



## Shawclough Skills Progressions – PSHCE/RHE

In September 2020, all schools will be required to follow the statutory guidance for Relationships Education, Relationships and Sexual Education (RSE) and Health Education. The intention of the guidance is to support schools to deliver compulsory Relationships and Sex Education in an age appropriate and developmentally appropriate way.

### **Curriculum Intent:**

In our school, we will deliver RHE – Relationships and Health Education through the 3D whole school programme. The focus of our curriculum will be ensuring children are taught about respect and making positive choices with regards to all aspects of relationships and health. We believe this is crucial in preparing them for the next stage of their lives and education and will support them in making a positive contribution to society and their community.

For the youngest children, children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Early Years

Making Relationships			
Nursery		Reception	
Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds)	Lesson 1 'Let's Play Shops'	Work and play cooperatively and take turns with others (ELG) It's all about... taking part!	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
Help to find solutions to conflicts and rivalries (DM 3 & 4 year olds)	Lesson 13 'Fair Shares'	Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
		Show sensitivity to their own and to others' needs (ELG) It's all about... being smart	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'
Self-Regulation			
Select and use activities and resources, with help when needed. (DM 3 & 4 year olds)	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!'	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) It's all about... having heart!	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'
Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds)	Lesson 14 'The Pantomime'	Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Do not always need an adult to remind them of a rule (DM 3 & 4 year olds)	Lesson 16 'A Waiting Game'	Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'
Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds)	Lesson 6 'Odd Jobs'		
Show more confidence in new social situations (DM 3 & 4 year olds)	Lesson 11 'A New Baby'		
Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds)	Lesson 4 'Good Friends'		

Managing Self

Begin to understand how others might be feeling (DM 3 & 4 year olds)	Lesson 12 'Deaf Girl'	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about...taking part!	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'(DM 3 & 4 year olds)	Lesson 15 'You Smell'	Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG) It's all about... taking part!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug'
Talk with others to solve conflict (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about... being smart!	Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'
Develop appropriate ways of being assertive (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'		

## Key stage 1 – Year 1 and Year 2

National Curriculum: BY THE END OF PRIMARY SCHOOL

### Core Theme 1: Health and wellbeing

Pupils will be taught:

1. What is meant by a healthy lifestyle?
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to manage risks to physical and emotional health and wellbeing.
4. Ways of keeping physically and emotionally safe.
5. about managing change, including puberty, transition and loss.
6. How to make informed choices about health and wellbeing and to recognise sources of help with this.
7. How to respond in an emergency.
8. To identify different influences on health and wellbeing.

Year 1		Year 2	
<ul style="list-style-type: none"> <li>• To learn about the importance of using the internet</li> <li>• To know how to keep safe and how and where to get help</li> <li>• To use strategies to stay safe when using ICT and the internet</li> <li>• To know the importance of self-respect and how this links to their own happiness</li> </ul>	Internet safety - E-Safety	<ul style="list-style-type: none"> <li>• To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	Staying Safe - I don't Know
<ul style="list-style-type: none"> <li>• To learn about making positive choices and how they can lead to happiness</li> <li>• To recognise, name and manage their feelings in a positive way</li> </ul>	Happiness - Smile!	<ul style="list-style-type: none"> <li>• To understand that all actions have consequences</li> <li>• To learn to take responsibility for our actions</li> <li>• To recognise how their behaviour affects other people</li> </ul> <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Consequences - Good Vs Bad
<ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> </ul>	Anger Grrr!	<ul style="list-style-type: none"> <li>• To think about themselves, learn from experiences and recognise what they are good at</li> </ul>	Aspirations - It's a Goal

