

Subject Quote: “It is not what happens to you, but how you react to it that matters”	What do we love about our subject?	How do we want our pupils to talk about our subject?	What are some of the big ideas in our subject?	What are some of the things we would love to teach in this subject?
	It can make such a difference to a young person’s life and way of thinking. It can help children understand a lot more about the wider world. It can help children to know that it is ok to ask for support. They can gain a greater understanding of their emotions. They can learn how to treat others.	To show an understanding of different emotions, and to feel confident enough to share how they are feeling. To feel excited about meditation time, or any other well-being activities. To recognise and understand different relationships	Children need to have a greater understanding of mental health, that we all have it, and how it can affect people in different ways. Have focus days where a different element of how to support feelings can be looked at. Meditation used more frequently. Anti-bullying/friendship days? An award for well-being? Child coaching? Friendship day-staff and children? A greater feel of well-being in our school, embracing the rainbow room and worry boxes.	Would love to teach the children about mental health, so they know the language that is associated with it. Heath in general and how physical and mental health link. Kind words to each other-alternatives.

Year 3	Autumn	Spring	Summer
Topic links	Links with PE and science- keeping fit and healthy	Links with the historical changes of Britain and also school council/Brindley Values	
NC statement:	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H29. about how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking L26. that there is a broad range of different jobs/careers that people can have; that

	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L3. about the relationship between rights and responsibilities</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. 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</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>people often have more than one career/ type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>
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	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to 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> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. 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.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are</p>	<p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about 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</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about 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</p>
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	<p>essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g.</p>	<p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking</p>
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	<p>cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>get support if they have fears for themselves or their peers</p>	
<p>Expected knowledge</p>	<ul style="list-style-type: none"> • use pictures to express their thoughts, feelings and worries; • plan and create a role play about a team scenario; • with support, read clues and work as a team to solve a crime; • with support, identify a feeling and how it is being expressed; • show the resolution to a dispute through pictures and with the key words given; • use a word mat to create a list of good deeds they can contribute. • work with a partner to write down a change that has come with starting in Year 3; • create a role play about a team scenario; • read clues and work as a team to solve a crime; • identify a feeling and how it is expressed; • show the resolution to a dispute through pictures; • create a list of good deed ideas. • discuss why we have worries and concerns at times of change; • discuss who would benefit in the team scenarios acted out in role play; • discuss the impact on resolving the crime if one team mate had not read their clue; 	<ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them. • describe the benefits of living in a diverse and multicultural society; • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others. • show empathy for situations where people are not living in a democracy; • think in detail about what society would be like without rules and laws; • explain in detail their own thoughts on human rights; • discuss with confidence why showing respect and being tolerant of others is important; • identify how respect of differing opinions and ideas to their own can be shown. • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs. • identify skills and attributes that are useful in many roles; • identify elements of a growth mindset; • identify and challenge stereotypes; • discuss goals they could set to work towards their ambitions; • discuss challenges many people face and how some people overcome these. • discuss the impact that a growth mindset can have on achieving our goals; • understand that our goals can change and explain why this might happen; • explain the impact of stereotypes and why they need to be challenged; • identify limitations to achieving goals and discuss how challenges can be overcome. • understand that it is important to look after our mental health.

