



Personal Development at Rossett Acre

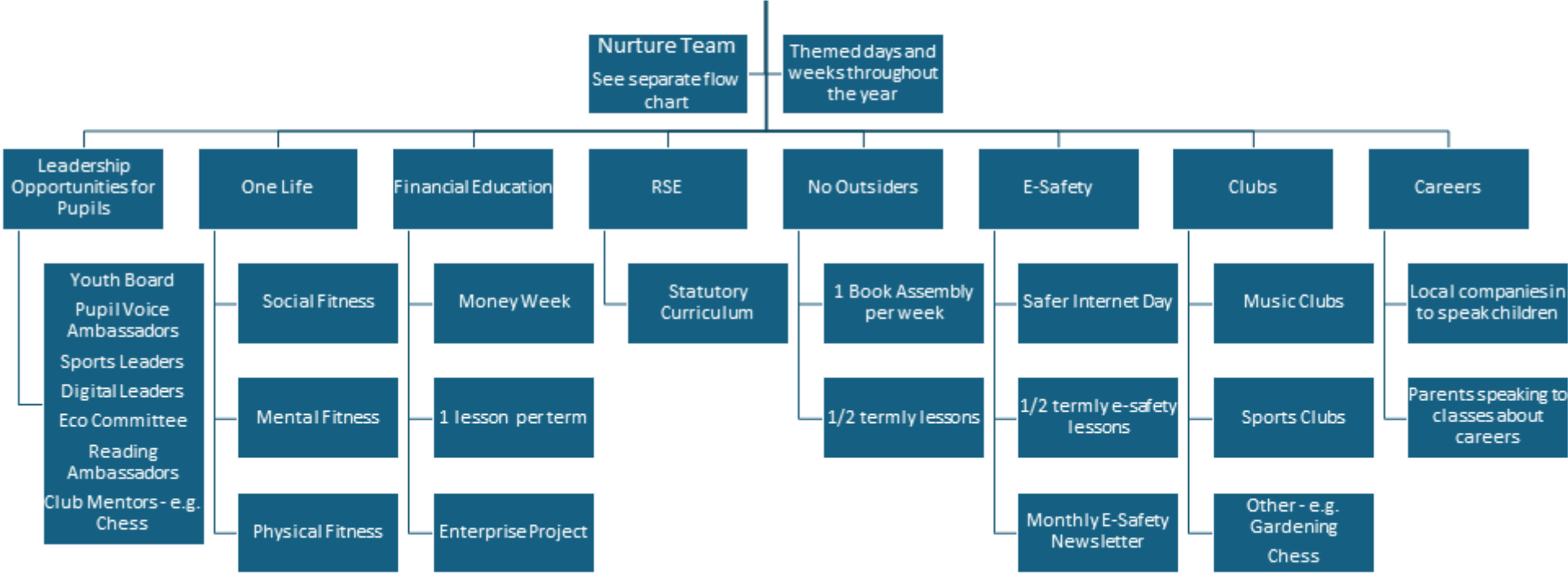
"Excellence and Happiness for All"

Personal Development Offer Flow Chart
One Life
No Outsiders
Financial Education
Careers Education
Citizenship
Relationships, Sex and Health Education
Additional Relationships, Sex and Health Education
Sustainability

Personal Development and Well-being Offer at Rossett Acre



Personal Development & Well-being at Rossett Acre
 (underpinned by Relational Practice values)



One Life-a Personal Development Curriculum for All

We only get one life, so let's learn how to live it well!

ONE LIFE

PHYSICAL FITNESS | SOCIAL FITNESS | MENTAL FITNESS



One Life Statement of INTENT

One Life, which is a universal offer for personal development, explicitly teaches all children how to live their 'one life' well. The clear end goal of the programme is to ensure that all pupils know how to live a healthy, safe and happy life and know to manage their academic, personal and social lives in a positive way.

Children are growing up in an ever increasingly complex and changing world. The world now could be described as secular, digital, dopamine drowning and one which brings new challenges for our young people. To ensure we can meet this ambitious end goal, we must be counter-cultural and teach our children the knowledge and skills they need to thrive. One Life offers this for our children. It teaches children to do what is good and right in the hope that if they know better, they will choose better. It is deeply rooted in recent research from psychologists, social physiologists and doctors.

At the heart of One Life is building strong mental, physical and social fitness. Each statutory requirement has been broken down into age-appropriate content which has been sequenced and connected to ensure that children know more and do better. The content is repeated deliberately to ensure that children know more, remember more and do more with it. The content also covers children's spiritual, moral, cultural and social development whilst ensuring that they grow with their character with British Values at the heart.

The whole programme supports an Educational Psychology Service mission, of 'Relate to Educate,' which helps schools to build the intentional culture which enables children to develop, learn, adapt and thrive. One Life helps to shape all levels of the school setting including: ethos, policy, procedure and everyday interactions. It provides the power and the practical tools to adapt to the emotional and developmental needs of all young people, including those who are the most in need. This programme places a huge emphasis on relationships, respect, responsibility and restoration which have shown to be more effective in addressing issues of discipline and conflict rather than traditional behavioural approaches, where systems rely on the use of rewards and sanctions to encourage compliance.

One Life helps to offer a relational approach into practice addressing the following:

- **Developing Relationships** (staff to pupil, pupil to pupil and pupil to self)
- **Responding and Calming** (supports co-regulation leading to improved self-regulation, calm responses, and managing crisis well)
- **Repairing and Restoring** (staff to pupil, pupil to pupil and pupil to self)

- **Supporting inclusion** (helps to support experiences of adversity and trauma as well as addressing the impact of being over-sanitised and entitled)
- **Setting boundaries** (for themselves and understanding others) *(Wakefield Educational Psychology Service, Relate to Educate, August 2023)*

The programme goes beyond the statutory requirements for RSHE to ensure that children really understand themselves, and how to show up as their best selves in this increasingly demanding and challenging world. It helps them to build their self-awareness and knowledge, so they can exercise their free will with love

This programme of work covers the following statutory components of the Relationships and Sex Education (RSE) and Health Education guidance and ensures that all of this content is taught and not told:

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Personal Safety

Physical Health and Mental Well-being:

- Mental Wellbeing
- Online Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco -Y5/Y6
- Health and Prevention

- Basic First Aid
- Changing Adolescent Body (Developing Bodies) -Y5/6

This should not be taught before year 4. Pupils should know: 1. about growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.



