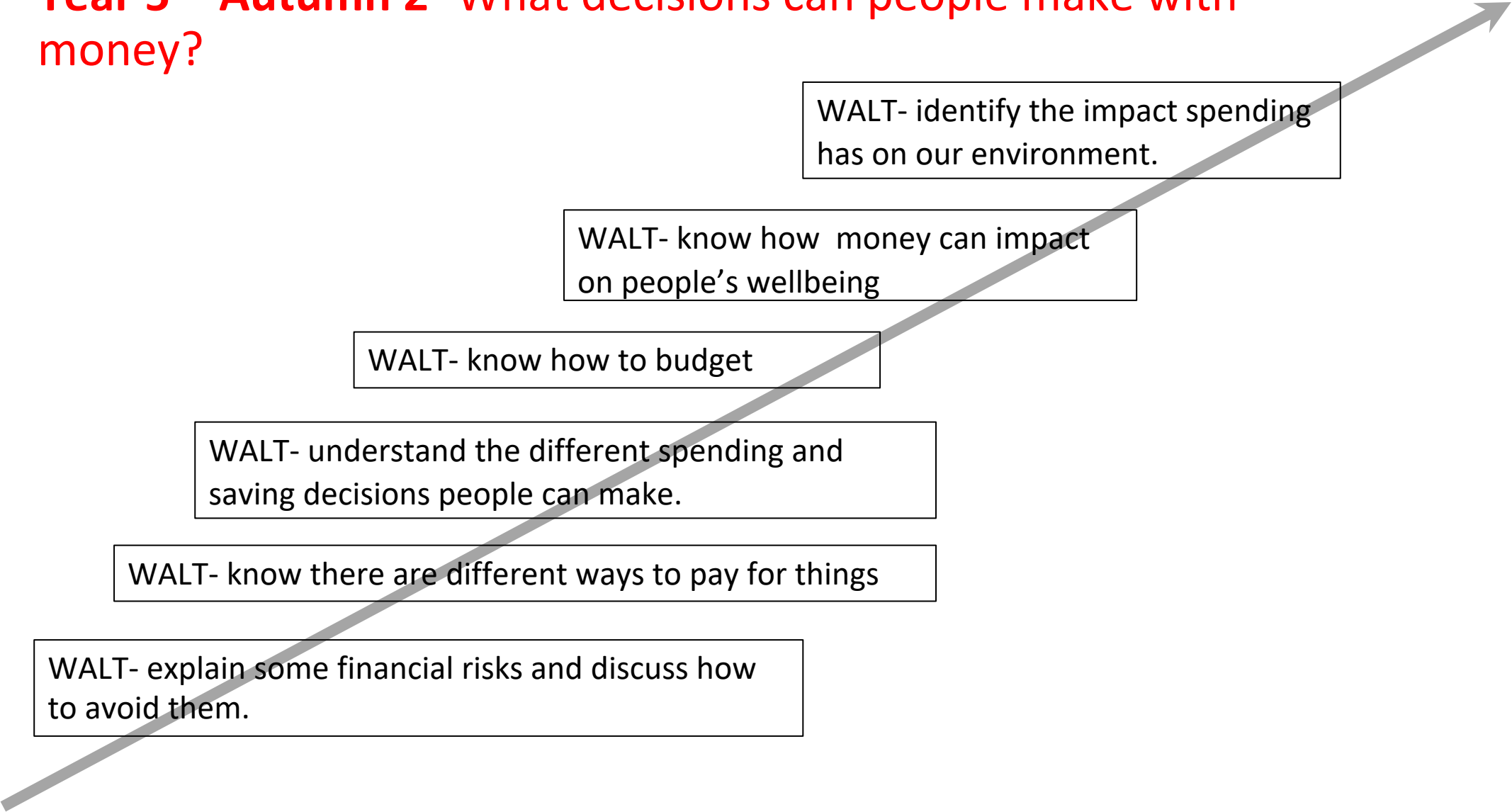
WALT- understand and respect similarities and differences between people.

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 5 – Autumn 2 -What decisions can people make with money?



The Living in the wider world Learning Journey at AJS.				
Y3 What makes a community?	Y4 How can our choices make a difference to others and the environment?	Y5 What decisions can people make with money?	Y5 What jobs would we like?	Y6 How can the media influence people?



