

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.
<p>My Feelings</p> <p>Recognise the different feelings that humans can experience</p> <p>There are ways that we can calm ourselves down and/or change our mood</p> <p>We can have big feelings.</p> <p>How we can manage big feelings.</p>	<p>My Feelings</p> <p>Understand that feelings can affect people's bodies and how they behave</p> <p>Know some ways that we can manage our feelings – what makes people feel good</p> <p>There are ways that we can calm ourselves down and/or change our mood</p> <p>There are things that help people feel good.</p> <p>Recognise when they need help with feelings.</p> <p>Recognise that is important to ask for help with feelings.</p> <p>Know how to ask for help with feelings.</p>	<p>My Feelings, Likes and Dislikes</p> <p>Recognise and begin to use a range of words to describe feelings. Think of ways to share feelings</p> <p>How to recognise what others might be feeling</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>To recognise that when they need help with feelings, it's important to ask</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health</p> <p>To recognise that choices can have good and not so good consequences</p> <p>To recognise they share a responsibility for keeping themselves and others safe, when to say "yes", "no", "I'll ask" and "I'll tell"</p> <p>To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>How to manage when finding things difficult</p> <p>About good and not so good feelings, a vocabulary to describe their feelings and strategies for managing feelings</p>	<p>How do I feel?</p> <p>Deepen understanding of good and not so good feelings</p> <p>There is a normal range and scale of emotions that we all feel in relation to different experiences and situations</p> <p>Develop vocabulary to express and discuss feeling</p> <p>Understand the importance of expressing feelings and the effects everyday things have on our feelings</p> <p>Recognise our feelings change over time.</p> <p>Know who to go to if they are worried and need support for themselves or others</p> <p>Explore problem solving strategies for dealing with emotions</p> <p>Understand change and loss (including death, moving home, losing toys, pets or friends) and identify associated feelings and what makes people feel better</p>	<p>Healthy Minds</p> <p>Recognise that feelings can change over time and range in intensity.</p> <p><i>Mental wellbeing is a normal part of everyday life like physical health</i></p> <p>What affects our emotional health (including media and bullying)?</p> <p>Strategies and behaviours that support our mental health – hobbies, being involved in the community, physical exercise/time outdoors, doing things for others</p> <p>Extend vocabulary to enable children to express what they are feeling and its intensity</p> <p>Recognise that we may experience conflicting emotions and when we might need to listen to or overcome our emotions. Are our feelings and our behaviour appropriate and proportionate?</p>	<p>Emotional Wellbeing</p> <p>To recognise that anyone can experience mental ill health; that most feelings can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>Recognise how images in the media do not always reflect reality and can affect how we feel about ourselves</p> <p>Develop a positive body image</p> <p>Reflect on and celebrate our achievements and identify our strengths and areas for improvement</p> <p>Develop confidence in oneself through recognition of what we do well</p> <p>Develop a very positive self - image</p> <p>Set high expectations and goals</p>	<p>Emotional Wellbeing</p> <p>To recognise that anyone can experience mental ill health; that most feelings can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>Recognise what happens in the brain when we experience different emotions.</p> <p>Strategies to manage our thoughts.</p> <p>Strategies to manage our emotions.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To know and use problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Discuss change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>