It also supports the ***Spiritual, Moral, Social and Cultural development*** and ethos as well as promoting ***British Values*** and the ***Equal Opportunities Act and supports the awareness of the Protected Characteristics***. It supports culture, character and personal attributes and growth for every pupil.

The 3 Components:

OUR SOCIAL FITNESS CHALLENGES

<p>FAMILIES AND PEOPLE</p>  <p>WHO CARE FOR ME</p>	<p>INTERNET SAFETY</p>  <p>AND HARMS</p>
<p>CARING</p>  <p>FRIENDSHIPS</p>	<p>RESPECTFUL</p>  <p>RELATIONSHIPS</p>
 <p>BEING SAFE</p>	<p>ONLINE</p>  <p>RELATIONSHIPS</p>

OUR MENTAL FITNESS CHALLENGES

 <p>POWER</p>	 <p>STRENGTH</p>	 <p>FLEXIBILITY</p>
 <p>POWER OF NOW</p>	 <p>STRENGTH OF SELF-AWARENESS</p>	 <p>FLEXIBILITY OF BOUNCING BACK</p>
 <p>POWER OF COMPASSION</p>	 <p>STRENGTH OF OUR RESPONSE SYSTEM</p>	 <p>FLEXIBILITY OF BALANCING THE GOOD AND BAD</p>

OUR PHYSICAL FITNESS CHALLENGES

<p>PHYSICAL HEALTH</p>  <p>AND FITNESS</p>	<p>DRUGS, ALCOHOL</p>  <p>AND TOBACCO</p>
 <p>BASIC FIRST AID</p>	<p>CHANGING</p>  <p>ADOLESCENT BODY</p>
<p>HEALTH AND</p>  <p>PREVENTION</p>	 <p>HEALTHY EATING</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendshipS elf-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y1	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y2	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y3	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendshipS elf-care	Self-compassion Compassion for others Stereotypes Emergency response- basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y4	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y5	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendshipS elf-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention

Y6	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendshipS elf-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
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HT1 – We Are Happy	HT2 – We Are Safe	HT3 – We Enjoy a Challenge	HT4 – We Celebrate Diversity	HT5 – We Show Respect	HT6-We are ready and fit for our future
<p>Themes: self-esteem, self-talk, self-awareness, spirituality, self-respect, core values, self-worth, self-efficacy and showing up as your best self.</p> <p>Personal Attributes: confidence, modesty, humility, self-respect, self-worth, free will</p>	<p>Themes: safety, responding and not reacting, hot cross bun, fight, flight, freeze, self-image, body image, consent, privacy, respect</p> <p>Personal Attributes: optimism, honesty, integrity, courage, sense of justice, right or wrong</p>	<p>Themes: mistakes, resilience, forgiveness, sorry, conflict, resolution, bullying, upstander, bystander</p> <p>Personal Attributes: resilience, adaptability, growth mindset, gentleness, trustworthy, integrity</p>	<p>Themes: self-compassion, compassion for others, empathy, sympathy, sensitivity, forgiveness, stereotypes, emergency</p> <p>Personal Attributes: kindness, empathy, generosity, sense of justice</p>	<p>Themes: presence, alert, mutual respect, respectful, online respect, cyberbullying, abuse, upstander, addiction, dopamine, law</p> <p>Personal Attributes: sense of justice, courage, honesty, self-control</p>	<p>Themes: balance, self-care, hygiene, habits, water code, obesity</p> <p>Personal Attributes: confidence, ambition, modesty, humility, integrity</p>
<p>Session 1 Mental FITNESS: Strength of Self-Awareness</p> <p>Know:</p>	<p>Session 1 Mental FITNESS: Strength of our response system</p> <p>Know:</p>	<p>Session 1 Mental FITNESS: Flexibility of bouncing back</p> <p>Know:</p>	<p>Session 1 Mental FITNESS: Power of Compassion-self</p> <p>Know:</p>	<p>Session 1 Mental Fitness: Power of NOW</p> <p>Know:</p>	<p>Session 1 Mental FITNESS: Flexibility of balancing doing and being</p> <p>Know:</p>

<p><i>That we are all unique and different human beings. That we are all born with special talents and interests and that we should feel good about who we were born to be.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1, Y2 positive self-talk and image ➤ Y3, Y4 ethnicity and diversity focus and the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ➤ Y5, Y6 positive self-talk and avoiding comparison focus ➤ Y6 – self-worth and esteem 	<p><i>That our brains want to protect us and keep us safe. Know that we must respond and not react. We all have a range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition. Know that children's brains are not fully developed until 25 years.</i></p> <ul style="list-style-type: none"> ➤ Situation, thoughts, feelings, sensations, urge, action ➤ Not all thoughts are facts ➤ KS2 -progression of brain anatomy and how our brains work to keep us 	<p><i>Life is amazing, but also challenging. Know that mistakes are normal and no-one is perfect. We must let things go if we want to bounce back in our one life. We must practise forgiveness for ourselves and others if we want to live a fulfilled life. We can always bounce back even when we experience intense emotions. That it is common to experience mental health problems and early support can help to resolve problems.</i></p>	<p><i>That we are born kind in our hearts. We have to think kindly and choose kindness. That self-compassionate people are often the ones who live the most fulfilled life as they forgive themselves easily and take positive action. Know that we should be our own best friend and speak to ourselves like that too.</i></p>	<p><i>That our brain is powerful and will try and take us away from the present moment. We are forced to think about the past (shame, regret, upset) and the future (fear, anxiety). We have to be AWARE and work hard to stay in the NOW. This takes practise and awareness.</i></p>	<p><i>What children like doing and what that are talented at (self-esteem). That we must feel good about ourselves in order to live a fulfilled life (self-esteem). Know about dopamine and how it is responsible for the feeling of reward. Know that we live in a dopamine drowning world and we need to release dopamine from positive and healthy reward seeking behaviours.</i></p>
<p>Session 2 Mental FITNESS: Strength of Self-Awareness</p> <p>Know:</p>	<p>Session 2 Mental Fitness: Strength of our response system</p> <p>Know:</p>	<p>Session 2 Mental FITNESS: Flexibility of bouncing back</p> <p>Know:</p>	<p>Session 2 Mental FITNESS: Power of Compassion- others</p> <p>Know:</p>	<p>Session 2 Mental Fitness: Power of NOW</p> <p>Know:</p>	<p>Session 2 Mental FITNESS: Flexibility of doing and being</p> <p>Know:</p>