Year 5 – Spring 1 How can we help in an accident or emergency?

WALT- show our understanding of what to do in an emergency situation. (assessment)

WALT- recognise hazards and reduce risks in the home.

WALT-act sensibly and responsibly in an emergency situation (first aid and getting help)

WALT- recognise and resist peer pressure

WALT-assess and manage risks in different situations

WALT- take responsibility for our own safety

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 5 – Spring 2 - How can friends communicate safely?

WALT- explain how friends can communicate safely and we can get help if we are worried.

WALT- think how we would react if a friendship made us worried or uncomfortable.

WALT- know how to use social media safely and responsibly.

WALT- that knowing someone online is different to knowing them in real life.

WALT- explain how communication online can be helpful and positive

WALT- recognise the different relationships we have in our lives

The Relationships Learning Journey at AJS

Y3 How can we be a good friend?

Y3 What are families like?

Y4 How do we treat each other with respect?

Y5 How can friends communicate safely?

Y6 What will change as we become more independent?

Y6 How do friendships change as we grow?



Year 5 – Summer 1 -How can drugs common to everyday life affect health?

WALT- know how to ask for help if they have any worries about drugs.

WALT- find out about the different organisations that exist to support people with drug use.

WALT- understand that drugs can become a habit which is difficult to break.

WALT- know the risks associated with different drugs and why people use them.

WALT- know that some drugs are legal and others are illegal.

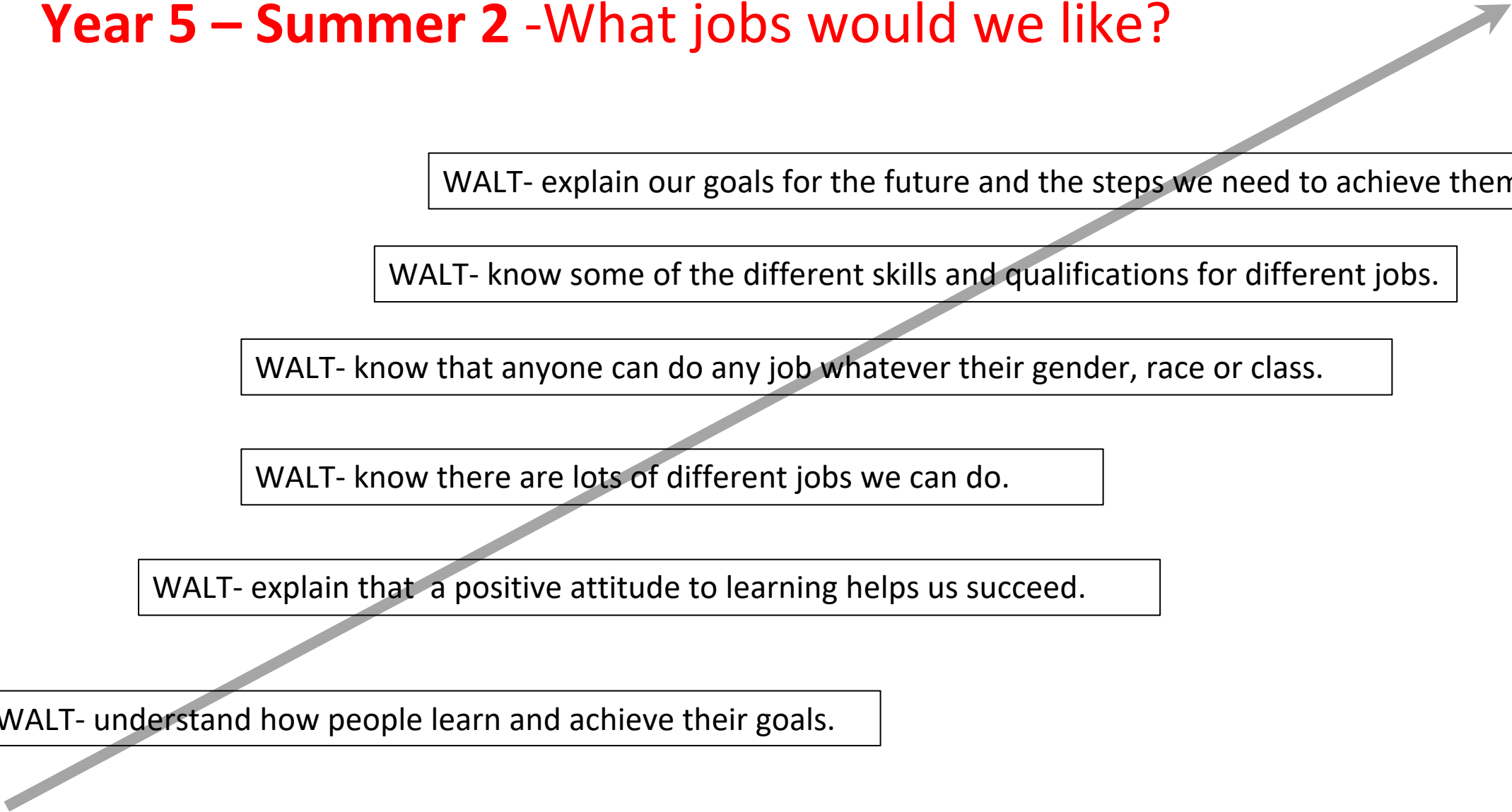
WALT- investigate the effects of common drugs on health and well-being.