	<p>recreate a feelings scenario using a freeze frame;</p> <ul style="list-style-type: none"> • explain how a dispute can be resolved using pictures and words; • analyse how their good deed ideas would benefit the team and beyond • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health. • list some of the effects of sleep deprivation. • explain the effect of exercise on the heart. • know how to get help for themselves or another in the case of serious problems. • explain why eating a balanced diet is important. • know how to check medicine instructions. • know how to inhibit the spread of germs. • explain the importance of vaccinations and immunisations. • describe how a bedtime routine improves the chance of a good night's sleep. • explain why muscles tremble when fatigued. • know the signs of serious problems. • explain why eating a rainbow of food increases minerals and micronutrient intake. • explain what different hazard signs mean. 	<ul style="list-style-type: none"> • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow. • identify their own strengths; • explain that how they are feeling on the inside can affect their facial expressions and body language; • identify and begin to implement strategies to help them cope with uncomfortable feelings; • begin to demonstrate appropriately assertive behaviour; • analyse messages given by the media about how they should look, think and behave; • demonstrate how they are going to make things right after mistakes have been made; • explain what they have learnt and how they have grown from mistakes they have made. • discuss how they could use their strengths and achievements to set aspirational goals; • support others with their internal feelings according to their facial expressions and body language; • suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing; • identify if behaviour is aggressive, passive or assertive; • discuss the impact on others of making amends after a mistake has been made. 	<ul style="list-style-type: none"> • recognise and describe a range of positive and negative emotions. • discuss changes people may experience in their lives and how they might make them feel. • talk about things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner. • understand that having a positive attitude is good for our mental health. • understand the causes of negative thoughts. • identify ways to cope with negative thoughts. • understand the impact certain changes can have on people and how it can affect them emotionally. • identify some mindfulness techniques and discuss which they like to use. • identify strategies to cope with uncomfortable emotions. • understand the implications of having negative thoughts and their impact on our actions and behaviour. • describe mindfulness and why it is helpful in supporting good mental health. • understand that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions. • understand the need for our thinking brain to gain control over our feelings brain. • understand the implications of having a positive attitude towards learning.
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	<ul style="list-style-type: none"> • explain the difference between bacterial and viral infections. 		
<p>Vocabulary</p>	<p>change, transition, attitude, Teamwork, benefit, team, communication, helpful, unhelpful, behaviours, scenarios, group, achieve, Consequences, actions, impact, team mates, individuals, effect, communication, listening, reflect, Emotion, facial expression, body language, responding, considerate, Emotion, dispute, resolve, resolution, conflict, negotiation, compromise, feelings, interpret, Responsibility, collaboratively, goals, actions, ripple, effect.</p> <p>Choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem.</p> <p>Healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink.</p> <p>Sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy.</p> <p>Disease, germ, contagious, spread, hygiene, wash.</p> <p>Drug, recreational, medical, pharmacy, chemist, dangerous, risky, risk.</p> <p>Consent, choice, habit, resilience, structure, planning, balance, pros, cons, consequences.</p>	<p>Multicultural, society, difference, diverse, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition.</p> <p>Democracy, equality, society, human rights, freedom, government.</p> <p>Rules, law, enforce, protect, help, safe, parliament.</p> <p>Human rights, society, protect, liberty</p> <p>Similarity, difference, tolerance, respect, religious, ethnic, national, regional, United Kingdom, diverse, diversity, society.</p> <p>Values, customs, discuss, debate, citizen, common rights.</p> <p>Pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help.</p> <p>Feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing.</p> <p>Uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies.</p> <p>Assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind.</p> <p>Media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited.</p> <p>Mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact.</p> <p>Pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help.</p>	<p>achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, resilience, behaviour</p> <p>goal, aim, achievement, accomplish, success, strive, target, improve</p> <p>positive, learning, attitude, develop, learn, improve, strength, build, strengthen, resilience</p> <p>job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities</p> <p>job, success, ambition, goal, achievement, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race</p> <p>goal, ambition, achieve, future, target, effort, growth mindset, challenges, obstacles, set-backs, strengths, resilience, determination, skills, learn, succeed, success</p> <p>positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins</p> <p>positive, negative, helpful, unhelpful, mental health, feelings, emotions, mind, unpleasant</p> <p>changes, difficult, sudden, exciting, small, experience, different, feelings, emotions, uncomfortable, deal, cope, manage, strategies, prepare</p> <p>mindful, mindfulness, calm, peace, relax, techniques, strategies, present,</p>

		<p>Feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing.</p> <p>Uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies.</p> <p>Assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind.</p> <p>Media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited.</p> <p>Mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact.</p>	<p>aware, breathing, focus, occupy, distract, healthy, positive, control, weather, symbol, represent, emotion, feeling</p> <p>feelings, emotions, uncomfortable, unpleasant, control, positive, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, manage, cope</p> <p>positive, attitude, challenge, resilience, perseverance, success, failure, mistakes, determination, practise, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem</p>