<p><i>That we are more than just what we look like. Inside of us we are pure and can choose to shine with love and kindness. We are all born with bright lights, but the world and our environment conditions us and changes us. If we are not self-aware, our conditioning could change our inner beliefs which could be harmful to our mental fitness.</i></p> <ul style="list-style-type: none"> ➤ Personal attributes taught and explored through the books ➤ Religion or beliefs 	<p><i>How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know what cortisol (stress hormone) is and how it affects their mental fitness.</i></p> <ul style="list-style-type: none"> ➤ Y5, Y6. that isolation and loneliness can affect children, and the benefits of seeking support. ➤ Y6 that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently. 	<p><i>The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations and normalise these. Know how to manage these emotions well in order to bounce back from challenges. Remember that feelings can fool us too. That change and loss, including bereavement, can provoke a range of feelings. Grief is natural and we all grieve differently.</i></p> <ul style="list-style-type: none"> ➤ Y4 intense sadness ➤ Y5 grief (intense emotions) and know about cortisol ➤ Y6 fear (intense emotions and know about adrenaline <p><i>Know who to speak to about concerns about their own or others mental wellbeing.</i></p>	<p><i>That compassion can be taught and takes practise. Know how to use their SENSES to be compassionate to others</i></p> <ul style="list-style-type: none"> ➤ Y1 – sensitive, empathy ➤ Y2 – empathy, sympathy ➤ Y3- non-judgemental ➤ Y4 – Extra-care ➤ Y5, Y6 application of all SENSES 	<p><i>That the best place to be is in the present moment. This is where we make our best choices. Know how to take deep breaths to feel calm and relaxed and come back to the NOW. Know why this is important for our overall wellbeing.</i></p>	<p><i>Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. Know that we must balance doing with time just to be! Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Know about endorphins and how they can help our mental fitness.</i></p> <p><i>7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</i></p>
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<p>Session 3 Mental FITNESS: Strength of Self-Awareness</p> <p>Know: <i>That not all thoughts are facts. Feelings can fool us. We all have an inner critic and inner cheerleader. We are not our thoughts but the watcher of our thoughts. We have free will which means we can choose which ones we pay attention to.</i></p>	<p>Session 3 Mental FITNESS: Strength of our response system</p> <p>Know: <i>That we must breathe to regulate ourselves. This will help to judge whether what they are feeling and how they are behaving is appropriate and proportionate. This builds on the self-awareness teaching in HT1. Know who to speak to if they are concerned or worried about their own, or others, ability to control their emotions.</i></p>	<p>Session 3 Social FITNESS: Caring Friendships</p> <p>Know: <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right.</i></p> <ul style="list-style-type: none"> ➤ Y6. how to recognise who to trust and when a friendship is making them feel unhappy or uncomfortable, how to handle these situations 	<p>Session 3 Mental/social FITNESS: Power of Compassion-world</p> <p>Know: <i>How to show up compassionately in the world and how this will help our overall wellbeing. Being kind and generous to others is linked with happiness and overall well-being. Know that happiness is linked to being connected to others.</i></p>	<p>Session 3 SOCIAL FITNESS: Respectful Relationships:</p> <p>Know: <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships, including positions of authority.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1, Y2 the conventions of courtesy and manners. ➤ Y3 -table manners ➤ Y4 -good choices ➤ Y5-respectful behaviour ➤ Y6 – rights and responsibilities 	<p>Session 3 SOCIAL FITNESS: Personal Safety</p> <p>Know:</p> <ol style="list-style-type: none"> 1. Know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. how to recognise risk and keep safe around roads, railways and water, including the water safety code. 3. Risk taking behaviours and peer influences. 8. the importance of avoiding putting pressure on others, and strategies for resisting peer pressure.
<p>Session 4: SOCIAL FITNESS: Families and people who care for me:</p> <p>Know: <i>That families are important for children growing up because they provide love, security and stability. Sometimes they look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. The characteristics of healthy family life, including commitment to each other, including in times of difficulty, protection and care for children and other family</i></p>	<p>Session 4: PHYSICAL FITNESS: Body Respect</p> <p>Know: <i>The foundations for self-respect and body boundaries.</i></p> <p><i>Know the importance of self-respect and how this links to their own happiness.</i></p> <p><i>We only get one body so we must look after it and respect it.</i></p> <ul style="list-style-type: none"> ➤ YR – all bodies are good bodies ➤ Y1- embrace your own body 	<p>Session 4: SOCIAL FITNESS: Respectful Relationships (bullying)</p> <p>Know: <i>That they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</i></p> <p><i>That isolation and loneliness can affect children, and the benefits of seeking support. That bullying has a negative and often lasting impact on mental wellbeing.</i></p> <ul style="list-style-type: none"> ➤ KS2: about different 	<p>Session 4 SOCIAL FITNESS: being safe – stereotypes</p> <p>Know: <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Age and gender protected characteristic.</i></p> <ul style="list-style-type: none"> ➤ YR, Y1 Race ➤ Y2 disability ➤ Y3 acceptance ➤ Y4 we are all perfectly designed ➤ Y5 – we all have a 	<p>Session 4 SOCIAL FITNESS: Online Relationships</p> <p>Know: <i>-others behave differently</i></p> <ol style="list-style-type: none"> 1. That children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 2. That people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an 	<p>Session 4 PHYSICAL FITNESS: Physical Health and Fitness</p> <p>Know</p> <ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity).