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 5 – Summer 2 -What jobs would we like?



The Living in the wider world Learning Journey at AJS.				
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Year 6

How can we keep healthy as we grow?

Health and wellbeing

- How mental and physical health are linked.
 - How positive friendships and being involved in activities such as clubs and community groups support wellbeing.
 - How to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices
 - That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.
 - How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.
 - How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.
 - That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.
 - That anyone can experience mental ill-health and to discuss concerns with a trusted adult.
 - That mental health difficulties can usually be resolved or managed with the right strategies and support.
- That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹.

How can the media influence people?

Living the wider world

- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.
- That not everything should be shared online or social media and that there are rules about this, including the distribution of images.
- That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.
- How text and images can be manipulated or invented; strategies to recognise this.
- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.
- To recognise unsafe or suspicious content online and what to do about it.
- How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.
- How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.
- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.
- To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.
- To discuss and debate what influences people's decisions, taking into consideration different viewpoints.

What will change as we become more independent?

How do friendships change as we grow?

Relationships

- That people have different kinds of relationships in their lives, including romantic or intimate relationships.
- That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.
- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership.
- That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.
- How puberty relates to growing from childhood to adulthood.
- About the reproductive organs and process - how babies are conceived and born and how they need to be cared for.
- That there are ways to prevent a baby being made.
- How growing up and becoming more independent comes with increased opportunities and responsibilities.
- How friendships may change as they grow and how to manage this.
- How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.



Year 6 – Autumn Term -How can we keep healthy as we grow?

WALT- understand risks and manage pressure

WALT- know about legal and illegal drugs

WALT- use medicines correctly

WALT- know that anyone can experience mental ill-health and how to discuss any concerns.

WALT- recognise uncomfortable feelings

WALT- Know how mental and physical health are linked

WALT- know how to improve mental health- letters to Jay

WALT- know what mental health is and how to take care of it.

The Health and Well-being Learning Journey at AJS

Y3 What keeps us safe?	Y3 Why should we eat well and look after our teeth?	Y3 Why should we keep active and sleep well?	Y4 What strengths skills and interests do we have?	Y4 How can we manage our feelings?	Y4 How will we grow and change?	Y4 How can we manage risk in different places?	Y5 What makes up a person's identity?	Y5 How can we help in an accident or emergency?	Y5 How can drugs common to everyday life affect health?	Y6 How can we keep healthy as we grow?
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Year 6 – Spring term - How can the media influence people?

WALT- understand how attitudes and opinions can be influenced by internet content.

WALT- understand that online news and content is targeted to the reader.

WALT-choose appropriate films for ourselves and how to resist pressure to watch something we are unsure about.

WALT- explain how age ratings can help people make decisions about whether to watch a particular film

WALT- identify and analyse examples of online fraud

WALT- stay as safe as possible online and understand the risk of online fraud.

WALT- use social media responsibly and protect our well-being online.

The Living in the wider world Learning Journey at AJS.