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Year 4	Autumn	Spring	Summer
Topic links			
NC statement:	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>

	<p>unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to</p>	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L19. that people's spending decisions can affect others and the environment</p>	<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. 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>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>
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	<p>recognise the effect of online actions on others</p> <p>R18. to 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> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding</p>	<p>(e.g. Fair trade, buying single-use plastics, or giving to charity</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care</p> <p>and concern for others</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>
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	<p>of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it.</p> <p>R12. to recognise 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>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>
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	<p>H38. How to predict, assess and manage risk in different situations. H38 How to predict, assess and manage risk in different situations. H39 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. R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) H35. about the new opportunities and responsibilities that increasing independence may bring H41. 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</p>	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation H42. 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 and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L13. about some of the different ways information and data is shared and used</p>	
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	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47. to 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>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>online, including for commercial purposes</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	
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<p>Expected knowledge</p>	<ul style="list-style-type: none"> • with support, discuss how the impact of our attitudes affects us when trying to make new friendships; • with support, plan out how they will be an anonymous friend over the week; • use a support sheet to discuss the dares within a story; • use a support sheet to create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied, with a support sheet of ideas. • discuss how our attitudes impact new friendships being made; • create a plan for being an anonymous friend over the course of a week; • reflect on the different characters in the dares story and discuss the different outcomes for each character; • work together to create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied. • discuss the need to have a variety of friends with differing personalities; • discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship; • discuss how the dares story could be resolved; • discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome; • create a storyline to address why a bully might have started bullying; 	<ul style="list-style-type: none"> • Discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might get into debt; • Discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend • discuss some of the consequences of debt; • talk about the importance of prioritising our spending; • discuss advertisements that try to influence what we buy; • explain why it is important to keep track of what we spend; • Discuss what is meant by ethical spending. • Discuss choices people can make about borrowing and saving. • talk about how prioritising can lead to saving money for expenses we might need; • discuss why advertisements try to influence what we buy; • identify how keeping track of our spending can help us prioritise and save for other spending that we need to do; • Explain the benefits of ethical spending • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; 	
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<ul style="list-style-type: none"> • identify and discuss some school rules for staying safe and healthy. • list some of the dangers we face when we are using roads, water or railways. • describe drugs, cigarettes and alcohol in basic terms. • identify some common injuries and know they can be treated with first aid. • recognise hazards and dangers in an emergency situation. • state 999 as the number to call to seek help in an emergency. • appreciate what being responsible means and name some of their responsibilities. • give examples of a range of risky or dangerous situations. • appreciate that doing something risky may lead to danger. • describe where pressure to do things can come from; identify people who can help us in an emergency. • identify safety precautions that can be taken when using roads, water or railways. • explain some of the ways in which drugs, cigarettes and alcohol affect the human body. • explain some of the ways to treat common injuries. • explain how to keep themselves and others safe in an emergency situation. • identify what information will need to be shared with an emergency services operator. 	<ul style="list-style-type: none"> • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of families; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born. Most children should be able to: <ul style="list-style-type: none"> • explain what the male and female reproductive body parts are for; • discuss ways in which people can deal with or overcome emotions experienced during puberty; • show respect for the differences between different families; • describe the different types of relationships that exist, without prejudice; • show an awareness of myths surrounding pregnancy and birth; • describe the conception and birth of a baby, using some scientific vocabulary. Some children should be able to: <ul style="list-style-type: none"> • use correct scientific vocabulary to discuss male and female body parts and what they are for; • ask mature questions about puberty and the changes people experience; • use a range of technical terms when discussing differences in sex, gender identity and sexual orientation; • use scientific vocabulary to accurately explain how babies are made and how they are born; • consider why this topic is sensitive and difficult for some people to explore.