<p><i>members, the importance of spending time together and sharing each other's lives.</i></p> <ul style="list-style-type: none"> ➤ Y3, Y4 that others' families, either in school or in the wider world, can be different to their own ➤ Y4 ,Y5, Y6. that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up. ➤ Y6. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (law). ➤ Y6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> ➤ Y2 -Growing is great and your body will change ➤ Y3 -your body is awesome ➤ Y4 – As we grow, our bodies change and this is normal ➤ Y5 – disability awareness ➤ Y6 – love your body and don't compare yourself to others. Changing bodies. 	<p>types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p>	<p>voice</p> <ul style="list-style-type: none"> ➤ Y6 being an upstander 	<p>adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do.</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>8. The importance of avoiding outing pressure on others to share information and images online and strategies for resisting peer pressure.</p> <p>9. Who to go to for advice and support when they feel worried or concerned that they have seen or engaged with online.</p>	<p><i>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</i></p> <p><i>Y6- Know about how exercise releases endorphins and how this can help us with our mental fitness too.</i></p>
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<p>Session 5: SOCIAL FITNESS: Caring friendships</p> <p>Know:</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. The characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <ul style="list-style-type: none"> ➤ Y5, Y6 how to recognise relationships that are less positive ➤ Y5, Y6 that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. ➤ Y5, Y6. that healthy friendships are positive and welcoming towards others, and do 	<p>Session 5 SOCIAL FITNESS: Being Safe</p> <p>Know:</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know about healthy boundaries and how they help us to be safe. Teach the difference between a secret and a surprise. How to recognise and report feelings of being unsafe or feeling bad about others. Age of criminal responsibility (aged 10).</p> <p>-YR I say what goes when it comes to my body -Y1 Yes/No consent -Y2 - body boundaries and asking permission/consent -Y2 body boundaries -KS2 heathy body boundaries and consent</p>	<p>Session 5: PHYSICAL FITNESS: Health and Prevention</p> <p>Know:</p> <p>The importance of self-care and how this helps us to bounce back physically.</p> <ul style="list-style-type: none"> ➤ YR, Y1- The importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn. ➤ YR, Y3, Y6- The importance of dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. ➤ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 	<p>Session 5: PHYSICAL FITNESS: Basic First Aid</p> <p>Know:</p> <p>Compassion in an emergency. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <ul style="list-style-type: none"> ➤ concepts of basic first aid, ➤ Y3 dealing with common injuries and ailments, ➤ Y5, Y6 including head injuries. 	<p>Session 5: SOCIAL FITNESS Cyberbullying:</p> <p>Know:</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know that hurt people, hurt others.</p> <p>Y6-law relating to cyberbullying</p>	<p>Session 5: PHYSICAL FITNESS: Health and Prevention</p> <p>Know:</p> <p>How to keep their bodies safe and healthy:</p> <ul style="list-style-type: none"> ➤ Y3- know how to be safe in the sun ➤ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ➤ YR- about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. ➤ Y6 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ➤ Y4- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ➤ Y5- allergies ➤ Y6 the facts and science relating to allergies, immunisation and
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not make others feel
lonely or excluded.

Vaccination

<p>Session 6: PHYSICAL FITNESS (Healthy Eating)</p> <p>Know:</p> <p>1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Y6- impact of nutrition on the brain</p>	<p>Session 6 SOCIAL FITNESS (Being Safe):</p> <p>Know:</p> <p>About the concept of privacy and its implications for both children and adults; that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults. How to respond safely and appropriately to adults (others) they may encounter (in all contexts, including online), including those they do and do not know. How to ask for advice or help for themselves or others and to keep trying until they are heard (and know where). How to report concerns or abuse and the vocabulary and confidence needed to do so.</p> <p>YR- underpants rule Y1 – underpants rule Y2 -body safety Y3- privacy and my body Y4 -Body privacy Y5- including that it is not always right to keep secrets if they relate to being safe. KS2 knowing that we use the</p>			<p>Session 6: PHYSICAL FITNESS (Drugs, Alcohol, Smoking and Vaping)</p> <p>Know:</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. Know the basics of addiction and how dopamine changes the brain. Know that we must find rewards in positive and healthy habits.</p> <ul style="list-style-type: none"> ➤ YR, Y1, Y2 positive habits ➤ Y3, Y4 happy hormones and habits ➤ Y5, Y6 drugs, alcohol, smoking and addiction (dopamine reward centre) <p>Law: age-restrictions for legal substances</p>	<p>Session 6 PHYSICAL FITNESS (Health and Prevention)</p> <p>Know:</p> <p>End of Year Review Traffic lights</p>
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	<p>correct names for private parts out of respect for own, and others, bodies.</p>				
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<p>End Goals:</p> <p>Mental Fitness: to know that they are unique human beings. To know that they are not their thoughts. To know that self-awareness needs to be practised and helps us to show up as our best selves.</p> <p>Social Fitness: To know that families are built on love and friends are important in our one life.</p> <p>Physical Fitness: To know that their bodies need good fuel to work well. Begin to understand that they need to build all three fitness components to live their one life well.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that we must try and respond and not react. Our minds want to protect us. To know that all emotions are ok, as long as we manage them well. That we must pay attention to our thoughts and feelings so they don't get too strong or big.</p> <p>Social Fitness: To keep safe, we must have boundaries and remember that no means no. We all have private parts and they are private for a reason.</p> <p>Physical Fitness: We only get one body so we should love it, respect it and not compare ourselves to others.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that we have to learn to bounce back when things go wrong or get hard. We have to use our inner cheerleader to help us.</p> <p>Social Fitness: That we must forgive ourselves and others if we want to bounce back in our friendships. All friendships have ups and downs. Know about the different types of bullying and the impact it may have.</p> <p>Physical Fitness: To know that self-care is important so we can bounce back physically too.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that I must be kind to myself and others to be mentally fit. Begin to know how to say sorry and forgive others.</p> <p>Social Fitness: Know about stereotypes and how to challenge them. Use their 'SENSES' to show up compassionately in their relationships.</p> <p>Physical Fitness: Know how to be compassionate in an emergency and basic first aid. To know how to call 999 and what to say in an emergency</p>	<p>End Goals:</p> <p>Mental Fitness: to know that our mind is powerful and we need to build the power of now to live our one life really well. Know how to breathe to calm our bodies and minds</p> <p>Social Fitness: Know and use please, thank you, excuse me, pardon and show respect to all adults. Know practical ways to develop respectful relationships. Know how to be respectful with face-to-face and online relationships, including cyberbullying.</p> <p>Physical Fitness: know some basic facts about addiction and hormones so they can make better decisions in the future.</p>	<p>End Goals:</p> <p>Mental Fitness: to know that I can't always be doing. Know that we need to make time just to be. This balance is important in our one life.</p> <p>Social Fitness: know about personal safety on roads, railways and in the water, including the water safety code. Know about risk-taking behaviours and peer influences.</p> <p>Physical Fitness: know how to keep their bodies healthy and safe through self-care, exercise and prevention methods (teeth, skin and hygiene).</p>
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NO OUTSIDERS at ROSSETT ACRE

