Strand Juniors Relationships Curriculum Progression

	Relationships	Living in the Wider World	Wellbeing	Outside Agencies
Yr 3	**What makes a good friend?** characteristics of healthy friendships; how to be a good friend – strategies and behaviours that support friendship and positive relationships **Good manners go a long way:** conventions of good manners; how to expect respect; how to show respect; how and when to ask permission **Handling disagreement:** Passive, assertive and aggressive responses; establishing boundaries for play [not physical, personal space]	**Everyone is different; everyone is equal:** celebrating differences at Strand: the Strand identity and shared values; including everyone **Girls Can't Play Football** Stories that explore common stereotypes	**Helping hands:** Who's Who in the Juniors; who and where to go to ask for help at school and at home; how to make an emergency call; other sources of help; when to keep secrets and when to tell **Feelings and emotions**: zones of regulation/ managing feelings; YoYob - you own your own behaviour **It's good to be me:** personal strengths; how do I see myself? Importance of self-respect/self-image **Bullies and bullying:** what does bullying look like – identifying examples of physical and verbal bullying; how to ask for help and be an upstander	**Childline posters**: offer an additional source of help and advice **Bi-annual NSPCC 'Pants' campaign:** acceptable boundaries of touch; how to speak up/ get help if an adult's behaviour is harmful/causing unhappiness; the tension of secrets [delivered in graduated workshops to the lower and upper school]
Yr 4	**Making new friends; welcoming others**: how to make new friends; picking teams fairly; the importance of inclusion **Getting along together:** strategies to maintain positive relationships with a range of people.	**What do bullies look like?** Exploring stereotypical assumptions about bullies **Rights & responsibilities:** rights needs including a loving family; responsibilities as members of different groups eg family, school, community	**Being bullied:** the impact of bullying; exploring how bullying makes people feel; being an upstander not a follower; how to respond, including telling someone, if a friend is being bullied or a friend is being a bully. **Feeling good/feeling down** how does it feel to be left out? The effects of loneliness and the importance of spending time with others. Actions that we can take to keep us cheerful including spending time with others and feeling pride in what we achieve.	
Yr 5	**Friendship ups and downs**: honesty, security and trust in a triangle or circle of friends, including keeping secrets. **It's not a joke:** identifying when behaviours, like name calling, cross the line from being a joke [boundaries]	**Valuing and respecting difference**: diverse families, appearance, disability, backgrounds [based on a novel, Wonder] **Name calling**: what's in a name?	**Cyber bullying:** social media and bullying online. Responsibilities and behaviours when anonymous; impact of bullying online **Switch it off**: how and why to limit screen time; the importance of getting outside and having interests and hobbies	
Yr 6	**Friends not frenemies**: the trouble with gossip; handling peer pressure; online and in person groups and relationships **Who to trust; who to believe**: fake news, spotting manipulation; information sharing **Sex education**: see separate section	**Negative stereotypes:** exploring literary, media and real word examples; harmful effects **Equality and discrimination**: discrimination, 'hate crime' and the law; inclusion; change over time in society and attitudes	**Words as weapons**: impact on self-esteem and well-being when friendship turns to bullying; words on-line. **What is mental health?** the concept of mental health; similarities and differences to physical health; seeking support, taking advice, protecting mental health	

Strand Juniors: Additional Health Education Content - Curriculum Progression

	Curricular Context A	Curricular Context B	Additional Contexts	Outside Agencies / School H&S
Yr 3	**Science: Human Body - Fit for Purpose** Healthy lifestyles • benefits/characteristics of exercise on muscles/skeleton • healthy eating and nutrition: main food groups; 5 a day; limited sugar • importance of balanced diet and sleep for bones, muscles and avoiding illness	**PSE: Passport to the Juniors/ on-going message** Staying healthy • getting help if unwell • sneezing/coughing routine • handwashing to avoid the spread of germs;	**Science: Light** Staying safe/healthy • dangers of looking at the sun • importance of sunscreen protection	• Public Health – flu vaccination – importance of vaccination • Fire drill • Road safety • Allergy aware – considering allergies in school
Yr 4	**Science Human Body: Digestive System** Healthy lifestyles • healthy eating and nutrition: importance of fibre in digestion; sources of fibre • dental health; role of sugar in tooth decay including sugary drinks			• Pedestrian Training • Rail Safety • Water safety
Yr 5	**Science: Human Body/Life Cycles [Ringing the Changes]** Growing up • key facts about puberty and the changing adolescent body, including menstruation.	**Ringing the Changes: residential** Growing up: • managing hygiene including kitchen/dining chores and personal self-care tasks away from home [Ringsfield residential visit] • importance of sleep		• Police – social media and staying safe online
Yr 6	**Science: Human Body - The Good Life** Healthy Lifestyles: making informed choices • healthy eating and nutritional groups; calories; dangers of over or under eating; characteristics of poor/good diet; risks associated with unhealthy eating, particularly the effects and prevalence of sugar; signs of illness • importance of exercise: effect of exercise on circulatory system; heart health; benefits of an active lifestyle on mental health • harmful legal and illegal substances and associated risks: smoking, alcohol use and drug taking.	**Science: Living Things: I Will Survive** Staying healthy • the science relating to allergies, immunisation and vaccination. • micro-organisms -science behind bacteria, viruses and the spread of illness,	**Residential** growing up / staying safe • self-care and hygiene	• St John's Ambulance: first aid • Residential visit: managing risk in outdoor adventure settings • Gangs/ knife crime • Public Health: Height and Weight – the importance of talking, seeking and taking advice; risks of an unhealthy lifestyle • Cycling proficiency • Police – drugs awareness • TfL- travelling safely in London

Strand Juniors: Heath Education (including changes in adolescence) and Sex Education (RSE)

Y5 Science/ Health Education	Y6 Sex Education
Life Cycles Stages of the human life cycle • sperm/egg/fertilisation • concept of growth in the womb • birth / infant/ child/ adolescent/ adult/ elderly adult **Body changes at puberty** • from birth to the present day • puberty and its onset [physical changes happen at different times for different individuals; changes are physical and emotional; body is getting ready to be able to reproduce in adulthood] • language of body parts • changes that girls go through at puberty, including menstruation [what to do in school] • changes that boys go through at puberty • hygiene: keeping clean – washing more often; use of deodorant Science content on life cycles and health education relating to puberty are both taught in Year 5. This content is statutory for all children.	**Puberty** • bodily changes and how the process of puberty relates to human reproduction • menstrual health • wet dreams • privacy • emotional changes **Sexual intercourse** • relationship context: positive, loving • sexual reproduction words including conception • sexual intercourse • *sexual feelings; masturbation* • *contraception* • *sexual health* • boundaries and consent; responsible and respectful behaviour; • seeking help and handling peer pressure Sex education is taught as a discrete unit in the final term of Year 6. Parents are invited to view teaching materials and discuss content before teaching commences. Parents have the right to withdraw their child from this unit.