Vine Core Curriculum

Termly Curriculum Overviews – Life Skills   Year Group - Mulberry

Year R/1	Autumn – Relationships		Spring – living in the Wider World		Summer – Health and Wellbeing
Families and friendships	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family	Belonging to a community	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	Physical health and mental wellbeing	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • about different types of play, including balancing indoor, outdoor and screen-based play • how to keep safe in the sun

Safe relationships	• about situations when someone's body or feelings might be hurt and whom to go to for help • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • about what it means to keep something private, including parts of the body that are private • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	**Media literacy and digital resilience**	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	**Growing and changing**	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave • how to manage and whom to tell when finding things difficult, or when things go wrong
Respecting ourselves and others	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	**Money and work**	• about different jobs and the work people do • about how different strengths and interests are needed to do different jobs • that everyone has different strengths, in and out of school • about people whose job it is to help us in the community	**Keeping safe**	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

Vine Core Curriculum

Termly Curriculum Overviews – Life Skills

Year Group - Apple

Year 1/2	Autumn – Relationships	Spring – living in the Wider World	Summer – Health and Wellbeing
Families and friendships	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	**Belonging to a community** • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • to recognise that they belong to different communities as well as the school community • about the individuals and groups that help the local community, including through volunteering and work • to recognise that they are all equal, and ways in which they are the same and different to others in their community • about the different groups that make up and contribute to a community • about how a community can help people from different groups to feel included • about different rights and responsibilities that they have in school and the wider community	**Physical health and mental wellbeing** • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • about the choices that people make in daily life that could affect their health • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings

Safe relationships	Media literacy and digital resilience	Growing and changing
- how to recognise hurtful behaviour, including online - what to do and whom to tell if they see or experience hurtful behaviour, including online - about what bullying is and different types of bullying - how someone may feel if they are being bullied - about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help - how to resist pressure to do something that feels uncomfortable or unsafe - how to ask for help if they feel unsafe or worried and what vocabulary to use	- the ways in which people can access the internet e.g. phones, tablets, computers - to recognise the purpose and value of the internet in everyday life - to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos - how the internet can be used positively for leisure, for school and for work - that information online might not always be true - to recognise that images and information online can be altered or adapted and the reasons for why this happens	- about the human life cycle and how people grow from young to old - how our needs and bodies change as we grow up - about change as people grow up, including new opportunities and responsibilities - preparing to move to a new class and setting goals for next year

Respecting ourselves and others	Money and work	Keeping safe
- about the things they have in common with their friends, classmates, and other people - how friends can have both similarities and differences - how to play and work cooperatively in different groups and situations - how to share their ideas and listen to others, take part in discussions, and give reasons for their views	- about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments - about getting, keeping and spending money - how money can be kept and looked after - how to recognise the difference between needs and wants - how people make choices about spending money, including thinking about needs and wants - that people are paid money for the job they do - about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime	- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' - to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger - how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines - how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products - about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel - how to respond if there is an accident and someone is hurt - about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Termly Curriculum Overviews – Life Skills   Year Group - Cherry

Year 3/4	Autumn – Relationships		Spring – living in the Wider World		Summer – Health and Wellbeing
Families and friendships	- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love - about the positive aspects of being part of a family, such as spending time together and caring for each other - to identify if/when something in a family might make someone upset or worried - about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - what to do and whom to tell if family relationships are making them feel unhappy or unsafe - about the features of positive healthy friendships such as mutual respect, trust and sharing interests - strategies to build positive friendships - how to seek support with relationships if they feel lonely or excluded	Belonging to a community	- how to show compassion towards others in need and the shared responsibilities of caring for them - how to show compassion for the environment, animals and other living things - to express their own opinions about their responsibility towards the environment - the importance of protecting the environment and how everyday actions can either support or damage it - about how resources are allocated and the effect this has on individuals, communities and the environment - about the way that money is spent and how it affects the environment	Physical health and mental wellbeing	- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how feelings can change overtime and become more or less powerful - to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary

Safe relationships	Media literacy and digital resilience	Growing and changing
• about what privacy and personal boundaries are, including online • What is appropriate to share with friends, classmates, family and wider social groups including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online	• that everything shared online has a digital footprint • to make safe, reliable choices from search results • strategies to recognise whether something they see online is true or accurate • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • that organisations can use personal information to encourage people to buy things • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that everyone is an individual and has unique and valuable contributions to make • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise how strengths and interests form part of a person's identity • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities

Respecting ourselves and others	Money and work	Keeping safe
- to recognise respectful behaviours e.g. helping or including others, being responsible - how to model respectful behaviour in different situations e.g. at home, at school, online - the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - to recognise differences between people such as gender, race, faith - the ways in which people show respect and courtesy in different cultures and in wider society - to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations - about the importance of respecting the differences and similarities between people - a vocabulary to sensitively discuss difference and include everyone	- how to set goals that they would like to achieve this year e.g. learn a new hobby - to recognise their interests, skills and achievements and how these might link to future jobs - about some of the skills needed to do a job, such as teamwork and decision-making - about common myths and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	- how to identify typical hazards at home and in school - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety - the importance of following safety rules from parents and other adults to identify when situations are becoming risky, unsafe or an emergency - how to respond in an emergency, including when and how to contact different emergency services - to identify occasions where they can help take responsibility for their own safety - about fire safety at home including the need for smoke alarms - how to deal with common injuries using basic first aid techniques