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	<ul style="list-style-type: none"> • appreciate that their own decisions and behaviour can impact on their safety and the safety of others. • appreciate the difference between good risks and dangerous risks. • consider the impact of accepting a dare. • appreciate that the most courageous thing is to say no. • identify sources of pressure to behave in a certain way, other than peer pressure. • advise others on how to stay safe around roads, water and railways. • appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly. • advise others on how to give first aid. 		
Vocabulary	<p>VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship</p> <p>VIPs, friends, friendship, interests, hobbies, loyal, self-preservation, respect, honest, anonymous, kind, complimenting</p> <p>friends, acquaintances, relatives, families, dares, support, unhealthy, healthy, reflect, relationship, friendship, falling out, arguments, resolution differences, alternatives, views, opinions, decisions, choices, strategies, disputes, conflict, negotiation, compromise, resolving, support</p> <p>bully, bullying, physical, teasing, cyber, behaviour, impact, support, victim, prejudice, prejudiced, discrimination</p>	<p>Money, employment, work, job, payment, wages, spending, saving, gift, benefits.</p> <p>money, cash, coins, notes, credit, debit, contactless, bank account, bank, debt, owe, save, interest, borrow</p> <p>money, debt, interest, tax, loan, bank account, debt, owe, gambling, borrow, repay, credit card, repayments, credit card, unmanageable, savings</p> <p>money, want, need, priority, budget, spending, saving, ethical, environment, impact</p> <p>Money, influence, spending, advertising, advertisement, profit, financial gain, consumer.</p> <p>money, receipt, record, keep track, change, balance, budget, spending</p>	

	<p>anti-bullying, bully, bullying, support network, help, techniques, prejudice, discrimination, prejudiced, equality, equity, diversity</p> <p>Independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help.</p> <p>Risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome.</p> <p>Peer pressure, choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings.</p> <p>safe, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence</p> <p>Safe, dangerous, drugs, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect.</p> <p>safe, unsafe, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock</p>	<p>Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm.</p> <p>Puberty, male, penis, testes, testicles, sperm, erection, reproduction, species, Adam's apple, hormones, testosterone.</p> <p>Female, puberty, breasts uterus, womb, egg, period, genital, menstruation, reproduction, species, hormones, oestrogen</p> <p>Puberty, female, male, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, hormones, testosterone, oestrogen</p> <p>Parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same-sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step-, half-.</p> <p>Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, ovaries, egg, embryo, foetus, umbilical cord, amniotic sac, baby, testicles, sperm.</p>	
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Year 5	Autumn	Spring	Summer
Topic links	Links with PE and science- keeping fit and healthy		
NC statement:	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	H25. about personal identity; what contributes to who we are (e.g. ethnicity,	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. 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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L3. about the relationship between rights and responsibilities;</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L26. that there is a broad range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>
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	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about 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</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about 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</p>
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	<p>R31. 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</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to 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> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or</p>	<p>food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>
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	<p>should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. 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.</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>		<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about 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</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H29. about how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking</p>
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	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to 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>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p>		
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	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. 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.</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
<p>Expected knowledge</p>	<ul style="list-style-type: none"> • understand what successful teamwork skills are; • express opinions respectfully; • explain what collaborative working is; • discuss what a compromise is; • discuss different types of unkind behaviour; • identify ways of showing care to others in their team; • list shared responsibilities within the class team. • demonstrate successful teamwork skills; • disagree respectfully; 	<p>talk about the range of faiths and ethnicities in Britain;</p> <ul style="list-style-type: none"> • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community. • identify ways of showing respect to people of all faiths and ethnicities; 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a positive learning attitude is; • talk about the range of jobs that people do; • understand what a gender stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.

