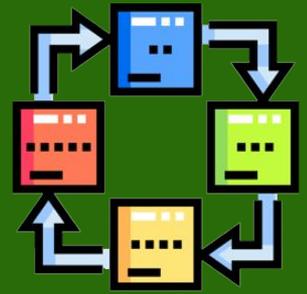


LifeWise



Sequencing Document for LifeWise PSHE and Activity Scheme



PSHE education, already a requirement in independent schools, became compulsory in all schools in September 2020 with the introduction of statutory Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) in key stages 3 and 4, and Health Education at from key stage 1 to 4. Our Sequencing Document is based on the end of Primary Stage goals for the new **DfE Relationships, Physical Health and Mental Well-Being Education Programme (2019)**.

It shows how these could be achieved in your school through the **Lifewise PSHE and Activity Scheme**. (Schools choosing to teach additional Health and Well-being information also have our incorporated Primary Sex Education, Drugs Education, Fundamental British Values and Female Genital Mutilation (FGM) resources available, which work alongside the **Lifewise Scheme**).

Our Topic lesson plans set out the specific knowledge and skills that we **intend** for the pupils to know.

The Sequencing Document shows how we suggest the curriculum can be **implemented** to allow for knowledge and skills to be introduced, revisited, consolidated, and assessed across Key Stages 1 and 2. Teachers of a specific year group can clearly see previous and future learning intentions for pupils.

Short assessment opportunities, further discussion and follow up activities show the **impact** of your pupils' PSHE and Sports learning at the end of every 6 weeks(3 topics). These demonstrate individual achievement with evidence of pupil learning. Our Teacher Record Sheets prompt next step planning for learning.

Pupil achievement can be rewarded and celebrated with our coveted '**Lifewise Certificates**'.

How the 'Lifewise PSHE and Activity Scheme' sequences learning:

National Curriculum Subjects and Curriculum Planning

DfE 'Relationship Education, Relationship Education, Education, Relationship and Sex Education (RSE) and Health Education 2019

Fundamental British Values

National Curriculum Subjects and Curriculum Planning

- Learning objectives in the Lifewise topic lesson plans reference a range of National Curriculum subjects, where applicable;
- Learning objectives in the Lifewise topic lesson plans for Sex, Drugs and FGM education reference the relevant year group learning objectives in the Science National Curriculum, where applicable, and highlight additional content included in the Lifewise Scheme;
- In KS1, the learning objectives for the Lifewise topics focus on areas within the pupil's own personal experience eg: their family life, sense of safety and immediate relationships such as friends and family;
- In KS2, the learning objectives for the Lifewise topics build on KS1 learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being;
- The Lifewise lesson plans indicate knowledge expectations prior to teaching new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills;
- Skills and knowledge are introduced, assessed, revisited, and consolidated throughout the Primary year groups in the Lifewise Scheme;



- The Lifewise topic content and learning objectives aim to be age appropriate and, where possible, linked to common school topics or themes to allow for cross-referencing learning opportunities and experiences;
- The Lifewise Sequencing Document explicitly shows what teachers intend pupils to know by the end of the lesson;
- The Lifewise Sequencing Document shows how the topics can be implemented in the school curriculum to achieve the End of Primary Stage goals.
- The Lifewise PSHE and Activity Scheme allows for assessment opportunities, further discussion, follow up activities, evidence and celebration of pupil achievement to show the regular and ongoing impact of PSHE and Sports learning in school.

DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' 2019

- Learning objectives in the Lifewise topic lesson plans are introduced, developed, revised, and consolidated throughout KS1 and KS2 to meet the End of Primary Key Stage Goals set out in this Government Document;
- Learning objectives in the Lifewise topic lesson plans relate to the Statutory and Non-Statutory recommendations from this document.

Fundamental British Values

- Learning objectives encourage critical thinking in young people. From years 3 – 6 sessions introduce progressive initiatives that emphasise global interconnections and human rights which go beyond stereotyping and the symbolism of Britishness;
- Learning objectives help to develop a willingness in pupils to engage in important moral questions – through reasoned and wide-ranging argument – to encourage genuine commitment to fundamental democratic values.