Vine Core Curriculum

Termly Curriculum Overviews – Life Skills

Year Group - HCT

Year 4/5	Autumn – Relationships		Spring – living in the Wider World		Summer – Health and Wellbeing
Families and friendships	- what makes a healthy friendship and how they make people feel included - strategies to help someone feel included - about peer influence and how it can make people feel or behave - the impact of the need for peer approval in different situations, including online - strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication - that it is common for friendships to experience challenges - that friendships can change over time and the benefits of having new and different types of friends - strategies to positively resolve disputes and reconcile differences in friendships - how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable - when and how to seek support in relation to friendships - how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know - what to do or whom to tell if they are worried about any contact online	Belonging to a community	- the meaning and benefits of living in a community - the reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - what human rights are and how they protect people - to identify basic examples of human rights including the rights of children - about how they have rights and also responsibilities - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	Physical health and mental wellbeing	- how sleep contributes to a healthy lifestyle - healthy sleep strategies and how to maintain them - about the benefits of being outdoors and in the sun for physical and mental health - how to manage risk in relation to sun exposure, including skin damage and heat stroke - how medicines can contribute to health and how allergies can be managed - that some diseases can be prevented by vaccinations and immunisations - that bacteria and viruses can affect health - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - to recognise the shared responsibility of keeping a clean environment - how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night - what to do and whom to tell if they are frightened or worried about something they have seen online - how to maintain oral hygiene and dental health, including how to brush and floss correctly - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

Safe relationships

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact
- how people may behave differently online including pretending to be someone they are not
- how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

Media literacy and digital resilience

- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- why people might choose to buy or not buy something online e.g. from seeing an advert
- how to assess which search results are more reliable than others
- that search results are ordered based on the popularity of the website and that this can affect what information people access
- basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- to recognise unsafe or suspicious content online
- that some media and online content promote stereotypes
- how devices store and share information

Growing and changing

- how to identify external genitalia
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- about the physical and emotional changes during puberty
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

Respecting ourselves and others		Money and work		Keeping safe	
	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online		• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • that there is a variety of routes into work e.g. college, apprenticeships, university, training • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it		• to recognise what is meant by a 'drug' • the importance of taking medicines correctly and using household products safely • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice

Vine Core Curriculum

Termly Curriculum Overviews – Life Skills

Year Group - Oak

Year 5/6	Autumn – Relationships		Spring – living in the Wider World		Summer – Health and Wellbeing
Families and friendships	- what it means to be attracted to someone and different kinds of loving relationships - that people who love each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation and everyone's right to be loved - about the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart - what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - that people have the right to choose whom they marry or whether to get married - that to force anyone into marriage is illegal - how and where to report forced marriage or ask for help if they are worried	Belonging to a community	- what prejudice means - to differentiate between prejudice and discrimination - how to recognise acts of discrimination - strategies to safely respond to and challenge discrimination - how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this	Physical health and mental wellbeing	- that mental health is just as important as physical health and that both need looking after - to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - identify where they and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult - about the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief - about the process of grieving and how grief can be expressed - about strategies that can help someone cope with the feelings associated with change or loss - to identify how to ask for help and support with loss, grief or other aspects of change

Safe relationships	Media literacy and digital resilience	Growing and changing
- to compare the features of a healthy and unhealthy friendship - what consent means and how to seek and give/not give permission in different situations - how to assess the risk of different online 'challenges' and 'dares' - how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - strategies to respond to pressure from friends including online - how to get advice and report concerns about personal safety, including online	- about the benefits of safe internet use e.g. learning, connecting and communicating - why people choose to communicate through social media and some of the risks and challenges of doing so - how online content can be designed to manipulate people's emotions and encourage them to read or share things - how and why images online might be manipulated, altered, or faked - how to recognise when images might have been altered - the reasons why some media and online content is not appropriate for children - that social media sites have age restrictions and regulations for use - about sharing things online, including rules and laws relating to this - how to recognise what is appropriate to share online - how to report inappropriate online content or contact	- to recognise some of the changes as they grow up e.g. increasing independence - about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school - practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - how to identify reproductive organs - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - that pregnancy can be prevented with contraception - about the responsibilities of being a parent or carer and how having a baby changes someone's life

Respecting ourselves and others	Money and work	Keeping safe
- about the link between values and behaviour and how to be a positive role model - how to discuss issues respectfully - how to listen to and respect other points of view - how to constructively challenge points of view they disagree with - ways to participate effectively in discussions online and manage conflict or disagreements	- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if they are concerned about gambling or other financial risks	- how to protect personal information online - to identify potential risks of personal information being misused - strategies for dealing with requests for personal information or images of themselves - to identify types of images that are appropriate to share with others and those which might not be appropriate - that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - what to do if they take, share or come across an image which may upset, hurt or embarrass them or others - how to report the misuse of personal information or sharing of upsetting content/ images online - about the different age rating systems for social media, T.V, films, games and online gaming - why age restrictions are important and how they help people make safe decisions about what to watch, use or play - about the risks and effects of different drugs - about the laws relating to drugs common to everyday life and illegal drugs - to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - about the organisations where people can get help and support concerning drug use - how to ask for help if they have concerns about drug use - about mixed messages in the media relating to drug use and how they might influence opinions and decisions - that female genital mutilation (FGM) is against British law1 - what to do and whom to tell if they think they or someone they know might be at risk of FGM