<ul style="list-style-type: none"> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> </ul>		<ul style="list-style-type: none"> <li>• To recognise choices that they can make and value their achievements</li> <li>• To learn how to set simple goals and targets for themselves</li> </ul>	
<ul style="list-style-type: none"> <li>• To learn to eradicate germs and the spread of diseases by washing hands</li> <li>• To understand how germs spread infections and diseases</li> </ul>	Washing Hands - Meet Grub!	<ul style="list-style-type: none"> <li>• To learn about the importance of and reasons for bathing and showering</li> <li>• To manage basic personal hygiene</li> </ul>	Keeping Clean - Bath Time
<ul style="list-style-type: none"> <li>• To learn about where vegetables and fruit grow</li> <li>• To learn to make simple choices that improve their health and well-being e.g. healthy eating</li> </ul>	Healthy Eating - Vote Green!	<ul style="list-style-type: none"> <li>• To learn about the importance of and reasons for bathing and showering</li> <li>• To understand the importance of maintaining personal hygiene</li> </ul>	Skin - Skinny Tips
<ul style="list-style-type: none"> <li>• To understand the need for protein as part of a balanced diet</li> <li>• To recognise which types of food are healthy</li> </ul>	Healthy Eating - Meat Eaters	<ul style="list-style-type: none"> <li>• To learn about the importance of effective teeth cleaning and good dental hygiene</li> </ul>	Dental Hygiene - Brushing Up!
<ul style="list-style-type: none"> <li>• To apply their knowledge of healthy eating to plan a menu for a themed party</li> <li>• To make positive real-life choices</li> </ul>	Healthy Eating - Party Time!	<ul style="list-style-type: none"> <li>• To learn how to take care of teeth, in addition to brushing</li> <li>• To manage basic personal hygiene</li> </ul>	Dental Hygiene - Bright White
<ul style="list-style-type: none"> <li>• understand the need for physical activity to keep healthy</li> <li>• To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> </ul>	Physical Activity - Get Physical	<ul style="list-style-type: none"> <li>• To find out which foods are good for us</li> <li>• To understand the importance of a healthy lifestyle, including dental hygiene</li> <li>• To make simple choices that improve their health and well-being e.g. healthy eating</li> </ul>	Dental Hygiene - Top Teeth
<ul style="list-style-type: none"> <li>• To learn about the difference between secrets and surprises</li> <li>• To understand when not to keep adults' secrets</li> <li>• To seek help from an appropriate adult when necessary</li> </ul>	Personal Safety - Secret Surprises	<ul style="list-style-type: none"> <li>• To learn about the importance of medicine safety</li> <li>• To recognise that some substances can help or harm the body</li> </ul>	Drug Safety - Magic Medicine
<ul style="list-style-type: none"> <li>• To learn about who to go to for help and advice</li> <li>• To recognise that there are people who care for and look after them</li> </ul>	Emotional Safety - Getting Help	<ul style="list-style-type: none"> <li>• To identify and respect similarities and differences between boys and girls</li> </ul> <p>To learn about the process of growing from young to old</p>	Similarities and Differences - Girls Vs Boys

<ul style="list-style-type: none"> <li>• To know how to keep safe and how and where to get help</li> <li>• To recognise and respond to issues of safety relating to themselves and others and how to get help</li> </ul>			
<ul style="list-style-type: none"> <li>• To understand the importance of sun safety</li> <li>• To know how to keep safe in the sun</li> </ul> <p>To recognise and manage risk in everyday activities</p>	Sun safety - It's a Cover Up	<ul style="list-style-type: none"> <li>• To learn the names for different parts of the body</li> <li>• To recognise similarities and differences based on gender</li> <li>• To recognise and respect similarities and differences between people</li> </ul>	The Human Body - Body Bits
<ul style="list-style-type: none"> <li>• To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe</li> <li>• To develop an awareness of the Green Cross Code</li> </ul> <p>To demonstrate basic road safety skills</p>	Road Safety - Green Cross Code	<ul style="list-style-type: none"> <li>• To learn about the physical changes in their bodies as we grow</li> <li>• To understand emotional changes as they grow up</li> </ul>	Growing Up - All grown Up
		<ul style="list-style-type: none"> <li>• To learn about how our needs change and grow as we develop</li> </ul> <p>To recognise the simple physical changes to their bodies experienced since birth</p>	Changing Needs - I Need
		<ul style="list-style-type: none"> <li>• To understand how muscles work</li> <li>• To make positive real-life choices</li> </ul>	Physical Activity - Mighty Muscles
		<ul style="list-style-type: none"> <li>• To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> </ul> <p>To make positive real-life choices</p>	Exercise - Work Out!
		<ul style="list-style-type: none"> <li>• To learn to take responsibility for their own actions</li> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>• To listen to, reflect on and respect other people's views and feelings</li> </ul>	Responsibility - Who's at Fault?
		<ul style="list-style-type: none"> <li>• To learn about a range of different feelings and emotions</li> </ul>	Emotions - Mood swings