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
EYFS Know: <ul style="list-style-type: none"> Making a new friend 	EYFS Know: <ul style="list-style-type: none"> To say hello 	EYFS Know: <ul style="list-style-type: none"> That all families are different 	EYFS Know: <ul style="list-style-type: none"> To celebrate my family 	EYFS Know: <ul style="list-style-type: none"> How to choose what I like 	EYFS Know: <ul style="list-style-type: none"> That it's ok to like different things
Year 1 Know: <ul style="list-style-type: none"> I like the way I am Our bodies work in different ways 	Year 1 Know: <ul style="list-style-type: none"> Proud to be me 	Year 1 Know: <ul style="list-style-type: none"> To join in To work together 	Year 1 Know: <ul style="list-style-type: none"> To find ways to play together To play with boys and girls 	Year 1 Know: <ul style="list-style-type: none"> I share the world with many people 	Year 1 Know: <ul style="list-style-type: none"> Recognising people are different ages
Year 2 Know: <ul style="list-style-type: none"> What makes a good friend. 	Year 2 Know: <ul style="list-style-type: none"> What makes people proud. 	Year 2 Know: <ul style="list-style-type: none"> To welcome different people 	Year 2 Know: <ul style="list-style-type: none"> That I belong 	Year 2 Know: <ul style="list-style-type: none"> How to have self confidence 	Year 2 Know: <ul style="list-style-type: none"> How to feel proud to be different What diversity is
Year 3 Know: <ul style="list-style-type: none"> What discrimination means 	Year 3 Know: <ul style="list-style-type: none"> What a bystander is 	Year 3 Know: <ul style="list-style-type: none"> What a stereotype is 	Year 3 Know: <ul style="list-style-type: none"> To be welcoming 	Year 3 Know: <ul style="list-style-type: none"> What living in Britain today is like 	Year 3 Know: <ul style="list-style-type: none"> What an outsider is
Year 4 Know: <ul style="list-style-type: none"> How to help someone accept difference 	Year 4 Know: <ul style="list-style-type: none"> How to look after our mental health 	Year 4 Know: <ul style="list-style-type: none"> How to find common ground 	Year 4 Know: <ul style="list-style-type: none"> How to show acceptance 	Year 4 Know: <ul style="list-style-type: none"> How to choose when to be assertive 	Year 4 Know: <ul style="list-style-type: none"> How to be proud of who I am
Year 5 Know: <ul style="list-style-type: none"> To consider responses to racist behaviour 	Year 5 Know: <ul style="list-style-type: none"> To consider consequences 	Year 5 Know: <ul style="list-style-type: none"> To justify my actions That art can demonstrate freedom 	Year 5 Know: <ul style="list-style-type: none"> How to express an opinion 	Year 5 Know: <ul style="list-style-type: none"> How to explore friendship 	Year 5 Know: <ul style="list-style-type: none"> How to recognise when someone needs help
Year 6 Know: <ul style="list-style-type: none"> How to recognise my freedom About language and freedom of speech 	Year 6 Know: <ul style="list-style-type: none"> How to overcome fears about difference How to stand up to discrimination 	Year 6 Know: <ul style="list-style-type: none"> How to promote diversity How to consider responses to immigration 	Year 6 Know: <ul style="list-style-type: none"> How to consider democracy To consider causes of racism 	Year 6 Know: <ul style="list-style-type: none"> How life changes as you grow 	Year 6 Know: <ul style="list-style-type: none"> How our bodies function

FINANCIAL EDUCATION at ROSSETT ACRE

FINANCIAL EDUCATION at ROSSETT ACRE													
	How to Manage Money			Becoming a critical consumer			Managing risks and emotions associated with money			Understanding the important role money plays in our lives			
EYFS	Recognising coins			Choices about spending and saving			Keeping money safe and feelings about money			Using money			
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	
	I know there are different coins and notes.	I can describe and name different coins and notes.	I am beginning to understand that coins and notes can have different values.	I know I can spend money in different places and on different things e.g. buying toys, treats, going on the bus.	I can make simple choices about how to spend my money.	I am beginning to understand that people may make different choices about saving their money.	I know that I need to look after my money.	I can choose a safe place to keep my money e.g. money box, Purse.	I understand that money has a value and needs to be taken care of.	I am beginning to understand that other people may have different feelings to my own about money.	I am beginning to know that I will need to use money in different ways.	I can name different ways money can be used e.g. saving, spending, and giving.	I am beginning to understand why money is used.
Year 1	How to manage money			Becoming a critical consumer			Managing risks and emotions associated with money			Understanding the important role money plays in our lives			

	The value of coins and notes			Needs and wants			Looking after my money			Where my money comes from		
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills
	I know the value of the coins and notes I use.	I can recognise and choose the correct value of coins and notes to use and calculate change.	I can understand the importance of waiting for and checking change.	I know that my needs and wants cost money, and they may be different to those of other people.	I can explain the difference between something that I need and something I might want.	I am beginning to understand that we might not always be able to have the things we want.	I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank.	I can choose a suitable place to keep my money safe and explain why.	I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.	I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.	I can describe where my money comes from	I understand that money will come to me in other ways in the future e.g. being paid for working
Year 2	How to manage money			Becoming a critical consumer			Managing risks and emotions associated with money			Understanding the important role money plays in our lives		
	Keeping track of money			Choices about saving and spending			Saving money			How money developed		
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills
I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary.	I can keep simple financial records e.g. recording the amount saved in a money box and how it has been used.	I am beginning to understand I might run out of money unexpectedly if I don't keep track of it.	I know I have choices about saving and spending my money.	I can make a simple plan for my spending and saving choices and stick to it.	I am beginning to understand that people may make different choices about how to save and spend money.	I know I can save my money to use later instead of spending it all now.	I can describe why I might want to save my money e.g. for something special or to buy a present for someone else.	I am beginning to understand why saving money can be important and how that makes me feel.	I know that money, and ways to pay, have developed in many different forms throughout history e.g. barter, coins, notes, etc.	I can describe the different forms money comes in today, and the variety of ways in which it can be used to pay for things.	I understand that money, and ways to pay, will continue to develop in a variety of ways in the future.	
Year 3	How to manage money			Becoming a critical consumer			Managing risks and emotions associated with money			Understanding the important role money plays in our lives		

