



	<b><u>Autumn 1</u></b> <b><u>Me &amp; My Relationships</u></b> CORAM Life Education Bus visit.	<b><u>Autumn 2</u></b> <b><u>Valuing Difference</u></b> Anti-bullying Week	<b><u>Spring 1</u></b> <b><u>Keeping Myself Safe</u></b> Internet Safety Week	<b><u>Spring 2</u></b> <b><u>Rights &amp; Responsibilities</u></b>	<b><u>Summer 1</u></b> <b><u>Being my best</u></b> Bikeability (Y5)	<b><u>Summer 2 –</u></b> <b><u>Growing &amp; Changes</u></b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Recognise that we are unique</li> <li>Describe different feelings and use this skill to manage relationships</li> <li>Understand that some families are different from theirs, but these families also love and care for one another</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are differences and similarities between themselves</li> <li>Celebrate their friends and include them</li> <li>Understand people have different cultures and religions</li> </ul>	<ul style="list-style-type: none"> <li>Explain what they should do if they feel unsafe</li> <li>Recognise potential dangers and how to stay safe, inside and outside</li> <li>Learn the importance of keeping safe around medicines and unknown products</li> </ul>	<ul style="list-style-type: none"> <li>Learn about taking some responsibility for their own health</li> <li>Describe ways in which they can help others and why they would do so</li> <li>Take care of their home, their learning environment and the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about healthy choices and activities</li> <li>Develop resilience and persistence in their learning</li> <li>Working cooperatively with others when faced with a challenge</li> </ul>	<ul style="list-style-type: none"> <li>Talk about change in the environment</li> <li>Describe the changes in babies, young animals and plants as they grow</li> <li>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Talk about similarities and differences.</li> <li>Name special people in their lives.</li> <li>Describe different feelings.</li> <li>Identify who can help if they are sad, worried or scared.</li> <li>Identify ways to help others or themselves if they are sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>Be sensitive towards others and celebrate what makes each person unique.</li> <li>Recognise that we can have things in common with others.</li> <li>Use speaking and listening skills to learn about the lives of their peers.</li> <li>Know the importance of showing care and kindness towards others.</li> <li>Demonstrate skills in building friendships and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how to keep their bodies healthy and safe.</li> <li>Name ways to stay safe around medicines.</li> <li>Know how to stay safe in their home, classroom and outside.</li> <li>Know age-appropriate ways to stay safe online.</li> <li>Name adults in their lives and those in their community who keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they can make a difference.</li> <li>Identify how they can care for their home, school and special people.</li> <li>Talk about how they can make an impact on the natural world.</li> <li>Talk about similarities and differences between themselves.</li> <li>Demonstrate building relationships with friends.</li> </ul>	<ul style="list-style-type: none"> <li>Feel resilient and confident in their learning.</li> <li>Name and discuss different types of feelings and emotions.</li> <li>Learn and use strategies or skills in approaching challenges.</li> <li>Understand that they can make healthy choices.</li> <li>Name and recognise how healthy choices can keep us well.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans.</li> <li>Name the different stages in childhood and growing up.</li> <li>Understand that babies are made by a man and a woman.</li> <li>Use the correct vocabulary when naming the different parts of the body.</li> <li>Know how to keep themselves safe.</li> </ul>

**The above links to the Personal, social and emotional development: Early Learning Goals:**

Self-confidence and self-awareness:

- children are confident to try new activities and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

Managing feelings and behaviour:

- children talk about how they and others show feelings,
- talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class and understand and follow the rules.