Y3 What makes a community?

Y4 How can our choices make a difference to others and the environment?

Y5 What decisions can people make with money?

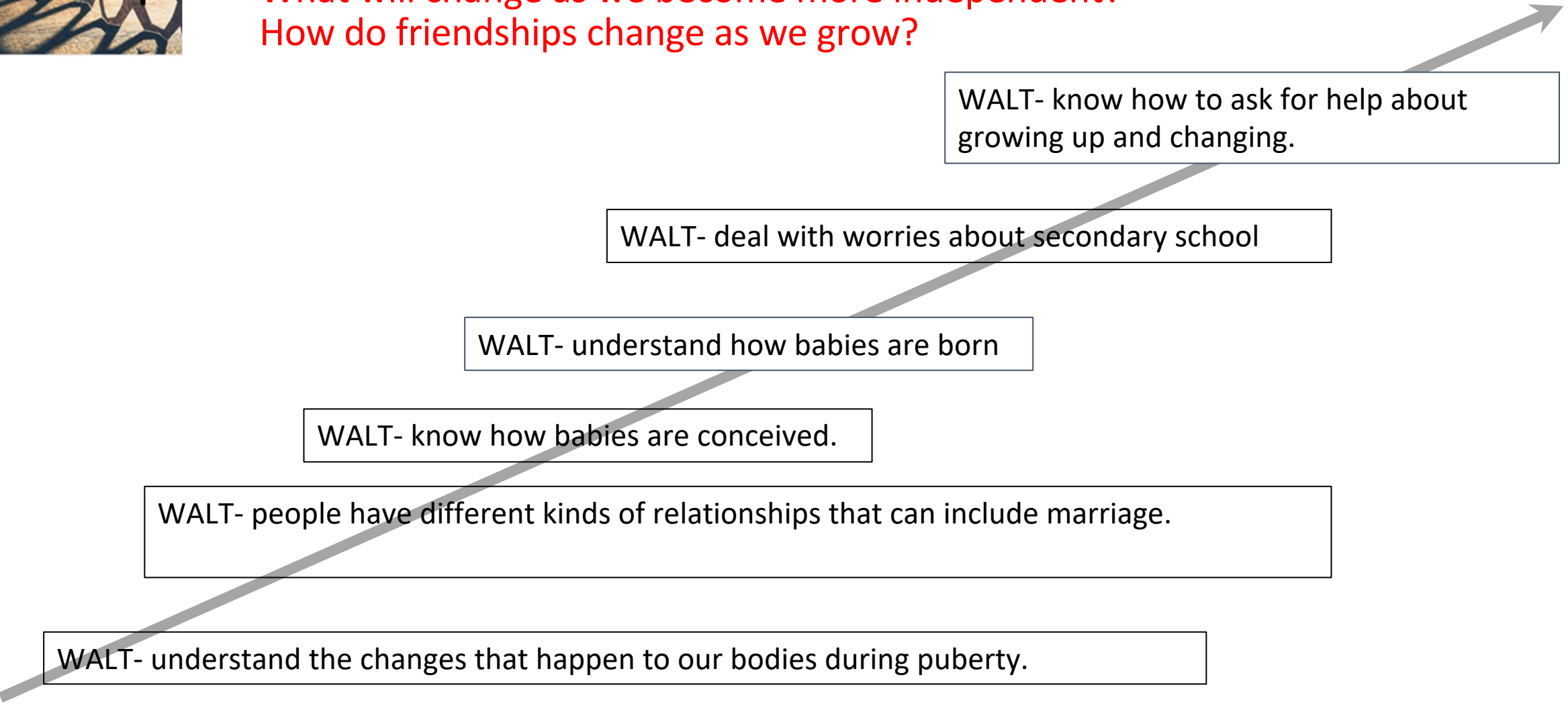
Y5 What jobs would we like?

Y6 How can the media influence people?



Year 6 – Summer Term

What will change as we become more independent?
How do friendships change as we grow?



The Relationships Learning Journey at AJS					
Y3 How can we be a good friend?	Y3 What are families like?	Y4 How do we treat each other with respect?	Y5 How can friends communicate safely?	Y6 What will change as we become more independent?	Y6 How do friendships change as we grow?