		<ul style="list-style-type: none"> <li>• To recognise, name and manage their feelings in a positive way</li> </ul>	
		<ul style="list-style-type: none"> <li>• To learn about the importance of love</li> </ul> <p>To recognise, name and deal with their feelings in a positive way</p>	Love - Three Little Words
		<ul style="list-style-type: none"> <li>• To understand and be aware of the different ways to show sadness</li> <li>• To understand about coping with change and loss</li> </ul>	Sadness - How to Cope

National Curriculum: BY THE END OF PRIMARY SCHOOL

## Core Theme 2: Relationships

Pupils will be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships

Year 1		Year 2	
<ul style="list-style-type: none"> <li>• To learn how to develop positive relationships with peers</li> <li>• To identify different relationships that they have and why these are important</li> </ul>	Friendship - Forever Friends	<ul style="list-style-type: none"> <li>• To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> </ul>	Friendship - Hola! Bonjour!
<ul style="list-style-type: none"> <li>• To understand the importance of making friends</li> <li>• To identify and respect the differences and similarities between people</li> <li>• To develop positive relationships through work and play</li> </ul>	Friendship - Make Friends	<ul style="list-style-type: none"> <li>• To learn about the importance of sharing as part of friendship and kindness</li> <li>• To recognise the difference between right and wrong and what is fair and unfair</li> </ul>	Friendship - Share Alike!
<ul style="list-style-type: none"> <li>• To know the conventions of courtesy and manners</li> </ul>	Good Manners - How Rude!	<ul style="list-style-type: none"> <li>• To recognise what is fair and unfair</li> </ul> <p>To learn to take part in discussions with the whole class</p>	Fair and Unfair - It's Not Fair!

<ul style="list-style-type: none"> <li>• To recognise and communicate feelings to others</li> </ul>	Feelings - How I feel	<ul style="list-style-type: none"> <li>• To understand the difference between right and wrong</li> <li>To recognise right and wrong, what is fair and unfair and explain why</li> </ul>	Right and Wrong - In the Right
<ul style="list-style-type: none"> <li>• To recognise and communicate feelings to others</li> </ul> <p>To listen to, reflect on and respect other people's views and feelings</p>	Responses - You and Me	<ul style="list-style-type: none"> <li>• To recognise the importance of listening to other people</li> <li>To understand the importance of being able to work cooperatively •</li> <li>To understand the concept of negotiation</li> </ul>	Co-operation - Negotiation
<ul style="list-style-type: none"> <li>• To understand that it is important to share their opinions and to be able to explain their views</li> </ul> <p>To learn to listen to other people and play and work co-operatively</p>	Opinions - I think ...	<ul style="list-style-type: none"> <li>• To understand the importance of being able to play and work cooperatively</li> <li>To work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>	Cooperation - Want to Play?
<ul style="list-style-type: none"> <li>• To learn about others</li> <li>• To reflect on the similarities and differences between people</li> </ul> <p>To recognise and respect similarities and differences between people</p>	Compromises - All the Same	<ul style="list-style-type: none"> <li>• To take part in a simple debate about topical issues</li> <li>• To share opinions and explain their views</li> </ul> <p>To reflect on the similarities and differences between people</p>	Co-operation - Let's Debate
<ul style="list-style-type: none"> <li>• To learn about bullies and bullying behaviour</li> </ul> <p>To understand the difference between impulsive and considered behaviour</p>	Definition - A Bully is ...	<ul style="list-style-type: none"> <li>• To understand who can help if someone is affected by bullying</li> <li>• To recognise that there are people who care for and look after them</li> <li>• To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> </ul> <p>To seek help from an appropriate adult when necessary</p>	Behaviour - Help Me!
<ul style="list-style-type: none"> <li>• To understand that name-calling is hurtful and avoidable • • To recognise how their behaviour affects other people</li> </ul>	Unkindness - Blame Game	<ul style="list-style-type: none"> <li>• To understand that family and friends should care for each other</li> </ul>	Behaviour - In My Shoes



		<ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> </ul> <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	
<ul style="list-style-type: none"> <li>• To understand what is and what is not bullying behaviour</li> </ul> <p>To understand the difference between impulsive and considered behaviour • To recognise the difference between good and bad choices</p>	Behaviour - Bullying is ...	<ul style="list-style-type: none"> <li>• To learn strategies to cope with unfair teasing</li> <li>• To understand that there are different types of teasing and bullying</li> </ul> <p>To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p>	Behaviour - Cry Baby!
<ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how attitude and behaviour, including bullying, may affect others</li> </ul> <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Behaviour + and -		
<ul style="list-style-type: none"> <li>• To recognise what is kind and unkind behaviour</li> <li>• To understand that family and friends should care for each other</li> </ul> <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p>	Kindness - Give a little		
<ul style="list-style-type: none"> <li>• To learn about the importance of family</li> <li>• To recognise that family and friends should care for each other</li> </ul> <p>To recognise that there are people who care for and look after them</p>	Family - My Family		