- They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships:

- children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Year 1	<ul style="list-style-type: none"> <li>• Contribute to making classroom rules and understand their purpose.</li> <li>• Understand that different feelings and emotions can create a physical reaction in our bodies.</li> <li>• Identify how feelings might make us behave and learn how to manage negative feelings.</li> <li>• Recognise we belong to various groups and communities.</li> <li>• Understand how people help us and how we can also help them to help us.</li> <li>• Identify simple qualities of friendship and learn simple strategies for resolving conflict and reconciliation.</li> </ul> <p>CT1: Communicate their feelings to others.</p> <p>CT1: Learn from their experiences and say thank you when appropriate.</p> <p>CT2: Know their part in their family and understand why families matter.</p> <p>CT2: Their invitation to be part of the wider family of God.</p> <p>CT2: That things they do can hurt themselves and others.</p> <p>CT3: Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people.</li> <li>• Empathise with those who are different from them and appreciate the positive aspects of these differences.</li> <li>• Explain the difference between unkindness, teasing and bullying.</li> <li>• Identify some of the people who are special to them.</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Recognise and explain what is fair and unfair, kind and unkind.</li> <li>• Suggest ways they can show kindness to others.</li> </ul> <p>CT1: Notice the ways in which they are the same and different from other people.</p>	<ul style="list-style-type: none"> <li>• Understand what our body needs to stay healthy.</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe.</li> <li>• Identify people who can help us when we feel unsafe.</li> <li>• Understand that medicines can be used to make people feel better if they are unwell.</li> <li>• Understand how to use medicines safely.</li> <li>• Name and know which body parts should be private.</li> <li>• Explain the difference between appropriate and inappropriate touch.</li> <li>• Identify who we can trust and ask for help.</li> </ul> <p>CT2: Know who to go to if they are worried.</p> <p>CT3: That their life has purpose and to fulfil this purpose they must keep themselves safe physically and through growing self-confidence.</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of regular hygiene routines.</li> <li>• Identify what we like about the school environment.</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Explain the importance of looking after things that belong to us or to others.</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value.</li> <li>• Understand the concept of 'saving money' and how to keep money safe.</li> </ul> <p>CT2: That they are responsible for their immediate environment e.g. keeping their classroom tidy.</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of eating a balanced and healthy diet.</li> <li>• Understand what a balanced diet looks like.</li> <li>• Recognise that illnesses can spread and know some strategies for preventing the spread.</li> <li>• Know that learning a new skill requires time, patience and resilience.</li> <li>• Understand that failure and overcoming challenges is part of the learning process.</li> <li>• Understand that attentive listening is a skill which leads to success.</li> <li>• Know some simple strategies for resolving conflict situations.</li> <li>• Know that giving/receiving positive/negative feedback has an impact upon our feelings.</li> <li>• Understand how a person's behaviour (including their own) can affect other people.</li> </ul> <p>CT1: Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts.</p> <p>CT3: The belief that they have worth as a creation of God.</p>	<ul style="list-style-type: none"> <li>• Name and locate the major internal body parts</li> <li>• Understand and explain the simple bodily processes associated with them.</li> <li>• Understand some of the tasks required to look after a baby.</li> <li>• Explain how to meet the basic needs of a baby.</li> <li>• Identify things they could do as a baby, a toddler and can do now.</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Explain the difference between a secret and a nice surprise and identify what they can do if they feel uncomfortable about a secret.</li> <li>• Describe ways in which private parts can be kept private.</li> <li>• Identify people they can talk to about their private parts.</li> </ul> <p>CT1: Know that they are special people made in the image and likeness of God.</p>
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Year 2	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom.</li> <li>• Recognise that people have different ways of expressing their feelings.</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</li> <li>• Recognise that there are different types of bullying and unkind behaviour.</li> <li>• Understand and describe strategies for dealing with bullying.</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Recognise that friendship is a special kind of relationship.</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> <p><b>CT1:</b> Be curious about themselves and their purpose in the world.</p> <p><b>CT1:</b> Care about the feelings of others and know how Jesus cared for people.</p> <p><b>CT2:</b> To develop their relationship with God through prayer, acts of worship and choices they make about their behaviour.</p> <p><b>CT2:</b> That sometimes we need to say sorry to people because of our behaviour.</p> <p><b>CT2:</b> How their behaviour can hurt other people physically and emotionally and how other people can hurt them.</p> <p><b>CT2:</b> Recognise unkind behaviour, either by them, towards them or others and know how to respond.</p> <p><b>CT2:</b> That teasing and bullying are unkind behaviours because they cause distress.</p> <p><b>CT2:</b> How to resist joining in with teasing or bullying if they experience or witness it.</p> <p><b>CT2:</b> Who to go to if they are unhappy about being teased or if they feel they are being bullied.