Potential Planning Schedule for Lifewise Topics

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 1 Programme	Braving the Weather Road Safety Managing Anger	Emergency Services Being Happy First Aid/CPR	Being Mindful Communication A Problem Shared is a Problem Halved	Trust Respecting Others Safety Symbols	Food & What Not to Eat Water Safety My Body Belongs to Me	Getting Your Sleep Hygiene & Me Signalling & Sign Language
Lifewise Year 2 Programme	Forest Survival Happiness It's Okay Not to be Okay	Feeling sad Dealing with Loss Personal Goal Setting	The Art of Failure Fight or Flight Relaxation	My Body is Growing Fire safety Medicines & Drugs	Desert Island Navigation Environment	Wildlife Protecting Our Planet Cyber Safety

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 3 Programme	Relationships with Others Helping Others to Get Help Growth Mindset Mindfulness	Self-image Anxiety Managing Anger Stress	Problem solving & Time Management Self-worth Personal Hygiene My Body, Your Body	Vaccinations & Disease Sun Safety Freedom to Choose	Trusting Others Exercise Democracy & Law	Culture & Liberty Screen Time Staying Safe Online
Lifewise Year 4 Programme	Respect Problem Solving & Resourcefulness Leadership	Impact of Bullying & Discrimination Keeping My Body Safe Being Responsible	A Balanced Diet Healthy Eating The Importance of Physical Activity	Where Does my Food Come From? Sleep Screen Time	Family Relationships Government & Rules Freedom in Beliefs	It's Okay Not to be Okay The Art of Failure Relaxing to Re-Charge

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 5 Programme	Learning	Dealing with Adversity	Respecting Others – Boundaries & Beliefs	You Get Out What You Put into Life	Supporting the Community	Junk Food
	Resilience	Responsibility & Inspiration	My Body Changes	Communicating Effectively	Freedom of Speech and Movement	Nutritional Values
	Teamwork	Body Language & Communication	The NHS	The Digital World	Saving Money	The human Body
	Laws & Parliament				Borrowing Money	Keeping My Body The Same
Lifewise Year 6 Programme	Tax	Organisation of Life	From Learning to Working	The Government	Drugs, Alcohol & Smoking	Rights & Radicalisation
	Entrepreneurship	Pensions	How to Write a CV	Law	My Amazing	Feeling Anxious
	Banks	Power of Negotiation	Self-perception	Lawmakers & Activists	Body Transition	Managing Anger
	First Aid					

Overview of Learning Objectives to Attain PSHE Goals By The End of the Primary Key Stage

SRE: Families and People who care for me

I know:

- that families are important for children growing up because they can give love, security, and stability;
- the characteristics of healthy family life, 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;
- that others' families, 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;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Year 1 uses a fairy story to discuss **TRUST** and talks about who pupils can trust in their family and in their own lives. It also gives guidance about what happens if this trust is broken. Pupils discuss how parents/carers can protect them by reinforcing rules around **ROAD SAFETY** and **WATER SAFETY**. They discover how to contact the **EMERGENCY SERVICES** if they or anyone in their family needs them and learn how parents/carers should look after them, knowing, however that **MY BODY BELONGS TO ME** they can ascertain who they can trust and who they can talk to as well as what to say if they feel they need extra support. Being able to talk to a trusted family member/adult/friend is a skill that is developed so pupils should know who these are and appreciate that **A PROBLEM SHARED IS A PROBLEM HALVED**.

Year 2 considers how pupils can be reassured by families/carers and be kept safe if they understand **FIRE SAFETY**. They find out how families can support them in difficult times, and they are helped to build resilience by refining **THE ART OF FAILURE**. **MY BODY IS GROWING** has an appreciation of how appropriate love and care is a characteristic of healthy lives.

Year 3 talks about the qualities of good relationships, unpicking the characteristics of a good relationship and recognising that there are different types that make up the happy, loving and caring families in our society. In **RELATIONSHIPS WITH OTHERS** we see that sharing interests is important. They look at what a relationship is and understand that there are different types of relationships recognised in law, including marriage and civil partnerships. They can discuss having a duty of care towards their family and being active in **HELPING OTHERS TO GET HELP** where they learn who to ask and how to do so if they are feeling unsafe or unhappy. They understand how they can help others who may be having these feelings too. **MY BODY YOUR BODY** promotes how keeping a body safe is important for security and to feel comfortable in protecting their bodies and being able to express if they feel unsafe.