<p>The Best Me</p> <p>To recognise what makes us special and unique</p> <p>Identify our strengths, likes and dislikes</p> <p>People are different ages. There are younger and older people.</p> <p>To understand that we are all different but can still be friends.</p>	<p>People Around Me</p> <p>People change in age.</p> <p>The cycle of growing from young to old.</p> <p>To understand that people's needs change as they grow from young to old</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by themselves</p> <p>To explore different types of families and who to ask for help</p> <p>To identify who can help when families make us feel unhappy or unsafe</p>	<p>Understand change and loss (including death, moving home, losing toys, pets or friends)</p> <p>Understand feelings associated with change and loss (including death, moving home, losing toys, pets or friends)</p> <p>Growing and Changing</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>To introduce the concept of gender stereotypes</p> <p>Describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>	<p>Growing and Changing</p> <p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p>To consider appropriate and inappropriate physical contact and consent.</p> <p>Understand that all families are different and have different family members.</p> <p>Identify who to go to for help and support</p>	<p>The Human Life Cycle</p> <p>To explore the human lifecycle.</p> <p>To identify some basic facts about puberty.</p> <p>Know about the physical and emotional changes that happen in puberty.</p> <p>Understand that children change into adults to be able to reproduce if they choose to.</p> <p>Know that respect is important in all relationships including online.</p> <p>Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Puberty and Sex Education</p> <p>To explore the emotional and physical changes occurring in puberty.</p> <p>Understand how puberty affects the reproductive organs.</p> <p>Describe what happens during menstruation and sperm production.</p> <p>Explain how to keep clean during puberty.</p> <p>Explain how emotions and relationships change during puberty.</p> <p>Know how to get help and support during puberty.</p>	<p>Relationships and Sex Education</p> <p>Describe how and why the body changes during puberty in preparation for reproduction.</p> <p>Explain differences between healthy and unhealthy relationships.</p> <p>To consider different ways people might start a family.</p> <p>Describe the decisions that have to be made before having children.</p> <p>Know some basic facts about conception and pregnancy.</p> <p>To consider when it is appropriate to share personal/private information in a relationship.</p> <p>To know how and where to get support if a relationship/online relationship goes wrong.</p>
---	--	---	--	--	--	--

<p>Looking After Me by Myself</p> <p>There are people who help us stay healthy.</p> <p>Healthy lifestyles Brushing our teeth and visiting the dentist. Healthy diet Good hygiene – stopping spreading germs. Toileting</p> <p>Keeping safe in the sun to protect our skin</p> <p>That medicine (including vaccinations and immunisations) can help people to stay healthy.</p>	<p>Keeping Me Safe</p> <p><i>Keeping safe in all situations</i></p> <p>Know how to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool)</p> <p>Keeping safe in the sun to protect our skin</p> <p>Know that there are people who keep us safe (parents, teachers, doctors, police etc)</p> <p>Know what to do if there is an accident and someone is hurt</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Know how to cross a road safely</p>	<p>Looking After Me</p> <p>The importance of how to maintain personal hygiene</p> <p><i>What constitutes a healthy lifestyle</i> including the benefits of physical activity, rest, healthy eating and dental health?</p> <p><i>Why is sleep important?</i> Simple hygiene routines Ways to be physically active every day and how this keeps us healthy. How to brush teeth correctly. Foods that support good health (inc dental health) Risks of sugar.</p> <p>Keeping Safe</p> <p>To recognise risks in everyday simple situations and what action to take to minimise harm</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Know how to cross a road safely</p> <p>The difference between secrets and surprises and understanding not to keep adults' secrets</p> <p><i>Responding to unknown adults both off and online</i></p> <p><i>Stranger danger</i></p> <p>Rules for and ways of keeping physically and emotionally safe (inc. safety online)</p>	<p>Keeping Healthy</p> <p>That bacteria and viruses can affect health. Following everyday routines can reduce their spread</p> <p>That medicine (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>Only take medicines if given to you by a trusted adult.</p> <p>Importance of taking medicine safely and using household products safely.</p> <p>To recognise opportunities to make their own choices about food. What might influence our choices and the benefits of a balanced diet</p> <p>Benefits of healthy, nutritionally rich food on health and wellbeing.</p> <p>Risks associated with not eating a healthy diet- obesity.</p> <p>Safety in the Environment</p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Recognise dangerous locations – roads.</p> <p>Safe or Unsafe</p> <p>Recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><i>How to predict, assess and</i></p>	<p>Healthy Choices</p> <p>What constitutes a healthy diet. Risks associated with not eating healthily – tooth decay</p> <p>The impact of lifestyle choices on dental care (sugar consumption/acidic drinks)</p> <p>How to maintain good oral hygiene (correct brushing and flossing)</p> <p>How good quality sleep, clubs, activities, exercise, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><i>How sleep contributes to a healthy lifestyle. The effects of lack of sleep on the body, feelings, behaviour and ability to learn</i></p> <p><i>How exercise benefits mental and physical health. Recognise opportunities to be physically active</i></p> <p>Safety in the Environment</p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Recognise dangerous locations – railways.</p> <p>Know strategies for keeping safe in the local environment or unfamiliar places (roads, railways, building sites, water and fireworks)</p> <p>Firework safety</p>	<p>Keeping physically healthy</p> <p>Bacteria and viruses can affect health.</p> <p>Personal hygiene and how to maintain it.</p> <p>That sleep contributes to a healthy lifestyle.</p> <p><i>The effects of lack of sleep on the body, feelings, behaviour and ability to learn.</i></p> <p>What is meant by the term "habit" and why habits can be hard to change</p> <p>Which, why and how, some commonly available substances and drugs (including alcohol and tobacco) could damage our immediate and future health and safety</p> <p>Some drugs are legal, some are restricted, and some are illegal to own, use and supply to others</p> <p>Misleading images in the media about drugs, including alcohol and smoking/vaping</p> <p>Safety in the Environment</p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Recognise dangerous locations – building site.</p>	<p>Keeping physically healthy Influences and Risks</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal.</p> <p>Why people choose to use or not use drugs. (nicotine, alcohol and medicines.)</p> <p>Know that pressure to behave in an unacceptable, risky or dangerous way can come from a variety of sources including people they know and the media (peer pressure)</p> <p>To know and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>Know when and how to ask for help to resist pressure</p> <p>Know how to resist pressure to smoke, drink alcohol and/or take drugs</p> <p>Mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>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>Consequences of anti-social behaviour</p>
---	---	---	--	---	---	---