</p>	<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people.</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Identify people who are special to them and explain some of the ways those people are special to them.</li> <li>• Explain how it feels to be part of a group and how it feels to be left out from a group.</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness.</li> <li>• Suggest kind words and actions they can show to others.</li> </ul> <p><b>CT1:</b> Respect and seek to understand difference.</p> <p><b>CT2:</b> Their belonging in various groups as communities such as home, school and parish.</p>	<ul style="list-style-type: none"> <li>• Know some of the things that a person can do to feel better without use of medicines, if they are unwell.</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe.</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Know that they can ask someone to stop touching them.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets.</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Know that some secrets should never be kept.</li> </ul> <p><b>CT2:</b> Know when it is okay to say 'no' to peers and adults.</p> <p><b>CT2:</b> The difference between sharing a serious incident and telling tales.</p> <p><b>CT3:</b> How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises.</p> <p><b>CT3:</b> The rights and wrongs of keeping safe and rules for ways of keeping physically and emotionally safe (including online and responsible use of ICT)</p>	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe and know how to ask for help.</li> <li>• Identify what they like about the school environment and make suggestions for improving the school environment.</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>• Understand that people have choices about what they do with their money.</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Recognise that money can be spent on items which are essential or non-essential.</li> <li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul> <p><b>CT1:</b> Know their responsibilities towards themselves and others.</p>	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process.</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them.</li> <li>• Explain things that they like and dislike and understand that they have choices about these things.</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread.</li> <li>• Describe simple hygiene routines such as hand washing.</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene and describe simple dental hygiene routines.</li> <li>• Understand that the body gets energy from food, water and oxygen.</li> <li>• Recognise that exercise and sleep are important to health.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)</li> </ul> <p><b>CT1:</b> Think about their behaviour and recognise the choices they make and how these affect other people.</p> <p><b>CT1:</b> Notice they have talents and they can grow in these talents.</p> <p><b>CT3:</b> Responsibilities for their own health which include physical health such as why hand washing is important, why diet and exercise matter and the importance of dental care.</p>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of the human body are private.</li> <li>• Explain that a person's genitals help them to make babies when they are grown up.</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>• Know what the word privacy means.</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission.</li> <li>• Give examples of different types of private information.</li> </ul> <p><b>CT3:</b> Name the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation.</p>
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Year 3	<ul style="list-style-type: none"> <li>• Know why rules are different for different age groups, in particular for internet-based activities.</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Define and demonstrate cooperation and collaboration.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Explain what a dare is and understand that no-one has the right to force them to do a dare.</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Know who to positively express opinions whilst listening to those of others.</li> <li>• Know the importance of considering others' points of view.</li> <li>• Practise explaining the thinking behind their ideas and opinions.</li> </ul> <p>CT1: Understand that they can choose to have a friendship with God</p> <p>CT1; Begin to be thankful for the gifts of God</p> <p>CT2: About forgiveness, recognising its importance in relationships and know something about Jesus' teaching about forgiveness.</p>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family.</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>• Know what the term community means and identify the communities they belong to.</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>• Explain that people living in the UK have different origins.</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</li> <li>• Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• Know how to challenge another's viewpoint, respectfully.</li> <li>• Understand and explain some of the reasons why different people are bullied.</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul> <p>CT2: To talk about the different types of friendship and recognise examples of real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour.</p> <p>CT2: To be aware of different types of relationships including those between acquaintances, friends, relatives and family.</p> <p>CT2: To value the diversity of national, regional, religious and ethnic identities in the UK and beyond.</p> <p>CT2: Know about the different relationships in communities.</p> <p>CT2: Know that the Church is a community of Faith.</p>	<ul style="list-style-type: none"> <li>• Define the words danger and risk and explain the difference between the two.</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations.</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol.</li> <li>• Know that most people choose not to smoke cigarettes (Social Norms message).