Year 4 uncovers the importance of showing, and being treated with, **RESPECT** in their families and society and why, in a family, it is important for everyone. It raises awareness of different relationships including same sex marriage or partnerships. They discuss becoming independent learners but know that there is a support network if needed in **PROBLEM SOLVING AND RESOURCEFULNESS**. Discussions about how families are there to protect and be responsible for **KEEPING MY BODY SAFE** and the lesson teaches pupils to know what to do if they need help with this. **FAMILY RELATIONSHIPS** highlights how families may look different but that the characteristics of solid relationships are love and care.

Year 5, in **KEEPING MY BODY THE SAME**, look at who to talk to inside or outside of the family about concerns for personal safety. They think about who else cares for them and decide who to trust. They learn how families can support them to make responsible decisions about how their body should be cared for and protected. They know that parents/carers have a responsibility to keep them healthy and that too much **JUNK FOOD** is harmful, and they go on to appreciate how THE NHS can support parents/carers with looking after their health. Discussions about what they may be **LEARNING** when spending time with the family as well as in other settings investigate how spending time with family is often beneficial and helps them understand that **YOU GET OUT OF LIFE WHAT YOU PUT IN. RESPECTING OTHERS - BOUNDARIES AND BELIEFS** looks at differences in religion, gender, culture, relationships etc and that families all look different in their society, but that care, love and happiness in relationships are important for all families and children. They learn how we might respect others' beliefs but recognise when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. Different types of partnerships and relationships are explored, and they look at arranged marriage, same sex and civil partnerships and marriage and how respect is essential to maintain happy relationships. Opportunities to discuss how to practise **RESILIENCE** in relationships and how to keep working at them leads to **COMMUNICATING EFFECTIVELY**, thinking about how communication is important to staying safe.

Year 6 look at loving and caring partner relationships in **MY AMAZING BODY** and appreciate how these are important for all families and children in society. Thinking about intimacy, it reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do. They consider how family and friends might offer useful guidance in **HOW TO WRITE A CV**, preparing them for career searching and potential job aspirations.

Statutory Physical Health and Well-Being Education: Internet Safety and Harms

I know:

- that for most people the internet is an integral part of life and has many benefits;
- 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 well-being;
- 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;
- why social media, some computer games and online gaming, for example, are age restricted;
- 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;
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- where and how to report concerns and get support with issues online.

There is an element of internet safety and harm in almost every topic – this is such a vast area requiring constant monitoring and there are links to other resources, such as Childnet, the internet safety charity who prepare information in their role as the UK Safer Internet Centre. [SIGNALLING AND SIGN LANGUAGE](#) talks about how they communicate now using text and email. [CYBER SAFETY](#) discusses the positive and negative sides to social media. It introduces cookies and explains how websites and companies can use their data or information to target them to sell them items or contact them. It discusses how they may be redirected to unsafe websites online and what to do. [RELATIONSHIPS WITH OTHERS](#) allows for discussion around the benefits and ease of staying in contact with friends and family online or digitally. [PROBLEM SOLVING AND RESOURCEFULNESS](#) allows for discussion around how useful the internet can be to find answers to questions or problems. [LEARNING](#) looks at the different ways that we learn and how the internet is part of our everyday learning. [COMMUNICATING EFFECTIVELY](#) discusses the various forms of communication that they use including digital communication. [SUPPORTING THE COMMUNITY](#) allows for discussion around how to find out about how they can help the community online. THE DIGITAL WORLD looks at how technology can improve communication for everyone reminds them to keep posts positive that they make online and digitally. [A PROBLEM SHARED IS A PROBLEM HALVED](#) allows for discussion about any concerns they or anyone they know may have around online or digital contact. [SELF-IMAGE](#) allows for discussion about how they view and relate to images that they may see in the media and online and how this can have positive and negative effects on their mental and physical well-being. [SELF-WORTH](#) allows for discussion around how spending excessive time online may affect mood, mental and physical health. [THE IMPORTANCE OF PHYSICAL ACTIVITY](#) looks at how to keep fit and well and how rationing time on screens will help. [SCREEN TIME](#) looks at the positive and negatives of using technology, how this can become a habit and how to moderate time spent on screens. SLEEP discusses how sleep can be disturbed by screen technology affecting their health. [FREEDOM OF SPEECH AND MOVEMENT](#) and [THE LAW](#) both examine the legalities surrounding online interactions and shows how they are responsible for staying within the law online.

Statutory Physical Health and Well-Being Education: Physical Health and Fitness

I know:

- the characteristics and mental and physical benefits of an active lifestyle;
- 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;
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support including which adults to speak to in school if they are worried about their health.