	<ul style="list-style-type: none"> • reflect on their own collaborative working skills; • make compromises; • explain different effects of unkind behaviour; • demonstrate ways to care for others within the team; • discuss the importance and consequences of carrying out shared responsibilities within the class team. • discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented; • take part in a debate entitled, 'Should we always say what we think?'; • take part in a debate entitled, 'Should people always work collaboratively?'; • create posters to show examples of times the care cards could be used; • suggest different strategies for building networks to support others through unkind behaviour; • explain why each shared responsibility is required for the team to work at its best. • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep; • identify some physical changes that their bodies go through during puberty; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'. 	<ul style="list-style-type: none"> • explain what it means to belong to a community; • identify how laws help them; • discuss local government in relation to democracy and human rights; • discuss national government in relation to democracy and human rights; • identify how charities and voluntary groups help meet the needs of all people in the community. • show empathy for different people, including those who might have experience of not being respected; • think in detail about what society would be like without rules and laws; • explain in detail how they can make a positive contribution to their community; • discuss, with confidence, how they could be actively involved in local and national government; • identify how they can make a positive difference to their community and country. • discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • create a role play to show different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; 	<ul style="list-style-type: none"> • identify skills and attributes that are useful in many roles; • identify their preferred learning style; • identify potential barriers to success; • identify opportunities that might be available to them in the future; • identify and challenge stereotypes; • explain what is meant by innovation and enterprise; • discuss goals they could set to work towards their ambitions; • understand the different roles within a team; • discuss challenges many people face and how some people overcome these. • understand how to use the knowledge of their learning style to further their learning; • discuss the impact a growth mindset can have on achieving our goals; • understand that our goals can change and explain why this might happen; • appreciate the importance of seizing opportunities; • explain the impact of stereotypes and why they need to be challenged; • consider ways to develop their innovation and enterprise skills; • apply core skills when working within a team; • identify limitations to achieving goals and discuss how challenges can be overcome • talk about their thoughts, feelings and behaviours. • identify unhelpful and helpful thoughts. • suggest outcomes linked to certain thoughts, feelings and actions. • discuss ways in which positive thinking can be beneficial. • identify and discuss uncomfortable emotions.
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	<ul style="list-style-type: none"> • define consent and autonomy; • identify the implications of not getting enough sleep; • understand why they need to change some of their habits and routines as they get older; • identify where the pressure to try harmful substances might come from; • understand that many images seen in the media are artificially enhanced; • identify some factors that influence the choices they make about their bodies; • understand that the choices they make about their bodies have consequences. • understand that different people have different boundaries; • identify the best bedtime routine for themselves; • use meditation at bedtime to aid a peaceful sleep; • give considered advice to others about how to look after the needs of their changing bodies; • challenge stereotypical notions of ‘the perfect body’; • understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing 	<ul style="list-style-type: none"> • identify the feelings involved in making a mistake and understand how to make amends. • complete scenarios by advising on how to communicate feelings in different situations; • work in groups to create a role play to show different ways to manage uncomfortable feelings; • discuss different fight or flight situations; • discuss the impact of making amends when a mistake has been made. discuss how to deal with being unique in difficult situations; • discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with; • discuss which strategy would work best in each situation and why; • create a role play to show either the fight or flight reaction being applied in a situation; • create a role play to show different strategies to cope with tricky situations; • share all they have learnt with others in school. 	<ul style="list-style-type: none"> • identify common choices we have to make in life. • use basic mindfulness techniques, when guided. • describe what makes a good learner. • describe how their thoughts, feelings and behaviours influence each other. • explain the range and intensity of their feelings to others. • name some strategies to deal with unhelpful thoughts. • know how to make an informed choice. • appreciate how making good choices can make us happy. • understand how mindfulness techniques can be used in their everyday lives. • describe the difference between a growth mindset and a fixed mindset. • identify strategies for facing a challenge. • discuss the impact negative thoughts can have on ourselves and others. • generate their own positive affirmations. • confidently employ strategies for coping with unhelpful thoughts and uncomfortable emotions. • predict the consequences linked to certain choices. • recognise when different mindfulness techniques might be useful. • independently employ mindfulness techniques. • independently use a range of strategies to overcome difficulties or face challenges.
