









<p>MTP Autumn Conflict</p>		<p>Vocabulary</p>	<p>Core Text/ Resources</p>	 <p>Objectives</p>		
<p>KS1 1st Half Term BASIC FIRST AID</p>	<p>When should we dial 999?</p>	<p>Accident Emergency Emergency services First aid</p>	 <p><u>Red Cross</u></p>	<p>Children know what to do if there is an accident and someone is hurt.</p>	 <p>Children understand how to get help in an emergency (how to dial 999 and what to say).</p>	 <p>Children know about things that people can put in to their body or on their skin; how these can affect how people feel.</p>
<p>KS1 2nd Half Term CARING FRIENDSHIPS</p>	<p>What does it mean to be sad?</p>	<p>Kind behaviour Lonely Friendship</p>	 <p><u>I'm Sad</u></p>	 <p>Children know what is kind and unkind behaviour and how this can affect others.</p>	 <p>Children understand how to recognise when they or someone else feels lonely and what to do.</p>	<p>Children know how to ask for help if a friendship is making them feel unhappy.</p>

KS2

1st Half
Term

Mental
Wellbeing

How can I
make a
difference?



Strategies
Emotions, challenges
and change
Behaviours to support
Mental health
Wellbeing
Community
Bullying
Consequences
Online/offline
Responding to hurtful
behaviour
Peer pressure

The Invisible



Children understand problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

Strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.



Children understand about the different groups that make up their community; what living in a community means.

About the impact of bullying, including offline and online and the consequences of hurtful behaviour.



Children know strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

KS2

1st Half
Term

Caring
Friendships

Why do we
make
friendships?

Resolve disputes
Reconcile differences
Friendships
Online/offline
Asking for help

Holes



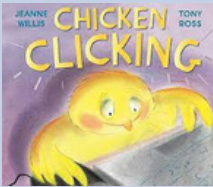












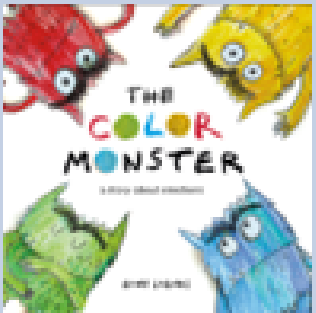


Children know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.



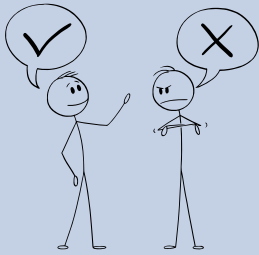

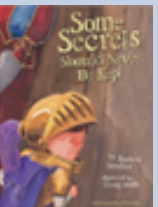

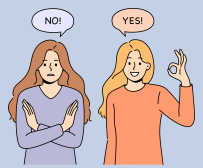









Children can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.



<p>MTP Planet Earth Spring</p>		<p>Vocabulary</p>	<p>Core Text/ Resources</p>		<p>Objectives</p>	
<p>KS1 1st & 2nd Half Term</p> <p>Online Relationships & Being Safe</p>	<p>Who is a trusted adult?</p>	<p>Permission Adult secrets/happy surprises Behaving differently online Responding safely Resisting pressure Feeling unsafe Asking for help Respecting privacy</p>	<p><u>Chicken</u> <u>Clicking</u></p> 	<p>Children know that here are situations when they should ask for permission and also when their permissions should be sought.</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>How to respond safely to adults they don't know.</p> <p>About how to respond if physical contact makes them uncomfortable or unsafe.</p>	<p>Children understand basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe.</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p>	<p>Children understand that sometimes people may behave differently online, including by pretending to be someone they are not.</p> 
<p>KS2 1st & 2nd Half Term</p> <p>Online Relationships & Respectful Relations</p>	 <p>When should you be respectful?</p> 	<p>Responding safely Online/Offline Respectful behaviour online Self-respect Respectful relationships Setbacks and failures Reporting concerns Sharing data Reliable sources Misinformation</p>	 <p>Kensuke's Kingdom</p>	<p>Children know how to respond safely and appropriately to people they may encounter whom they do not know (in all contexts including online)</p> <p>Children understand that their personal behaviour can affect other people.</p> <p>Children can recognise and model respectful behaviour online.</p> <p>Children recognise the importance of self-respect and how this can affect their thoughts and feelings.</p> <p>Children know that everyone should expect to be treated politely and with respect. (including when online and/or anonymous)</p> 	<p>Children know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>Children know why someone may behave differently online, including pretending to be someone they are not.</p> <p>Children learn strategies for recognising risks, harmful content and contact.</p> <p>Children know how to report concerns.</p> <p>Children know what to do if frightened or worried by something seen or read online.</p>	<p>Children know some of the different ways information and data is shared online, including for commercial purposes.</p> <p>Children know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>Children know how text and images in the media and on social media can be manipulated or invented.</p> <p>Children learn strategies to evaluate the reliability of sources and identify misinformation.</p>