<p>Online Safety</p> <p>Keeping healthy linked to screen time.</p> <p>Recognising when something makes me feel uncomfortable.</p> <p>Introducing the idea of ownership and privacy.</p>	<p>Online Safety</p> <p>To log in safely and understand why it is important.</p> <p>To understand why avatars are used.</p> <p>Develop an understanding of ownership of work online.</p> <p>To understand the importance of logging out.</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private</p> <p>The importance of telling a trusted adult if they come across something that scares them</p> <p>Limit time on electronic devices and recognising that are opportunities to play and learn indoors and outdoors with others and independently</p>	<p>Online Safety</p> <p>To know how to refine searches online.</p> <p>Have knowledge and understanding about sharing more globally on the internet.</p> <p>To use email as a communication tool safely.</p> <p>To understand how we should talk to others in an online situation.</p> <p>To understand that information put online leaves a digital footprint trail.</p> <p>Identify steps that can be taken to keep personal data and hardware secure.</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private</p> <p>The importance of telling a trusted adult if they come across something that scares them</p> <p>Limit time on electronic devices and recognising that are opportunities to play and learn indoors and outdoors with others</p>	<p>manage risks in different situations</p> <p>Know that household products (e.g. cleaning materials) can be harmful if not used correctly</p> <p>Know how to keep safe at home (including around electrical appliances e.g. kettles, cookers, toasters and microwaves)</p> <p>Fire safety e.g. not playing with matches</p> <p>Online Safety</p> <p>To know what makes a safe password.</p> <p>To know methods of keeping passwords safe.</p> <p>Understand that the internet can be used in effective communication.</p> <p>Understand how to safely and respectfully use a blog to communicate with a wider audience.</p> <p>Consider the truth of the content on websites.</p> <p>Learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>It is important to keep personal information private</p> <p>Know how to manage requests for personal information or images of themselves and others</p> <p>Know how to report concerns</p> <p>Know what to do if frightened or worried by something seen or read online</p>	<p>Online Safety</p> <p>Understand how children can protect themselves from online identity theft.</p> <p>Understand that information put online leaves a digital footprint or trail.</p> <p>Risk and benefits associated with downloading apps.</p> <p>Understand plagiarism and the consequences of this.</p> <p>Positive and negative influences of technology on health and the environment.</p> <p>Know the 4 C's (content, contact, conduct and commerce)</p> <p>Understand and observe age restrictions on social media, films and computer games</p> <p>Safe use of digital devices when out and about</p> <p>Safe use of social media</p> <p>Use social media and ICT and mobile phones responsibly</p> <p>Know what to do if frightened or</p>	<p>Online Safety</p> <p>How to maintain secure passwords.</p> <p>To search the internet with a consideration of reliability.</p> <p>Know the 4 C's (content, contact, conduct and commerce)</p> <p>Online abuse and its consequences for mental health</p> <p>Risks from people they have never met and use of data</p> <p>Knowing someone online is different to knowing someone "face to face"</p> <p>Sometimes people online may pretend to be someone they are not</p> <p>To know the importance of protecting personal information including passwords, addresses and images</p> <p>Connected devices can share data</p> <p>Use social media and ICT and mobile phones responsibly</p> <p>Understand that mobile phones</p>	<p>Online Safety</p> <p>Know the 4 C's (content, contact, conduct and commerce)</p> <p>Online abuse and its consequences for mental health</p> <p>Identify risks and benefits of mobile devices.</p> <p>Identify secure sites by looking for privacy seals of approval.</p> <p>Identify the benefits and risks of giving personal data.</p> <p>To know appropriate online behaviour.</p> <p>Understand how information online can persist.</p> <p>Identify positive and negative influences of technology on health and the environment.</p>
--	---	--	---	---	---	---