Vocabulary	teamwork, team, attributes, admire, skills, successful, effective, collaboration, collage, contribute respectful, honesty, opinion, disagree, hurtful, kind, thoughts, listen, communicate compromise, collaborate, goal, achieve, patience, understanding, opinions,	faith, ethnicity, respect, similar, different, consequence, right, equal, responsibility, diversity, diverse, difference, community, society community, community spirit, impact, consequence, positive, negative, diverse,	achievements, aims, success, goal, learn, behaviour, action, accomplish, skills, strengths, interests, attributes, attitudes, mindset, feedback, improve, perseverance, determination, practise, effort, resilience, self-worth

	<p>decisions, outcome, success care, valued, looked after, kindness, feelings, sensitive, health, physical, emotional bullying, discrimination, teasing, upsetting, emotions, uncomfortable, unkind, harassment, excluding, trolling, social media, support responsibilities, team, scenario, consequences, classroom, function, roles, teamwork Autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, rights. Choices, consequences, sleep, deprivation, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit, routine. health, wellbeing, care, habits, healthy eating, diet, exercise, physical, mental, teeth, oral, dental, body, sun exposure, illness, bacteria, virus, germs, infection, hygiene, medicines, allergies, responsibility Alcohol, cigarettes, tobacco, drugs, harmful, dangerous, substances, habit, healthy, unhealthy, damage, pressure, media, legal, illegal, age-restrictions, choice. Body image, beauty, self-confidence, looks, media, appearance, stereotype, advertising, pressure, perfect. Health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, balanced lifestyle, emotional,</p>	<p>diversity, human rights, shared responsibility, respect, protect, environment laws, protect, parliament, enforce, police, consequence, society, democracy, discrimination, prejudice, human rights democracy, human rights, local government, discrimination, prejudice, stereotypes, challenge, active citizenship democracy, human rights, national government, roles, responsibilities, prime minister, politicians, members of parliament, discrimination, prejudice, stereotypes charity, voluntary, community, needs, support, compassion, shared responsibility, care, concern, contribute, diversity, diverse individual, unique, celebrate, acceptance, thoughts, feelings, comfortable, help, support, individuality, uniqueness, peer influence, peer approval. opinions, thoughts, feelings, conflict, emotions, communication, strategies, alternatives, sharing, express, change, loss, death, grief, bereavement, caring, relationships, respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, sharing experiences, problems, support, difficulties, online friendships, face-to-face relationships feelings, manage, uncomfortable, situations, resisting, danger, help, support, unhealthy, anxious, pressure, intensity confidence, shy, nervous, strategies, confident, body language, feelings, expressing feelings, setbacks, failure, perceived failures choices, options, support, help, pressure, dangerous, unhealthy, uncomfortable, anxious, wrong, strategies, positive, apply, peer pressure, peer influence</p>	<p>challenges, barriers, obstacles, strategies, mindset, positive, helpful, unhelpful, attitudes, behaviours, success, failure, mistakes, learning, feedback, privilege, power opportunities, future, goals, success, fortunate, achievements, skills, jobs, benefit, careers stereotypes, equal, fair, gender, challenge, criteria, opportunities, rights, future, goals, success, ambition, achievements, skills, jobs, careers, discrimination, law, race, prejudice, social class innovation, enterprise, business, employer, employee, skills, ideas, original, inventions, creativity, positivity, products, decisions, teamwork, collaborate, problemsolving, listening, presenting, advertisement, college, further education, careers, routes, apprenticeship, university future, goals, ambition, targets, aims, achievements, focus, practise, personal, individual, strengths, skills, responsible, positive thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance thoughts, positive, negative, helpful, unhelpful, comfortable, uncomfortable, feelings, behaviour thoughts, positive, negative, helpful, unhelpful, comfortable, uncomfortable, feelings, emotions, behaviour, coping, strategies, techniques choices, decisions, positive, negative, feelings, emotions, behaviour, actions,</p>
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	body image, pressure, media, rest, consent, diet, exercise, cleanliness.	mistakes, amends, sorry, apologise, emotions, guilt, positive, negative, unhelpful thoughts	consequences, impact, independent, responsible, safe, morals, pros, cons mindful, mindfulness, present, focus, relaxed, calm, still, positive, thoughts, feelings, experience, techniques positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques
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Year 6	Autumn	Spring	Summer
Topic links	ICT and internet safety		
NC statement:	<p>R5. 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</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>TL3. about the relationship between rights and responsibilities</p>	<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. 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>L24. to identify the ways that money can impact on people's feelings and emotions</p>

	<p>same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. 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 and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>H42. 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 and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p>