<p>MTP Summer Britain</p>	<p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Core Text/ Resources</p>		<p>Objectives</p>	
<p>KS1 1st Half Term Respectful Relations</p>	 <p>What if we were all the same?</p> 	<p>Similarities Differences Unique Friendship Resolve arguments Opinions Respectful Hurtful behaviour Bullying Online/offline Being special</p>	<p><u>What if we were all the same!</u></p> 	<p>Children can recognise the ways in which we are all unique. To recognise the ways in which they are the same and different to others. About the different groups they belong to. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. About how people may feel if they experience hurtful behaviour or bullying.</p>	<p>Children know about how people make friends and what makes a good friendship. Simple strategies to resolve arguments between friends positively. How to talk about and share their opinions on things that matter to them. What makes them special. To identify what they are good at, what they like and dislike.</p>	<p>Children know about how to treat themselves and others with respect; how to be polite and courteous and how this makes other people feel. That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>
<p>KS1 2nd Half Term Mental Wellbeing</p>	<p>What colour is happiness?</p> 	<p>Keeping healthy Feelings Behaviour Feeling good Changes</p>		<p>Children know about what keeping healthy means; different ways to keep healthy. How to recognise and name feelings.</p> 	<p>Children know about things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep). About preparing to move to a new class/ year group.</p>	<p>Children know how feelings can affect people's bodies and how they behave. Recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> 

<p>MTP Summer Britain</p>		<p>Vocabulary</p>	<p>Core Text/ Resources</p>		<p>Objectives</p>	
<p>KS2 1st Half Term</p> <p>Drugs, Alcohol & Tobacco</p>	<p>Are all role models positive?</p>	<p>Risks and effects Legal drugs Illegal drugs Law Gambling Impact on health People's decisions Mixed messages Supporting organisations</p>		<p>Children know about the risks and effects of common legal drugs (eg cigarettes, e- cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break.</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines.)</p>	<p>Children recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.-</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/ vaping.</p> <p>People they can talk to if they have concerns.</p>	 <p>Children understand about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p>
<p>KS2 2nd Half Term</p> <p>Being Safe</p>	<p>What should I do if I don't feel safe?</p>	<p>Appropriate Inappropriate Contact Unsafe Acceptable Unacceptable</p>		<p>Children know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> 	<p>Children can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	

<p>MTP Autumn Humankind</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Core Text/ Resources</p>	 <p>Consortium Develop • Create • Engage</p>	<p>Objectives</p>	
<p>KS1</p> <p>1st Half Term</p> <p><i>Families & people who care for us</i></p>	 <p>Do all families look the same?</p>	<p>Identify Different roles Features of family life Different families Unique Asking for help</p>	 <p>We are Family</p>	<p>Children know to identify the people who love and care for them and what they do to help them feel cared for. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p>	 <p>Children know about different types of families including those that may be different to their own. To identify common features of family life.</p>	<p>Children can recognise the ways in which we are all unique. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>
<p>KS1</p> <p>2nd Half Term</p> <p><i>Caring & Friendships</i></p>	<p>Which Mr Man would you choose to be your friend?</p>	<p>Positive friendships Resolve arguments Listening to others</p>	 <p>Mr Men</p>	 <p>Children know about how people make friends and what makes a good friendship.</p>	<p>Children know simple strategies to resolve arguments between friends positively.</p>	<p>Children know how to listen to other people and play and work co-operatively.</p>

MTP
Autumn
2023-2024
2025-2026



Vocabulary

Core Text/ Resources



Objectives

USK2

1st Half Term
Families & People
who care about us



What does marriage
mean to different
people?

Attraction
Gender identity
Sexual orientation
Personal identity
Different relationships
Marriage
Committed relationship
Forced marriage



NSPCC
<https://www.barnardos>.

Children know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different – LGBT.
Know about personal identity; what contributes to who we are (e.g.. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)

Children can recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships).
About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.



Children know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart.
That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

UKS2

2nd Half Term
Respectful
Relations

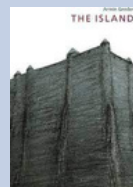


Is blue for boys?



Discrimination
Communities
Stereotypes
Respectful
Traditions, beliefs and lifestyle

“The Island,” by Armin Greder.



Children can:
Understand discrimination: what it means and how to challenge it.
Value the different contributions that people and groups make to the community.

Children can:
Understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
Recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Children can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.





KS1

1st & 2nd
Half Term

Mental
Wellbeing

**What
colour are
you today?**

Feelings
Others feelings
Managing feelings
Change and loss
Talking to an adult
Asking for help
Managing
techniques
Hurtful behaviour
Bullying

Lucy's Blue hair day
[Video](#)

Children understand about different feelings that humans can experience.
About ways of sharing feelings; a range of words to describe feelings.
How to recognise what others may be feeling.
To recognise that not everyone feels the same at the same time, or feels the same about the same things.
Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

Children know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.
The importance of telling a trusted adult.
How to manage when finding things difficult.
About how to recognise when they or someone else feels lonely and what to do.
That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
About how people may feel if they experience hurtful behaviour or bullying.