GROWTH MINDSET allows for discussion around trying new sports or exercise routines to improve mental and physical well-being. **THE IMPORTANCE OF PHYSICAL ACTIVITY** looks at how much time they spend on being active, what they could do to improve this and how exercise helps them to learn. This is revisited in **SCREEN TIME** which emphasises the issues caused when too much internet can encourage them to lead an inactive and unhealthy lifestyle. **SLEEP** looks at how this can affect activity and how activity can affect sleep. **THE HUMAN BODY** looks at how our bodies are not designed to be inactive for long periods of time and helps them to come up with their own bespoke programme for being fit and healthy.

Statutory Physical Health and Well-being Education: Heal My Eating

I know:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg: the impact of alcohol on diet or health)

FOOD AND WHAT NOT TO EAT begins by considering the risks of eating out of date food and the harm medicines/drugs can cause to our body. **PERSONAL GOAL SETTING** allows for discussion about setting goals to be fitter and healthier. **DESERT ISLAND** and **FOREST SURVIVAL** encourage them to be clear about the basics needed for humans to survive. **A BALANCED DIET** lays out the constituents of a healthy, balanced diet. **HEALTHY EATING** looks at the importance of a healthy diet and the nutritional make-up of foods they eat. **THE IMPORTANCE OF PHYSICAL ACTIVITY** discusses how eating healthily together with physical activity helps them to keep their body and minds healthy. **JUNK FOOD** looks at what is classed as junk food and the nutritional content of some junk food that people like to eat. **NUTRITIONAL VALUES** looks at what nutrients are and discusses eating habits. **THE HUMAN BODY** looks at how different nutrients are important for the health of our bodies and their organs. THE NHS discusses how looking after our bodies and eating healthily will enable us to live healthier lives without relying on the services of **THENHS**.

Statutory Physical Health and Well-Being Education: Drugs, Alcohol and Tobacco

I know:

- the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking;

Two topics are expressly named **MEDICINE AND DRUGS** in Year 2 and **DRUGS, ALCOHOL AND TOBACCO** in Year 6 and these address detailed aspects of the positives of medicine and drugs and the potential harms and risks. Other topics such as **STRESS** and **SLEEP** highlight the potential harm of caffeine and high energy drinks and all of those already listed in **MENTAL WELL-BEING** make explicit links between strong mental health and avoiding the bad habits that lead to addiction.

Statutory Physical Health and Well-Being Education: Basic First Aid

I know:

- 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;

The concepts are first addressed in Year 1 in the range of topics related to emergency services to help them in the case of a medical emergency. They are reiterated again in topics such as **FOREST SURVIVAL, WILDLIFE** and **FIRE SAFETY** and teachers can highlight them when linked to specific medical emergency responses—allergic reactions to food, for example - in topics such as **NUTRITIONAL VALUES, THE NHS, SUN SAFETY** and **VACCINATIONS AND DISEASES**. **FIRST AID** is revisited in Year 6.

Statutory Physical Health and Well-Being Education: Changing Adolescent Body

I know:

- key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes;
- about menstrual wellbeing and including the key facts about the menstrual cycle.

In each year group there are topics related to human development and the body, which prepare them for understanding the changes that take place as they grow: **MY BODY BELONGS TO ME** and **MY BODY IS GROWING** look at human development from a baby to an adult and the obvious changes in appearance and size. **MY BODY, YOUR BODY** talks about the private parts of the body and discusses how the male and female body begins to change to be ready for reproduction. **KEEPING MY BODY SAFE, THE HUMAN BODY** and **MY BODY CHANGES** talk about how the male and female bodies change during puberty. They discuss mood swings and emotions and highlight both physical and emotional changes. **KEEPING MY BODY THE SAME** talks about the expected changes that puberty will make to the body and how other body changes need to be questioned. **MY AMAZING BODY** enters into the realms of physical relationships and sex— the understand the menstrual cycle, what is needed to reproduce but also to appreciate consent, the law and keeping themselves safe.

Statutory Physical Health and Well-Being Education: Health and Prevention

I know:

- how to recognise 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 sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- the facts and science relating to allergies, immunisation, and vaccination.

These six strands of statutory health and prevention education are addressed in named topics for each area, with the exception of oral hygiene and dental flossing which appear in topics related to diet and nutrition where impact of sugar and poor diet on dental health is explored and the benefits of dental visits, good oral hygiene and regular check-ups are espoused.

LifeWise

Thank you So Much
For Listening