	Ways to pay			Saving and spending priorities			Using accounts to keep money safe and save			Earning money – differences between jobs		
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills
	I know that cash is only one way to pay for goods and services.	I can describe ways of paying that don't involve cash e.g. debit cards, credit cards, online payments.	I understand the reasons for using different forms of payment including the difference between debit and credit cards.	I know how to prioritise needs and wants.	I can make saving and spending choices based on my own needs and wants. Q3 what can we use our money for? R2	I understand that it may not be possible to have everything I want straight away, if at all. Q5 how can we look after money R4	I know I can keep my money in a standard and/or online bank account and what benefits this might have.	I can explain why I might use an account E.g. bank, building society, credit union.	I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements	I know that there is a range of jobs – paid and unpaid.	I can describe different jobs that I might do to earn money when I am older. Q1 where does our money come from R3	I understand the reasons why some jobs pay more than others. Q1 where does our money come from R6
Year 4	How to manage money			Becoming a critical consumer			Managing risks and emotions associated with money			Understanding the important role money plays in our lives		
	Keeping records			Decisions about savings and spending			Lending and borrowing			Helping others		
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills
	I know some different ways of keeping track of my money e.g. Counting, keeping receipts.	I can plan and track my saving and spending by keeping simple records.	I understand why it is important to keep track of my saving and spending.	I know that the decisions I make about saving and spending my money can be influenced by and have an impact on other people.	I can take account of other people's ideas and opinions when making decisions about saving and spending my money.	I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money.	I know that if I don't have enough money, I may have the choice to borrow but if I do, I will have to pay it back.	I can explain why I might want to borrow money and how this might make me feel.	I am beginning to understand that I can pay for things without having enough money and that this has consequences E.g. I could get into debt.	I know why it is important to help others E.g. by donating to charity. (Fair Trade Lesson)	I can explain how my spending decisions can help support others, e.g. buying Fairtrade products, using charity shops.	I understand why I might, or might not, want to give money to help others.
Year 5	How to manage money			How to manage money			Managing risks and emotions associated			Managing risks and emotions		

							with money			associated with money		
	Foreign currency			Simple financial records			Protecting my money			Saving and borrowing		
	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills	Knowledge	Attitude	Skills
	I know that different forms of money are used in other countries.	I can carry out simple calculations based on exchange rates.	I understand why it is important to understand other currencies, particularly when I am visiting another country.	I know I get money from working and I need to check and keep basic financial information e.g. pay slips, receipts, bills, bank statements.	I can use simple financial information to plan and manage a basic budget knowing that I get money for working.	I understand that planning my spending helps me to stay in control of my money which I may get from working.	I know there are financial risks associated with spending money online e.g. scams and phishing. – (esafety)	I can describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs. (Esafety)	I understand some consequences of financial scams and how they might make me feel.	I know what interest is and that it may be added to the money I save and borrow.	I can explain some of the benefits of saving, and some of the risks involved in borrowing money.	I understand it is important to consider any risks and potential consequences before borrowing money, including the impact on my feelings and those of others
Year 6	Becoming a critical consumer			Becoming a critical consumer			Understanding the important role money plays in our lives			Understanding the important role money plays in our lives		
	Influences on saving and spending			Value for money			Links between work and money			Wider global communities		
	I know that advertising is used to persuade me to spend my money.	I can recognise when my choices around money are being influenced by advertising.	I understand why we should all be critical consumers, but that the choices we make about money will also be affected by other factors.	I know that some things are better value for money than others.	I can make comparisons between prices when deciding what the best value is for money.	I understand why making informed decisions will help me make the most of the money I have.	I know that money to be earned is one factor which may influence me when choosing a job.	I can describe how having a job will allow me to achieve certain goals in my life including financial ones.	I am beginning to understand that the choices I make about work and money will affect my life.	I know that money is deducted from earnings to provide things we all need e.g. through taxes and	I can describe some ways in which the government uses money to provide for my needs and those of my local community.	I am beginning to understand why and how some of the money we earn supports the wider community.

										National Insurance.		
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CAREERS EDUCATION AT ROSSETT ACRE

Careers Education runs alongside our Financial Education (above)

All Year Groups	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Careers are woven throughout the curriculum – e.g. in Science, children explore different scientists / Art – children explore different Artists.</p> <p>Additionally, there are a range of different career-related activities throughout school which include:</p> <ul style="list-style-type: none"> • Regular Assemblies • External Visitors and Parents • Visitors explaining their careers • Each Year group having a mini-enterprise project <p>Additionally, there are termly events regarding Careers.</p> <p>Autumn Term - Christmas Fair Enterprise Project (with PTA) Spring Term - Step into NHS Day, Science Week, World Book Day Summer Term - Careers Week Young Apprentice Project – Year 6 CSI – Year 6 - (Judicial system, police, forensic scientists)</p>	<p>I understand that money will come to me in other ways in the future – e.g. being paid for working</p>	<p>I can describe the different forms money comes in today, and the variety of ways in which it can be used to pay for things.</p>	<p>I can describe different jobs that I might do to earn money when I am older. I understand the reasons why some jobs pay more than others.</p>	<p>I can explain how my spending decisions can help support others, e.g. buying Fairtrade products, using charity shops. Including Volunteering</p>	<p>I know I get money from working and I need to check and keep basic financial information e.g. pay slips, receipts, bills, bank statements.</p>	<p>I know that money to be earned is one factor which may influence me when choosing a job I can describe how having a job will allow me to achieve certain goals in my life including financial ones I am beginning to understand that the choices I make about work and money will affect my life.</p>

CITIZENSHIP at ROSSETT ACRE

Introduction

Citizenship education in primary schools in the United Kingdom plays a crucial role in preparing pupils to become responsible, respectful, and active members of society. At Rossett Acre, our curriculum is designed to support children in developing an in-depth understanding of their rights and responsibilities, alongside the knowledge, skills, and values needed to participate fully in school life and the wider community.

Through our curriculum, children learn about key aspects of citizenship, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Learning is age-appropriate and builds progressively, enabling children to develop confidence in expressing their views, listening to others, and understanding how decisions are made at local and national levels.

Our citizenship curriculum also helps pupils to explore their identities and relationships, develop empathy and respect for diversity, and understand the importance of fairness, equality, and community cohesion. (See [No Outsiders](#)) Opportunities are provided for pupils to engage in discussion, collaborative activities, and practical experiences that encourage participation and active involvement.

At Rossett Acre, we embed citizenship within everyday school life and across the curriculum. We aim for all children to leave Rossett Acre as nurture-informed, thoughtful, and engaged citizens who are well prepared for life in modern Britain and their future role in society.