</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>• Evaluate the validity of statements relating to online safety.</li> <li>• Recognise potential risks associated with browsing online and know how to browse safely online.</li> <li>• Know that our body can often give us a sign when something doesn't feel right.</li> <li>• Recognise and describe appropriate behaviour online as well as offline.</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this.</li> <li>• Understand and explain decision-making skills.</li> <li>• Understand where to get help from when making decisions.</li> </ul> <p>CT1: Recognise cause and effect in their actions and take personal responsibility.</p> <p>CT3: The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety online, responsible use of ICT, safety in the environment).</p>	<ul style="list-style-type: none"> <li>• Define what a volunteer is and identify people who are volunteers in the school community.</li> <li>• Recognise some of the reasons why people volunteer.</li> <li>• Understand the difference between 'fact' and 'opinion'.</li> <li>• Understand how an event can be perceived from different viewpoints.</li> <li>• Evaluate and explain different methods of looking after the school environment.</li> <li>• Understand the terms 'income', 'saving' and 'spending'.</li> <li>• Understand that sometimes we need to save to buy items we want.</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>• Explain that people earn their income through their jobs.</li> <li>• Understand that the amount people get paid is due to a range of factors.</li> </ul> <p>CT3: Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God.</p>	<ul style="list-style-type: none"> <li>• Explain how each of the food groups benefits the body.</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> <li>• Explain how some infectious illnesses are spread from one person to another.</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Identify their achievements and areas of development.</li> <li>• Recognise that people may say kind things to help us feel good about ourselves.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed.</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul> <p>CT1: Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care.</p> <p>CT3: The belief that they have worth as a creation of God.</p> <p>CT3: Responsibilities for their own health which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care.</p>	<ul style="list-style-type: none"> <li>• Identify different types of relationships.</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term personal space and identify when it is appropriate or inappropriate to allow someone into their body space.</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</li> <li>• Recognise how different surprises and secrets might make them feel.</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p>CT3: How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises.</p>
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Year 4	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Recognise that different people can have different feelings in the same situation.</li> <li>Explain what we mean by a 'positive, healthy relationship'.</li> <li>Recognise that there are times when they might need to say 'no' to a friend.</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>Demonstrate strategies for working on a collaborative task.</li> <li>Define successful qualities of teamwork and collaboration.</li> <li>Demonstrate a range of feelings through their facial expressions and body language.</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> <li>Give examples of strategies to respond to being bullied.</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> <p><b>CT1:</b> Identify, name and respond to a wider range of feelings in themselves and others.</p> <p><b>CT3:</b> Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>CT3:</b> To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them.</p>	<ul style="list-style-type: none"> <li>Understand the need to manage conflict or differences and suggest ways of doing this through negotiation and compromise.</li> <li>Understand that they have the right to protect their personal body space.</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</li> <li>Know the people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>Recognise that they have different types of relationships with people they know.</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>Recognise potential consequences of aggressive behaviour.</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul> <p><b>CT1:</b> Understand 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.</p> <p><b>CT2:</b> To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p><b>CT2:</b> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, how to respond and ask for help.</p>	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.</li> <li>Identify situations which are either dangerous, risky or hazardous.</li> <li>Suggest simple strategies for managing risk.</li> <li>Know and explain strategies for safe online sharing.</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Define what is meant by the word 'dare' and identify from given scenarios which are dares and which are not.</li> <li>Suggest strategies for managing dares.</li> <li>Suggest alternatives to taking a medicine when unwell.</li> <li>Suggest strategies for limiting the spread of infectious diseases.</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol.</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>Describe stages of identifying and managing risk.</li> <li>Suggest people they can ask for help in managing risk.</li> <li>Understand that we can be influenced both positively and negatively.</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul> <p><b>CT1:</b> Take increased responsibility for their safety and that of others.</p> <p><b>CT2:</b> To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares.</p>	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe.</li> <li>Define what is meant by 'being responsible'.</li> <li>Describe the various responsibilities of those who help them stay healthy and safe.