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	<p>R18. to 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> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>H35 about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38 How to predict, assess and manage risk in different situations</p> <p>H39. 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</p> <p>R28 How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>(in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. 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</p> <p>R3. 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</p> <p>R4. 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</p> <p>R5. 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</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-</p>
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	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>H38. how to predict, assess and manage risks in different situations</p> <p>H41. 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</p>		<p>parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>
<p>Expected knowledge</p>	<ul style="list-style-type: none"> •share ideas for ways we can care for our VIPs; •create a poster to show a calming technique with support; •discuss how a disagreement could be handled with support; •explain ways to resist pressure with support; •identify which secrets are OK to keep and which need to be shared with support; •identify some aspects of healthy and unhealthy relationships; •identify different types of relationships. •create a list to show different ways we can care for our VIPs; •show a calming technique on a poster; •discuss how a disagreement could either be avoided or handled; •write and explain what to do when feeling pressured; •identify and discuss which secrets are OK to keep and which need to be shared; 	<ul style="list-style-type: none"> • explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences. • explain how to be a responsible global citizen; • describe what can be done to help prevent global warming from getting worse; • explain how energy use can be changed to help the environment; • detail the responsible use of water; • understand the importance of biodiversity; • describe the impact of their choices for people and places across the world. • encourage others to be responsible global citizens; 	<ul style="list-style-type: none"> • talk about what financial risk is. • discuss ways advertisers try to influence us. • identify what it means to be a ‘critical consumer’. • describe what ‘value for money’ means. • talk about ethical spending. • describe some examples of fair trade. • explain why people might borrow money. • talk about what ‘tax’ is. • discuss reasons people take financial risks. • discuss why advertisers try to influence us. • talk about how to be a ‘critical consumer’. • identify how we can compare the value for money of different products. • discuss what is meant by ethical spending. • explain the benefits of fair trade. • discuss some consequences of debt. • discuss how we can make a budget. • consider why people borrow money and get into debt. • explain what tax is and the ways we pay it.

	<ul style="list-style-type: none"> • identify healthy and unhealthy relationships. • generate further ways we can care for our VIPs; • identify the best calming technique to use in a particular situation; • give clear examples of how different opinions can be given in a respectful way; • consider different ways to resist behaving under pressure ,in a range of situations; • debate whether keeping secrets for other people is OK; • take part in a discussion on how unhealthy relationships could be identified. • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code. • appreciate what being responsible means; • assess a situation for the level of risk; • appreciate that doing something risky may lead to danger; • identify people who can help us in an emergency; • understand the importance of taking action to reduce the risk of harm; • explain how we know which substances around the home contain chemicals ; • identify safety precautions that can be taken when using roads, railways or water. 	<ul style="list-style-type: none"> • reflect on how the impact of global warming may affect their future lives; • develop their own thoughts and ideas on sustainability; • reflect on the ways in which water supply and use is affected by global warming; • develop a secure knowledge of what can be done to encourage and sustain biodiversity; • begin to analyse their decisions and choices to a greater depth. • identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true. • explain how they can look after their digital wellbeing; • discuss how to stay safe, healthy and happy online and when they use digital technology; • explain how to develop safe, respectful and healthy online relationships; • understand how to use social media responsibly; • identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced; • describe strategies they can use to assess the reliability of online information and images. 	<ul style="list-style-type: none"> • identify ways people can avoid financial risk. • talk about some ways we can ensure we know the actual cost behind advertised products. • discuss the benefits of ethical spending. • explain why fair trade is important. • discuss the advantages of working to a budget. • explain some problems and consequences of borrowing money with regard to interest charged. • discuss some consequences of debt on people’s emotional wellbeing. • discuss the importance of paying tax as a contribution. to society • name physical changes young people will experience during puberty. • describe emotional changes young people might experience during puberty. • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. • explain what a sexual relationship is. • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. • explain how babies are conceived and how they are born. • identify someone they could talk to about their changing body, should they need to. • explain how to look after their bodies during puberty. • name some ways to cope with new or difficult emotions. • describe some of the ways in which the media fuels the notion of a perfect body. • describe the different types of loving relationships that exist.