		and independently	Know what to do if someone online worries you	worried by something seen or read online Know what to do if someone online worries you Your internet use allows others to target information and advertising at you Know how to shop on the internet safely Importance of gaining permission before shopping on the internet	can be very useful, but can also be very dangerous It is a criminal offence to share nude images of yourself or others If you are asked to share partially or completely undressed images of yourself or others, you should refuse and know how to report this Understand that some things should not be shared on social media or via mobile phones Know what to do if frightened or worried by something seen or read online Know what to do if someone online worries you Know how to shop on the internet safely Importance of gaining permission before shopping on the internet	
--	--	-------------------	---	--	--	--

<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>
If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.
Friendship and Family Foundations Listen to other people Play and work cooperatively Recognise what is fair and unfair Recognise what is kind and unkind Recognise how our behaviour affects other people. To understand that we are all different but can still be friends.	Families and Friendships How to communicate our feelings to others and recognise how others show their feelings and respond. Recognise how our behaviour affects other people. Listen to other people Play and work cooperatively Recognise what is fair and unfair Recognise what is kind and unkind Recognise what is right and wrong Begin to learn strategies to resolve arguments positively Be able to ask for help if a friendship is making us feel unhappy Identify and respect the difference and similarities between people Identify their special people (family, friends). Begin to understand and talk about what makes them special. Know some ways our special people care for us	Committed to Family and Friends Begin to understand how someone else feels and take it into account Recognise what is right and wrong – respecting privacy; that parts of their body covered by underwear are private Develop ways to resolve arguments through understanding someone's point of view and compromise Recognise when people are being unkind to us or others. Know how to respond, who to tell and what to say Share our opinions on things that matter to us and explain our thoughts and feelings Know that there are different types of families; some of which may be different from our own Identify common features of family life How do our families make us feel loved and cared for?	Positive Relationships Explore what a good, respectful friendship is e.g. truthfulness and kindness, sharing interests and experiences Recognise the importance of friendships Know and use strategies to build positive friendships. Recognise that friendships have ups and downs Healthy friendships make people feel good. Know that friendships can change over time, about making new friends and the benefits of having different types of friends Recognise when a child is feeling lonely or is struggling to make healthy relationships and seek adult support when needed Children can support others by inviting them to play and offering extended friendships Families provide love, care and security Recognise features of positive family life including love, care, commitment, time together and support through times of difficulty Recognise ways in which people care for one another Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or	Families, Friendship and Compromise Recognise that their actions affect others Different people see things differently Know the importance of tolerance Try to reach a compromise independently, but seek adult support when necessary Work collaboratively towards shared goals Understanding the importance of forgiveness in relationships Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Understand the importance of seeking and giving permission (consent) in different situations Recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice Recognise when a child is feeling lonely or excluded and empathise with how they might feel Recognise the consequences of feeling lonely and excluded Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships The concept of keeping something	Healthy Relationships Explore what a good, respectful friendship is e.g. support with problems and difficulties, mutual respect and trust Know that a possessive friendship is not healthy Know that friendships can change over time, about making new friends and the benefits of having different types of friends Recognise when a child is feeling lonely or is struggling to make healthy relationships Children can support others by inviting them to play and offering extended friendships People may be attracted to someone emotionally, romantically and sexually Forcing anyone to marry against their will is a crime and should be reported Recognise and challenge stereotypes Recognise when a child is feeling lonely or excluded and empathise with how they might feel Recognise the consequences of feeling lonely and excluded Recognise that their actions affect others When disagreements might lead to conflict, seek adult help	Healthy, Safe Relationships Recognise ways to reconcile differences and disputes positively. Strategies for recognising and managing peer influence and a desire for peer approval in friendships. To recognise the effects of online actions on others. Recognise the importance of self-respect Understand that marriage and civil partnerships are legal declarations of commitment made by two adults who love each other. Understand that forcing anyone to marry against their will is a crime. Help and support is available for people who are worried about this for themselves or others.

