



LAMMACK  
PRIMARY SCHOOL

## HRE Curriculum Overview

KS1	Keeping Safe	Healthy Lifestyles	Happy Families
Year 1	Recognising dangers and who to ask for help, understanding what privacy means to us in relation to keeping safe.	Developing and maintaining a healthy self-concept including hygiene routines and feelings.	Understanding consequences of right and wrong, making and keeping positive relationships and developing a sense of belonging.
Year 2	Learning strategies for identifying and accessing help and support, understand the importance of speaking out and knowing who is responsible for keeping us safe	Identification, assessment and management of positive and negative risk to self and others, making decisions to keep ourselves healthy.	Being able to communicate and respond to positive and negative situations, understanding how everybody is different and showing respect and understanding individual roles within a community.
<b>Anti-bullying Objective:</b> To understand what is meant by the term 'bullying'.			



## HRE Curriculum Overview

KS2	Keeping Safe	Healthy Lifestyles	Happy Families	Anti-Bullying
Year 3	Develop an understanding of what affects our mental and physical health positively and negatively. Understand personal boundaries and laws that protect us.	Understanding what a balanced lifestyle is and recognising how our choices can help affect the balance.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Give feedback and support to benefit others as well as themselves.	To deepen their understanding of good and not so good feelings. To deepen their vocabulary to express feelings.
Year 4	To understand and use basic techniques for resisting pressure to do something. To judge what kind of physical contact is acceptable or unacceptable and how to respond.	What helps us to make choices and how the media can affect our choices, recognising good and bad habits and deciding what is best for us.	To understand that our actions and opinions can affect ourselves and others. To recognise gender stereotyping within society.	Develop positive ways of sharing feelings, recognizing that this might help manage them.
Year 5	How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. How rules are made through democracy.	How can we begin to look after our mind as well as our bodies, who, what and how are we are persuaded us to make choices about food, the importance of hygiene routines to maintain our health.	To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. Understand that stereotypes can be challenged.	Understand their responsibility to do something if they witness negative behaviour. Identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves.
Year 6	Learn how to make our own decisions about whether something is dangerous and understand the risks and consequences involved.	Understanding links between balanced diet and health and well-being, recognising and developing self-awareness, being aware of legal and illegal substances and their effects and dangers.	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.