Our Assemblies and PD offer (including [One Life](#)) provide much of the knowledge, skills and understanding outlined in the [National Curriculum for Citizenship](#).

In each section are further examples of how we provide opportunities to meet the objectives.

Our Early Years Curriculum engages children with citizenship through One Life, Assemblies, British Values and is covered within their seven areas of learning.

Developing confidence and responsibility and making the most of their abilities

Please see below for some examples

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• One Life• No Outsiders book discussion• Oracy curriculum• Opinions in different lessons through discussions or through evaluation of art work / DT etc.• Discussions in RE / PHSE• Zones of Regulation• Relational Practice and Restorative Approach• Behaviour Policy• Setting goals in PHSE• Evaluation of final work / editing	<ul style="list-style-type: none">• One Life• No Outsiders book discussion• Oracy curriculum• Opinions in different lessons through discussions or through evaluation of art work / DT etc.• Discussions in RE / PHSE• Zones of Regulation• Relational Practice and Restorative Approach• Behaviour Policy• Setting goals in PHSE• Evaluation of final work / editing• Newsround• See Relationships, Sex and Health Education• See Additional SRE Curriculum• See Financial Education• See Careers Education

Preparing to play an active role as citizens Please see below for some examples	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Class Charter and Rules • One Life • British Values • No Outsiders book discussion • Oracy curriculum • PHSCE curriculum • Discussions in RE / PHSE • Relational Practice and Restorative Approach • Relational Behaviour Policy • Sports competitions / KS1 performances / Clubs • Visit to Nell Bank (Year 2) – Environment • Litter Picking • See sustainability opportunities • See FinancialEducation 	<ul style="list-style-type: none"> • Class Charter and Rules • One Life • British Values • No Outsiders book discussion • Oracy curriculum • Assemblies • PHSCE curriculum • Discussions in RE / PHSE • Relational Practice and Restorative Approach • Relational Behaviour Policy • Sports competitions / Clubs • Rossett Nature Reserve Visit (Y3) • Litter Picking • E-safety – reliability of news sources (Y5/6) • See sustainability opportunities • See FinancialEducation
Developing a healthy, safer lifestyle Please see below for some examples	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • One Life – Physical Fitness / Mental fitness • British Values • School Rules and Class Charter • Children’s Mental Health Week • PHSCE Curriculum • Reflection Fridays • Science Curriculum – hygiene, healthy plate / food groups, lifecycles • See RelationshipsSexHealthEd 	<ul style="list-style-type: none"> • One Life – Physical Fitness / Mental fitness • British Values • School Rules and Class Charter • Children’s Mental Health Week • PHSCE Curriculum • Reflection Fridays • Science Curriculum – hygiene, healthy plate / food groups, lifecycles • See RelationshipsSexHealthEd

<ul style="list-style-type: none"> • Road Safety / Fire Safety / Water Safety Assemblies • Anti Bullying Week • Staying Safe Online – E Safety taught every half term / E-safety day 	<ul style="list-style-type: none"> • Road Safety / Fire Safety / Water Safety Assemblies • Anti Bullying Week • Staying Safe Online – E Safety taught every half term / E-safety day • First Aid is taught to Year 5 through external provider
<p>Developing good relationships and respecting the differences between people Please see below for some examples</p>	
<p style="text-align: center;">Key Stage 1</p>	<p style="text-align: center;">Key Stage 2</p>
<ul style="list-style-type: none"> • One Life • British Values • Relational Approach / Relational Behaviour Policy • Class Charter • History / RE / PHSCE curriculum • Visitors • No Outsiders 	<ul style="list-style-type: none"> • One Life • British Values • Relational Approach / Relational Behaviour Policy • Class Charter • History / RE / PHSCE curriculum • Visitors • No Outsiders
<p>Breadth of opportunities Please see below for some examples</p>	
<p style="text-align: center;">Key Stage 1</p>	<p style="text-align: center;">Key Stage 2</p>
<ul style="list-style-type: none"> • Class Charter • Resorative Practice – Hot Cross Bun discussions • One Life • PHSCE • Oracy • Reflection Friday • Visitors • Assemblies • Careers • No Outsiders • Pupil Voice Ambassadors 	<ul style="list-style-type: none"> • Class Charter • Resorative Practice – Hot Cross Bun discussions • One Life • PHSCE • Oracy • Reflection Friday • Visitors • Assemblies • Careers • No Outsiders • Eco Committee • Play Leaders • Pupil Voice Ambassadors • Youth Board • Journalling

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| | <ul style="list-style-type: none">• Financial Education• Year 6 Apprentice Project• Opportunities for KS2 to work with High Schools and visit (e.g. watching performances / MFL teachers coming to run after school clubs / GCSE PE students leading PE).• Year 6 Transition |
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Relationships, Sex and Health Education at Rossett Acre


(Taken from the Government guidance which can be found [here](#))

One Life Curriculum Content

ALL Year Groups (One Life Coverage)	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Families and people who care for me</p>	<p>Content Covered in Half Term One</p> <p>That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</p> <p>Additional Content for Years 5 &6</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>					
<p>Caring Friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Additional Content KS2</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and</p>		<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>That most friendships have ups and downs, and that these can often be</p>			

	<p>that there is no shame in feeling lonely or talking about it.</p> <p>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p>		<p>worked through so that the friendship is repaired or even strengthened.</p> <p>How to manage conflict, and that resorting to violence is never right.</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p>			
<p>Respectful, kind relationships</p>	<p>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>.</p> <p>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity,</p>	<p>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to</p>	<p>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>The different types of bullying (including online bullying), the impact of</p>	<p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	<p>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through</p>	<p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>

	<p>including through developing skills and interests. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	<p>trust. Year 3 – additional content The conventions of courtesy and manners.</p>	<p>bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>		<p>developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	
<p>Online Safety and Awareness</p> <p>Please see the Computing Curriculum for more information on our E-safety content.</p> <p>There is an Online Safety Day in February in addition to the content covered here and in our One Life lessons (see below).</p>			<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and</p>

						data is shared and used online.
<p>Online Safety and Awareness Covered by One Life lessons</p> 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How information and data is shared and used online, including the risks of sending images and information (without details of sexual imagery) • That for many people the internet is an integral part of life and has many benefits as part of a healthy life including meaningful offline relationships. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online, • The importance of keeping personal information private. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. This should not be taught before year 3. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. This should not be taught before year 3. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That the internet can be a negative place where online abuse, bullying and harassment can take place, which can have a negative impact on wellbeing. In discussing this, care should be taken to avoid exposing children to concepts which may not be appropriate for them. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online. 					
Being Safe	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>

		they do not know. How to ask for advice or help for themselves or others, and to keep trying until they are heard.				
Physical Health and Fitness (Reflection Fridays)	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>Content Covered in Half Term One – All Year Groups</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Understanding the importance of a healthy relationship with food.</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>					
General Well Being	<p>Central message: That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>					
	<p>Morning Routine: It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available,</p>					