Children can recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying.
How to recognise and name feelings.
How feelings can affect people's bodies and how they behave.

Vocabulary

Core Text/
Resources

Objectives

KS2
1st Half
Term

Health and
Prevention

How can
we protect
ourselves?

Sun exposure
Sun safety
Hazards
Keeping safe in
unfamiliar places
Healthy lifestyle
Healthy diet
Predict, assess and
manage risk
Making informed
decisions



Children understand about the benefits of
sun exposure
and risks of over exposure; how to keep
safe from sun damage and sun/ heat
stroke and reduce the risk of skin cancer.

About hazards (including fire risks)
that may cause harm, injury or risk in the
home and what they can do to
reduce risks and keep safe.



Children know strategies for keeping safe in
the
local environment or unfamiliar places (rail,
water, road) and firework
safety; safe use of digital devices when out
and about.

About the elements of a balanced,
healthy lifestyle.

About choices that support a healthy
lifestyle, and recognise what might influence
these.

Children understand about what
constitutes a healthy
diet; how to plan healthy meals;
benefits to health and wellbeing of
eating
nutritionally rich foods; risks
associated with not eating a healthy
diet
including obesity and tooth decay.
(Link to science curriculum.)
How to predict, assess and manage
risk in different situations.
How to make informed decisions
about
health.

KS2
2nd Half
Term

Caring
Friendships

Will we
always
have the
same
friends?

Changing friendships
Peer pressure
Online/offline
Emotions,
challenges and
change

The Hueys in the new
sweater




Children understand how friendships can
change over
time, about making new friends and the
benefits of having different types of
friends.










Children know strategies for recognising and
managing peer influence and a desire for
peer approval in friendships; to
recognise the effects of online action on
others.



Children understand problem solving
strategies for
dealing with emotions, challenges
and change, including the transition to
new
schools. (Revisit with respect to
friendships).

<p>MTP Summer Civilisation</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Core Text/ Resources</p>	 <p>Consortium Develop • Create • Engage</p>	<p>Objectives</p>	
<p>KS1 1st Half Term Healthy Eating</p>	<p>How many ways can we keep ourselves safe?</p>	<p>Healthy eating Physical activity Food and hygiene</p>	 <p><u>Would</u> <u>_you like a Banana?</u></p>	<p>Children know about foods that support good health and the risks of eating too much sugar.</p>	<p>Children know about how physical activity helps us to stay healthy; and ways to be physically active every day.</p>	<p>Link to science: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> 
<p>KS1 2nd Half Term Health & Prevention</p>	<p>How many ways can we keep ourselves safe?</p>	<p>Sun safety Sleep Dental care Hygiene Medication Safety at home Unfamiliar environments</p>		 <p>Children understand how to keep safe in the sun and protect skin from sun damage.</p> <p>Why sleep is important and different ways to rest and relax.</p> <p>About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>Simple hygiene routines that can stop germs from spreading.</p>	<p>Children understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters).</p> <p>That household products (including medicines) can be harmful if not used correctly.</p>	 <p>Children know about the people whose job it is to help keep us safe. Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. About things that people can put in to their body or on their skin; how these can affect how people feel.</p>

<p>MTP Summer 2024-2025 2026-2027</p>	<p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Core Text/ Resources</p>	<p>Objectives</p>		
<p>KS2 1st Half Term Online Relationships</p>	 <p>Why do people behave differently online?</p>	<p>Online relationships Face to face relationships Online/offline Report concerns Personal safety Private information Managing requests online Distribution of images Reliable sources</p>		<p>Children know 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>What it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face.</p>	<p>Children understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> 	<p>Children know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. Linked to computing curriculum.</p>
<p>KS2 2nd Half Term Mental Wellbeing</p>	 <p>Is grief a negative emotion?</p>	<p>Change and loss Death</p> 	 <p><u>The Lonely Tree</u> by <u>Nicholas Halliday.</u></p>	<p>Children learn about change and loss.</p>	<p>Children understand how death can affect feelings.</p> 	<p>Children understand ways of expressing and managing grief and bereavement.</p>



Vocabulary

Core Text/ Resources



Objectives

KS2

2nd Half Term

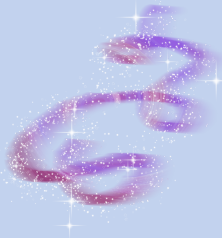
RESPECTFUL
RELATIONS



Should we always
stand up for what
we believe?



Individuality
Self-worth
Self-respect
Online/offline
Discuss and debate



Malala's
Magic Pencil



Children are able to recognise
their individuality and
personal qualities.

To identify personal
strengths,
skills, achievements and
interests and how these
contribute to a sense of
self-worth.

Children are able to recognise the
importance of
self-respect and how this can affect their
thoughts and feelings about
themselves; that everyone, including
them, should expect to be treated
politely and with respect by others
(including when online and/or
anonymous)
in school and in wider society; strategies
to improve or support courteous,
respectful relationships.

Children know how to discuss
and debate topical
issues, respect other people's
point of view and
constructively challenge
those they disagree with.