</li> <li>Understand that humans have rights and also responsibilities.</li> <li>Understand the reason we have rules.</li> <li>Suggest and engage with ways that they can contribute to the decision-making process in school.</li> <li>Recognise that everyone can make a difference within a democratic process.</li> <li>Define the word influence and recognise that reports in the media can influence the way they think about a topic.</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>Define the terms 'income' and 'expenditure'.</li> <li>Prioritise items of expenditure in the home from most essential to least essential.</li> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.</li> <li>Understand how a payslip is laid out showing both pay and deductions.</li> <li>Prioritise public services from most essential to least essential.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which everyone is unique and appreciate their own uniqueness.</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>Give examples of choices they make for themselves and choices others make for them.</li> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>Understand the ways in which they can contribute to the care of the environment.</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>Suggest ways in which different people support the school community.</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul> <p><b>CT2:</b> That with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being.</p> <p><b>CT3:</b> That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence.</p> <p><b>CT3:</b> To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences.</p>	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives.</li> <li>Suggest people who may be able to help them deal with change.</li> <li>Understand how the onset of puberty can have emotional as well as physical impact.</li> <li>Suggest reasons why young people sometimes fall out with their parents.</li> <li>Take part in a role play practising how to compromise.</li> <li>Identify parts of the body that males and females have in common and those that are different.</li> <li>Know the correct terminology for their genitalia.</li> <li>Understand and explain why puberty happens.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</li> <li>Recognise how different surprises and secrets might make them feel.</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will.</li> </ul> <p><b>CT2:</b> That marriage in a Church is a sacrament and involves God in the loving relationship between a couple. It is based on mutual consent.</p> <p><b>CT2:</b> Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.</p> <p><b>CT3:</b> Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation.</p>
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Year 5	<ul style="list-style-type: none"> <li>• Explain what is meant by the terms negotiation and compromise.</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Demonstrate how to respond to a wide range of feelings in others.</li> <li>• Identify what things make a relationship unhealthy.</li> <li>• Identify who they could talk to if they needed help.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours.</li> <li>• Understand and rehearse assertiveness skills.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance.</li> <li>• Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Understand that online communication can be misinterpreted.</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> <p><b>CT3:</b> About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</p>	<ul style="list-style-type: none"> <li>• Define some key qualities of friendship and describe ways of making a friendship last.</li> <li>• Explain why friendships sometimes end.</li> <li>• Demonstrate respectfulness in responding to others.</li> <li>• Develop an understanding of discrimination and its injustice and describe this using examples.</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism.</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK.</li> <li>• Describe the benefits of living in a diverse society.</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Understand that the information we see online, either text or images, is not always true or accurate.</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others.</li> </ul> <p><b>CT2:</b> About relationships in families (e.g. that relationships in families should be respectful and they should respect other families and look for what is shared in common rather than emphasis difference.</p>	<ul style="list-style-type: none"> <li>• Explain what a habit is and know why it is hard to change a habit. .</li> <li>• Explain how to weigh up risk factors when making a decision.</li> <li>• Demonstrate strategies to deal with both face-to-face and online bullying.</li> <li>• Demonstrate strategies and skills for supporting others who are bullied.</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> <li>• Explore and share their views about decision making when faced with a risky situation.</li> <li>• Suggest what someone should do when faced with a risky situation.</li> <li>• Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private.</li> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.</li> <li>• Know how to protect personal information online.</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> <li>• Understand some of the complexities of categorising drugs.</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing.</li> <li>• Express their opinions on an issue concerning health and wellbeing.</li> <li>• Understand the difference between a fact and an opinion.</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> <li>• Define the differences between responsibilities, rights and duties.</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>• Understand that local councillors are elected to represent their local community.</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> <li>• Define the terms loan, credit, debt and interest.</li> <li>• Suggest advice for a range of situations involving personal finance.