<ul style="list-style-type: none"> <li>To identify their special people and what makes them special</li> </ul> <p>To identify different relationships that they have and why these are important</p>	Family - Special People		
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**National Curriculum: BY THE END OF PRIMARY SCHOOL**  
**Core Theme 3: Living in the Wider World**

Pupils will be taught:

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

Year 1		Year 2	
<ul style="list-style-type: none"> <li>To understand the reason why we have rules</li> <li>To learn about rules as expectations</li> <li>To understand to agree and follow rules for their group and classroom</li> </ul>	Rules Expectations - We Expect	<ul style="list-style-type: none"> <li>To understand their role in the class community</li> <li>To know how to contribute to the life of the classroom</li> </ul>	Our School Common Goals!
<ul style="list-style-type: none"> <li>To understand the why we have rules / expectations</li> <li>To learn about how they can contribute to the life of the class</li> </ul> <p>To suggest rules that would improve things for the common good</p>	Rules Expectations - Class charter	<ul style="list-style-type: none"> <li>To understand that they belong to various groups and communities</li> </ul> <p>To work independently and in groups, taking on different roles and collaborating towards common goals</p>	Belonging - I belong ...
<ul style="list-style-type: none"> <li>To understand why it is important to be able to take turns</li> <li>To agree and follow rules for a collaborative game</li> </ul> <p>To take turns and share as appropriate</p>	Taking Turns - It's Your Turn	<ul style="list-style-type: none"> <li>To develop a sense of belonging in the wider community</li> </ul>	Belonging - Join Our Club!
<ul style="list-style-type: none"> <li>To understand that people and other living things have needs and that they have responsibilities to meet them</li> </ul>	Caring - Talking to Plants	<ul style="list-style-type: none"> <li>To understand the role of the local community</li> </ul>	Local Citizenship - Our Local Area

<ul style="list-style-type: none"> <li>To learn about responsibility to others</li> </ul> <p>To consider ways of looking after the school or community and how to care for the local environment</p>		<ul style="list-style-type: none"> <li>To consider ways of looking after the school or community and how to care for the local environment</li> </ul> <p>To suggest rules that would improve things for the common good</p>	
<ul style="list-style-type: none"> <li>To understand the concept of 'borrowing'</li> </ul> <p>To show responsibility to others</p>	Lending / Borrowing - The Borrowers	<ul style="list-style-type: none"> <li>To develop a strong relationship with the local community</li> </ul> <p>To understand the importance of shared responsibility within all communities</p>	Local Citizenship - Community Care
<ul style="list-style-type: none"> <li>To understanding the importance of sharing</li> </ul> <p>To know that everyone has a responsibility to consider the needs of others</p>	Sharing - Share the Booty	<ul style="list-style-type: none"> <li>To understand the importance of managing money carefully</li> </ul> <p>To understand that we cannot always afford the items we want to buy</p>	Money - Shopping List
<ul style="list-style-type: none"> <li>To understand where money comes from</li> </ul> <p>To recognise notes and coins</p>	Money - Grows on Trees?	<ul style="list-style-type: none"> <li>To understand the importance of choices and spending money wisely</li> </ul>	Choices - This or That?
<ul style="list-style-type: none"> <li>To understand the role of money in our society</li> <li>To identify the different types of work people do and learn about different places of work</li> </ul> <p>To recognise where money comes from and the choices people make to spend money on things they want and need</p>	Money - Coining it in!	<ul style="list-style-type: none"> <li>To gain a basic understanding of enterprise</li> </ul> <p>To contribute to enterprise activities</p>	Enterprise - Dragon's `Den
<ul style="list-style-type: none"> <li>To understand why it is important to keep money safe</li> </ul>	Money - Keep Money Safe		