	<p>especially if accessed early enough.</p> <p>Talk It Out: Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>					
	<p>Reflection Friday:</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>					
			<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>			
<p>Wellbeing Online</p>			<p>How to consider the effect of their online actions on others and know</p> <p>How to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a</p>	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information online including understanding that information, including</p>	<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>

			negative impact on mental health.	that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.		
Basic First Aid					How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Additional Content – Year 6 First Aid with Sporting Influence	
Drugs, Alcohol, Tobacco and Vaping					The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
Health Protection and Prevention	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays)	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays)	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays)	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays)	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing The facts and science relating to allergies,	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Reflection Fridays) How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of

					immunisation and vaccination.	sun damage, including skin cancer About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
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ROSSETT ACRE ADDITIONAL RSE CURRICULUM BY YEAR GROUP

Personal Safety

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.						
This is covered through assemblies led by SLT and / or external visitors (e.g. RNLI / PSCO etc) Trips and visitors are also arranged for specific year groups, for example Year 6 attend Crucial Crew – run by external agencies and facilitated by North Yorkshire.						

Developing Bodies and Sex Education

Children in all year groups learn how parts of the body are private and gain skills to understand and express their own boundaries around these body parts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Relationships and Consent for Year 1 are taught through the One Life PHSCE Lessons	Healthy Relationships and Consent for Year 1 are taught through the One Life PHSCE Lessons	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples The human lifecycle (through Science curriculum)	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples	<ul style="list-style-type: none"> Body changes in puberty for males and females. 	<ul style="list-style-type: none"> About menstruation Puberty can affect emotions and feelings About personal hygiene To where and who to seek advice and support from 	<ul style="list-style-type: none"> Children can describe how and why the body changes through puberty in preparation for reproduction How babies are conceived and pregnancy

- What contraception is

SUSTAINABILITY At ROSSETT ACRE

At Rossett Acre, we have a whole-setting approach to sustainability with everyone being engaged in ways to be more sustainable. This is at Trust level, SLT level, throughout the curriculum and in our community, including suppliers and catering staff. The culture of our Trust and school prioritises sustainability and ensures all our children are involved in climate action planning, giving them a voice, and inspiring them to make positive changes and share their knowledge with other children, their families and the wider community.

Sustainability at a Red Kite Learning Trust - Please [click here](#) for Red Kite Sustainability

Sustainability Leadership [For the full document click here](#)

Sustainability Activities and Opportunities

Sustainability throughout the curriculum

- Sustainability Lead
- Green Flag Award Leadership
- Climate Action Plan
- One Life Lessons (Mental fitness - to address anxiety)
- Proactive approach to decarbonization – Energy Sparks
- Data trends reviewed with current usage and actions to reduce
- BMI system reduces energy usage when school not in use
- LED lighting
- Solar panels
- Recycling initiatives and recycling points throughout school
- Food waste collection
- Water meter readings and actions to reduce usage
- Sustainability lead meets regularly with Trust Sustainability Board
- Trialing use of refillable whiteboard pens across school

- Youth Board
- Eco Committee
- Links with Rossett Nature Reserve
- Walk to School initiatives
- Food Waste collection – bins in each classroom
- [Nature Park](#) Activities
- Outdoor learning
- Energy Sparks Assemblies and Workshops
- Light and water monitors (from Eco Committee)
- Rewilding Project
- Recycling points in every classroom and main hall (paper / pens / glue sticks)
- Earth Day
- Rossett Acre Show / World Environment Day
- Rotary Club (Community) annual bulb planting and annual art / photo competitions with an environment theme
- Geography and Science Curriculum
- PVA nominated Charity 2025/6 – Yorkshire Wildlife Trust
- Gardening Club – children taught about growing their own food (food miles)
- No Outsiders – Book Assemblies link to environmental / sustainability issues

- EYFS**
- Forest School
 - Polar Regions – Spring 1
 - Earth Clubs Lessons - our actions have impact on the earth and its climate
 - Summer term - “Rocket Says Clean Up” - keeping our rivers and oceans clean, describe some of the things we can do to limit our impact (reduce, reuse, recycle)
- Year 1**
- Forest School
 - Visit to Harlow Carr
- Year 2**
- Forest School
 - Nell Bank – Pond Dipping and environmental activities
 - Climate affects countries in different locations around the world
 - Climate affects way of life
 - Walk to Pizza Express Trip
- Year 3**
- Forest School
 - Visit to Rossett Nature Reserve
 - Walking to swimming instead of taking the bus (location changed)
- Year 4**
- Forest School

		<ul style="list-style-type: none"> • Sustainability Superstars as a Summer 2 Theme • Including: deforestation, plastic pollution, recycling • Fair trade – food miles • Nell Bank – pond dipping, woodland walk, respect for nature and surroundings • Year 4 Musical – “Plastic Pirates” (refers to plastic pollution) • <hr/> <p>Year 5</p> <ul style="list-style-type: none"> • Forest School • In Geography 'Land use' lessons, we have discussed about deforestation in South America and the Amazon rainforest and how we must protect this for the future. • We talked about rewilding projects in the UK and how this can affect an ecosystem. • <hr/> <p>Year 6</p> <ul style="list-style-type: none"> • RE Unit What do religious and non-religious worldviews teach about caring for the Earth? • This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching and practice from different religions. We look at the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project and Christian projects Eco Church. • DT – sustainable baubles • Esat Barnby Residential – Canoeing – rivers / water usage / water pollution; Coastal Erosion, rock pooling, litter picking • Geography – William Kamkuwamba – teen who invented a wind turbine for his village • Water use for the Nile
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		<ul style="list-style-type: none">• Science – adaptation due to the environment- e.g. moth colour linked to industrial revolution
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