</li> <li>• Explain some of the areas that local councils have responsibility for.</li> </ul> <p><b>CT2:</b> That being part of a community means working together for common aims.</p> <p><b>CT3:</b> To know that some rights are universal, these are human rights.</p> <p><b>CT3:</b> How British law plays a role in protecting human rights.</p>	<ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>• Explain what being part of a school community means to them.</li> <li>• Identify people who are responsible for helping them stay healthy and safe.</li> <li>• Describe 'star' qualities of celebrities as portrayed by the media.</li> <li>• Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</li> <li>• Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings.</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Understand what kinds of touch are acceptable or unacceptable.</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Identify some products that they may need during puberty and why.</li> <li>• Know what menstruation is and why it happens.</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>• Recognise how our body feels when we're relaxed.</li> <li>• List some of the ways our body feels when it is nervous or sad.</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>• Explain the difference between a safe and an unsafe secret.</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty.</li> <li>• Understand what FGM is and that it is an illegal practice in this country.</li> </ul> <p><b>CT3:</b> Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.</p>
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Year 6	<ul style="list-style-type: none"> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Recognise some of the challenges that arise from friendships.</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• Recognise peer influence and pressure.</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics.</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance.</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• Describe the consequences of reacting to others in a positive or negative way.</li> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Describe ways in which people show their commitment to each other.</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings.</li> <li>• Know that some inappropriate touch is also illegal.</li> <li>• Identify strategies for keeping personal information safe online.</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</li> <li>• Suggest strategies for dealing with bullying, as a bystander.</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us.</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK.</li> <li>• Describe the benefits of living in a diverse society.</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Define what is meant by the term stereotype.</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes.</li> <li>• Recognise that people fall into a wide range of what is seen as normal.</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Identify strategies for keeping personal information safe online.</li> <li>• Describe safe behaviours when using communication technology.</li> <li>• Know that it is illegal to create and share sexual images of children under 18 years old.</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online.</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context.</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses.</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs.</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Understand and reflect on how independence and responsibility go together.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</li> <li>• Describe the language and techniques that make up a biased report.</li> <li>• Know the legal age (and reason behind these) for having a social media account.</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online.</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Describe the different ways money can be saved outlining the pros and cons of each method.</li> <li>• Explain what is meant by the term interest.</li> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this.</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services.</li> <li>• Evaluate the different public services and compare their value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group.</li> <li>• Explain what is meant by living in an environmentally sustainable way.</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> <p>CT2: That they are part of many local, national and international communities.</p> <p>CT2: That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different types of rules are needed for situations and being in a group means taking part in making and changing rules.</p>	<ul style="list-style-type: none"> <li>• Identify aspirational goals for themselves.</li> <li>• Describe the actions needed to set and achieve these.</li> <li>• Explain what the five ways to wellbeing are.</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>• Identify risk factors in a given situation.</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Explain how a risk can be reduced.</li> <li>• Understand risks related to growing up and explain the need to be aware of these.</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes.</li> <li>• Suggest positive strategies for dealing with change.</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Recognise that photos can be changed to match society's view of perfect.</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype and know how the media can reinforce gender stereotypes.</li> <li>• Recognise that people fall into a wide range of what is seen as normal.</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Understand the risks of sharing images online and how these are hard to control, once shared.</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty.</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur.</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby.</li> <li>• Know the legal age of consent and what it means.</li> </ul>
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