			<p>advice</p> <p>Know that there are different types of families; some of which may be different from our own</p> <p>Recognise and respect that there are different types of family structure (single parents, same sex parents, blended families and foster parents)</p> <p>That families of all types can give family members love, care and stability</p>	<p>confidential or secret – when we should or should not agree to this and when it is right and when we have a duty to “break a confidence” or “share a secret”</p> <p>Know that marriage and civil partnership is a legal declaration of commitment by two adults who love and care for each other, which is intended to be life long</p> <p>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>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Understand the importance of seeking and giving permission (consent) in different situations</p> <p>Show respect for oneself and others</p> <p>Know that all people are different. Show respect for those differences and tolerance of them</p> <p>About discrimination: what it means, where it occurs and how to challenge it</p> <p>Respecting the differences and similarities between people and recognising what they have in common.</p> <p>To discuss and debate topical issues with respect for other people’s point of view and constructively challenge those they disagree with.</p> <p>We all have a duty to ensure people around us are treated with respect and equality</p>	
<p>Bullying and Managing Hurtful Behaviour</p> <p>Bodies and feelings can be hurt by words and actions.</p> <p>It is wrong to hurt others with our actions or words.</p> <p>Understand how we can be kind to others.</p> <p>Understand how actions and words can hurt other people.</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>Understand that bully is something that is repeated over time and targeted</p> <p>Bullying is not acceptable.</p> <p>There are different types of teasing and bullying. That they are wrong and unacceptable</p> <p>That people’s bodies and feelings</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>Understand that bully is something that is repeated over time and targeted</p> <p>Bullying behaviour and deliberately excluding others is not acceptable.</p> <p>There are different types of teasing and bullying. That they are wrong and unacceptable</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>Know the school’s definition of bullying</p> <p>There are different types of teasing and bullying e.g. name calling, deliberately excluding others. That they are wrong and unacceptable</p> <p>Explore ways of resisting teasing or bullying</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>There are different types of bullying e.g. name calling, deliberately excluding others, trolling, harassment and discrimination</p> <p>All forms of bullying are wrong and unacceptable</p> <p>If we experience bullying, know who to go to and how to get help</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>There are different types of bullying e.g. name calling, deliberately excluding others, trolling, harassment, influencing others to find fault and discrimination</p> <p>All forms of bullying are wrong and unacceptable</p> <p>Understand the term</p>	<p>Bullying and Managing Hurtful Behaviour</p> <p>There are different types of bullying e.g. name calling, deliberately excluding others, trolling, harassment, influencing others to find fault and discrimination</p> <p>All forms of bullying are wrong and unacceptable</p> <p>Understand the term</p>

	<p>can be hurt by words and actions</p> <p>Understand how people may feel if they experience hurtful behaviour or bullying.</p> <p>If we experience bullying, know who to go to and how to get help</p>	<p>Hurtful behaviour can happen on or offline.</p> <p>Things people say and things people do can make us feel very uncomfortable</p> <p>Explore how bullying makes us feel and affects us</p> <p>If we experience bullying, know who to go to and how to get help</p>	<p>If we experience bullying, know who to go to and how to get help</p> <p>Bullying can make people feel scared</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p>	<p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p> <p>Know strategies to respond to bullying.</p> <p>Explore the consequences of bullying</p>	<p>discrimination.</p> <p>How to challenge discrimination.</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p> <p>Explore the consequences of bullying</p>	<p>discrimination.</p> <p>How to challenge discrimination.</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p> <p>Explore the consequences of bullying online and offline.</p>
Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
<p>My Class and My School</p> <p>Know what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Know how to take turns and share</p>	<p>My Class and My School</p> <p>People have different strengths</p> <p>Understand that we belong to various groups and communities such as family and school</p> <p>Recognise the ways that we are the same as and different from other people</p>	<p>Shared Responsibilities</p> <p>Understand that people and other living things have different needs.</p> <p>Recognise the way that they are the same as, and different to, other people.</p>	<p>Community and Country</p> <p>Know the different groups that make up their community</p> <p>Know what living in a community means</p> <p>What is diversity?</p> <p>How can we value diversity?</p>	<p>Identity and Human Rights</p> <p>Know what democracy is</p> <p>Our school council is democratically elected</p> <p>Understand the relationship between rights and responsibilities</p> <p>Recognise that there are human rights, that are there to protect</p>	<p>Identity and Human Rights</p> <p>What are the benefits of democracy?</p> <p>Human rights and the UN convention on the Rights of the Child</p> <p>The consequences of not respecting human rights e.g. refugees</p>	<p>Identity and Human Rights</p> <p>How do stereotypes negatively influence behaviours and attitudes towards others.</p> <p>What is prejudice?</p> <p>How does behaviour and attitudes of others discriminate against others?</p>