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	<ul style="list-style-type: none"> • appreciate that their own decisions and behaviour can impact on their safety and the safety of others; • consider the impact of accepting a dare; • appreciate that the most courageous thing is to refuse a dare; • identify sources of pressure to behave in a certain way, other than peer pressure; • discuss a range of emergencies and the different responses that would be most appropriate; • understand some basic first aid; • identify points of action to take responsibility for my own safety at home; • advise others on how to stay safe around roads, water and railways. 	<ul style="list-style-type: none"> • support others in looking after their digital wellbeing; • explain how time spent online affects their wellbeing; • describe how responsible social media use helps protect the wellbeing and rights of people; • encourage others to say no to online bullying; • reflect on actions they are going to take to help stop the spread of fake news. 	<ul style="list-style-type: none"> • explain the laws around sexual relationships. • explain what contraception is, how it is used and what it is used for. • use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. • use scientific vocabulary to accurately explain how babies are made and how they are born. • describe the process from conception to birth and the needs of the foetus. • explain why young people experience physical and emotional changes during puberty. • tailor advice to others in specific situations, regarding how to manage changing emotions. • challenge society's perceptions of a perfect body. • discuss the way different types of relationships are viewed in society. • consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse. • ask mature questions about puberty and the changes people experience. • consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this.
Vocabulary	<p>love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help emotions, anger, upset, frustrated, calming, calm,</p>	<p>citizen, global, citizenship, responsible, aware, impact, world, human right, respect, shared responsibility, care, compassion global warming, effects, help, harm, prevent, persuade, encourage, environment, earth global warming, energy, resources, impact, environment, use, responsible,</p>	<p>money, investment, gain, interest, risk, bankrupt, inflation, value, scam, steal, gamble, profit, save, future money, manufacturer, retailer, advertise, influence, critical consumer money, value, cost, amount, retail, availability, price, ethical spending, environment, impact, fair trade, producer, manufacturer, labour, minimum wage</p>

	<p>unkind, kind, actions, consequences disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite</p> <p>pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy, uncomfortable, wrong</p> <p>secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship</p> <p>healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending.</p> <p>safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, consequence</p> <p>Safe, risk, danger, hazard, harm, action, responsible, independent, informed, decision, choice, consequence, situation, support, help.</p> <p>Safe, risk, danger, hazard, harm, action, responsible, decision, choice, dare, peer pressure, media, social media, help, advice, smart, brave, mature.</p> <p>Safe, danger, hazard, harm, action, emergency, accident, injury, responsible, sensible, first aid, emergency services, decision, choice, help.</p> <p>safe, unsafe, hazard, risk, independent, responsibility, fire, harm, injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult</p> <p>safe, hazard, risk, danger, environment, unfamiliar, road safety, pedestrian crossing, zebra crossing, traffic, cycling, pedestrian, driver, passenger,</p>	<p>help, protect, pledge, waste, save, renewable, nonrenewable, conserve waste, save, conserve, water, use, responsibly, drought, responsible, appreciate</p> <p>biodiversity, environment, help, protect, encourage, important, future, world</p> <p>global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto</p> <p>online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing</p> <p>regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, tv programmes, films, online games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices, storage, sharing</p> <p>personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers</p> <p>positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate,</p>	<p>money, want, need, luxury, necessity, wages, income, outgoings, spending, prioritise, budget</p> <p>money, borrow, lend, loan, risk, consequences, interest, bankruptcy</p> <p>money, tax, payment, income tax, council tax, contribute, society, spending, ethical spending, fair trade, plastic pollution, single-use, charity</p> <p>reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions</p> <p>puberty, male, female, emotions, feelings, hormones, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush</p> <p>body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society</p> <p>sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment</p> <p>sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact</p> <p>conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth,</p>
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