## TAUGHT ADDITIONAL SESSIONS

### TAUGHT ADDITIONAL SESSIONS - Core Theme 3: Living in the Wider World

#### Extremism and Radicalisation

<ul style="list-style-type: none"> <li>Understand the meaning and differences between 'fact' and 'opinion'</li> <li>Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted</li> <li>Recognise and know how to deal with situations involving peer pressure</li> <li>Recognise and respect similarities and differences between people</li> </ul>	1 Fact or opinion	<p>Recognise the difference between 'fact' and 'opinion'</p> <ul style="list-style-type: none"> <li>Recognise and know how to deal with situations involving confrontation</li> <li>Recognise and respect similarities and differences between people</li> </ul>	2 Right or wrong
		Understand the meanings of 'same' and 'different'	3 Valuing differences

		<ul style="list-style-type: none"> <li>• Recognise ways in which they are connected to each other</li> <li>• Understand that difference is a positive feature</li> <li>• Identify and respect similarities and differences between people</li> </ul>	
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**TAUGHT ADDITIONAL SESSIONS - Core Theme 3: Living in the Wider World**  
**Safe Zone**

<p>I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it').</p> <ul style="list-style-type: none"> <li>• I can save my work so that others know it belongs to me (e.g. filename, name or content).</li> </ul>	1 Copyright and ownership	<p>I can explain how other people's identity online can be different to their identity in real-life.</p> <ul style="list-style-type: none"> <li>• I can describe ways in which people might make themselves look different online.</li> <li>• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.</li> </ul>	1 Self-image and identity
<p>I can recognise that there are many people online who could make me feel sad, embarrassed or upset.</p> <ul style="list-style-type: none"> <li>• If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li> </ul>	2 Self-image and identity	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>• I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school/country).</li> <li>• I can give examples of how I might use technology to communicate with others I don't know well.</li> </ul> <p><b>Privacy and Security</b></p> <ul style="list-style-type: none"> <li>• I can describe how online information about me could be seen by others.</li> <li>• I can describe and explain some rules for keeping my information private.</li> </ul>	2 Online relationships
<p>I can use the internet to find things out.</p> <ul style="list-style-type: none"> <li>• I can use simple keywords in <b>search engines</b>.</li> <li>• I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</li> </ul>	3 Managing online information	<p>I can explain how information put online about me can last for a long time.</p> <ul style="list-style-type: none"> <li>• I know who to talk to if I think someone has made a mistake about putting something online.</li> </ul>	3 Online reputation

<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school).</p> <ul style="list-style-type: none"> <li>• I can explain why I should always ask a trusted adult before I share any information about myself online.</li> <li>• I can explain how passwords can be used to protect information and devices.</li> </ul>	<p>4 Privacy and security</p>	<ul style="list-style-type: none"> <li>• I can give examples of bullying behaviour and how it could look online.</li> <li>• I understand how bullying can make someone feel.</li> <li>• I can talk about how someone can / would get help about being bullied online or offline.</li> </ul>	<p>4 Online bullying</p>
		<p>I can use keywords in search engines.</p> <ul style="list-style-type: none"> <li>• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections).</li> <li>• I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, and Google Now).</li> </ul>	<p>5 Managing online information</p>
		<ul style="list-style-type: none"> <li>• I can describe why other people's work belongs to them.</li> <li>• I can recognise that content on the internet may belong to other people.</li> </ul>	<p>6 Copyright and ownership</p>
		<p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <ul style="list-style-type: none"> <li>• I can explain how many devices in my home could be connected to the internet and can list some of those devices</li> </ul>	<p>7 Privacy and security</p>

<p>Vocabulary</p>	
<p>rules •difference •expectations • community •environment •negative • harassment •self-respect •attitude •authority •responsibility • truthfulness •trustworthiness •kindness •generosity •decision making •collaborative • consideration • positive • feelings • nervous • surprise • fear • recognise • fear • sensitive • others • cooperative • listen • opinion • reflect • healthy eating • germs • infections • diseases • improve • health and well-being • positive life changes •benefits •exercise •fair •right •wrong •respect •similarities •differences • real-life choices •improve • impact • bullying • name-calling • responsibilities • by-standers • impulsive • considered • behaviour • peer pressure • positive • negative • secrets • surprises • risks • safety • attitude • behaviour • influence • positive • relationships • reflect • respect • rules • views • opinions • consideration • decision making • independently • collaboratively • responsibility • safety • risk • Green Cross Code • road safety • workplace • money • spending</p>	<p>relationships • consideration • sensitivity • rules • apply • difference • right • wrong • common goals • community • reflect • share • opinions • identify • different • relationships • strengths • weak-nesses • real-life • set goals • prioritise • choices • healthy eating • health • substances • manage • risk • personal hygiene • differences • choices • improve • health • physical activity • beneficial • regular • activity • physical changes • recognise • fair • unfair • reflect • respect • views • money • relationships • influence • positively • negatively • collaborate • responsible • recognise • spending money • common goals • contribute • enterprise • afford • choices</p>