	<p>Know about the different roles and responsibilities that people have in their community</p> <p>Looking After the Local Environment</p> <p>Things that they can do to look after their environment</p> <p>Living things have different needs. We have a responsibility to care for them.</p>		<p>The benefits of living in a diverse community</p> <p>Know that there are different groups that make up our community</p> <p>Law is like rules we have in school and in our classroom. Recognise reasons for rules and laws.</p> <p>Consequences of not adhering to rules and laws</p> <p>Know what democracy is</p> <p>Our school council is democratically elected</p>	<p>everyone.</p> <p>Look at circumstances which may cause homelessness</p> <p>Value the different contributions people can make to a community regardless of their circumstances</p> <p>Know the importance of having compassion towards others. We have a shared responsibility for caring for other people.</p> <p>The Environment and Resources</p> <p>How can they protect the environment at school and at home?</p> <p>Know that everyday choices can affect the environment (e.g. reduce, reuse, recycle; food choices)</p> <p>We have a responsibility to care for living things</p>	<p>The importance for having compassion towards others.</p> <p>Value the different contributions people can make to a community regardless of their circumstances</p> <p>Know the importance of having compassion towards others. We have a shared responsibility for caring for other people.</p>	<p>Ways of responding to discrimination when witnessed of experienced.</p>
<p>Economic Wellbeing</p> <p>What is money?</p> <p>Jobs around us.</p> <p>What different jobs involve.</p>	<p>Economic Wellbeing</p> <p>Know what money is and that it comes from different sources</p> <p>People have jobs to help them earn money.</p> <p>Different jobs that they know of</p> <p>Know that money needs to be looked after; different ways of doing this</p>	<p>Economic Wellbeing</p> <p>Know what money is and that it comes from different sources</p> <p>People have jobs to help them earn money.</p> <p>Strengths and interests people may need for particular jobs.</p> <p>Ways we can save money and what do we save up for?</p> <p>We can't get things instantly; we must save up for them.</p>	<p>Economic Wellbeing</p> <p>Recognise the different ways that people pay for things and choices people have about this.</p> <p>Recognise the different attitudes people have with spending and saving.</p> <p>What makes something good value for money.</p> <p>Understand that spending decisions can impact others and the environment – fair trade, charity.</p>	<p>Economic Wellbeing</p> <p>Understand different ways to keep track of money.</p> <p>Understand and recognise risks associated with money (gambling, lost, stolen.)</p> <p>Ways of keeping money safe.</p> <p>Recognise positive things about themselves and their achievement</p> <p>Set goals to achieve personal outcomes</p>	<p>Economic Wellbeing</p> <p>Understand the risks involved in gambling; different ways that money can be won or lost through gambling related activities.</p> <p>Identify the ways money can impact on people's feelings and emotions.</p> <p>Identify the different jobs that they might like to do.</p> <p>That some jobs are paid more than others but that money is</p>	<p>Economic Wellbeing</p> <p>Understand how gambling related activities can impact on health, wellbeing and future aspirations.</p> <p>Understand there is a broad range of jobs and careers.</p> <p>Recognise that people can have more than one career/type of job during their lives.</p> <p>Recognise stereotypes in the workplace and that a person's career should not be limited by</p>

		Make choices about what to spend money on and understand the differences between needs and wants.		There is a broad range of jobs and career a person may have. These may stay the same or change over time.	only one influential factor in a job or career choice. Recognise that some people choose to do voluntary work which is unpaid. Identify skills which will help in future careers.	them. Recognise a variety of routes into careers.
--	--	---	--	---	---	--

Meet Your Brain	Celebrate	Relate	Appreciate	Engage	Relationship Education	Transitions
-----------------	-----------	--------	------------	--------	------------------------	-------------