## Lower KS2 – Year 3 and 4

National Curriculum: BY THE END OF PRIMARY SCHOOL

### Core Theme 1: Health and wellbeing

Pupils will be taught:

1. What is meant by a healthy lifestyle?
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to manage risks to physical and emotional health and wellbeing.
4. Ways of keeping physically and emotionally safe.
5. about managing change, including puberty, transition and loss.
6. How to make informed choices about health and wellbeing and to recognise sources of help with this.
7. How to respond in an emergency.
8. To identify different influences on health and wellbeing.

YEAR 3		YEAR 4	
<ul style="list-style-type: none"> <li>• To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	E-Safety - Online Chat	<ul style="list-style-type: none"> <li>• To use ICT safely including using software features and settings                             <ul style="list-style-type: none"> <li>• To know how information and data is shared and used online</li> </ul> </li> </ul>	Online Privacy -It's Personal
<ul style="list-style-type: none"> <li>• To begin to make responsible choices and consider consequences</li> </ul>	Online Privacy - The Secrets Jar	<ul style="list-style-type: none"> <li>• To know that for most people the internet is an integral part of life and has many benefits</li> <li>• To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> </ul>	Internet Use - Online Usage
<ul style="list-style-type: none"> <li>• To use ICT safely including keeping electronic data secure</li> </ul>	Online Privacy - E-Protection	<ul style="list-style-type: none"> <li>• To know why social media, some computer games and online gaming, for example, are age restricted</li> <li>To know where and how to report concerns and get support with issues online</li> </ul>	Internet Use - Age Limits
<ul style="list-style-type: none"> <li>• To listen to and show consideration for other people's views</li> <li>To empathise with another viewpoint</li> </ul>	Loss/Seperation - Lost!	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Feelings - Overreacting

<ul style="list-style-type: none"> <li>• To listen to, reflect on and respect other people's views and feelings</li> </ul>	Loss/Separation - Found!	<ul style="list-style-type: none"> <li>• To know where different foods come from</li> </ul>	A Balanced Diet - Plant or Animal
<ul style="list-style-type: none"> <li>• To know and understand the difference between the terms physical, emotional and mental</li> </ul>	Physical, Emotional and Mental - iAm Who I AM!	<ul style="list-style-type: none"> <li>• To know about and understand the function of different food groups for a balanced diet</li> </ul>	A Balance Diet - A Balancing Act
<ul style="list-style-type: none"> <li>• To become more self-aware</li> </ul>	Physical, Emotional and Mental - Herts and Minds	<ul style="list-style-type: none"> <li>• To identify the range of jobs carried out by the people they know</li> <li>• To reflect on the range of skills needed in different jobs</li> </ul>	Working with Food - Master Chef
<ul style="list-style-type: none"> <li>• To understand why setting goals is important</li> </ul>	Physical, Emotional and Mental - Three in One	<ul style="list-style-type: none"> <li>• To learn to prepare and cook a variety of dishes</li> <li>• To work co-operatively, showing fairness and consideration to others</li> </ul>	Working With Food - Our food Hall
<ul style="list-style-type: none"> <li>• Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	Sleep - Sweet Dreams	<ul style="list-style-type: none"> <li>• To develop strategies for managing and controlling strong feelings and emotions</li> </ul>	Loss/ Separation Left Behind
<ul style="list-style-type: none"> <li>• To understand that the rate at which we grow differs from person to person</li> <li>• To show awareness of changes that take place as they grow</li> </ul>	Before Puberty - You've Grown	<ul style="list-style-type: none"> <li>• To understand that family units can be different and can sometimes change</li> </ul>	Family Changes - two Homes
<ul style="list-style-type: none"> <li>• To know and understand how to look after our teeth</li> <li>• To understand what happens when we lose teeth as we grow up and why this happens</li> </ul>	Visible Changes - Mind the Gap	<ul style="list-style-type: none"> <li>• To understand that everyone has different strengths and weaknesses</li> </ul>	Identifying Strengths - I'm Good At That
<ul style="list-style-type: none"> <li>• To take responsibility for their own safety and the safety of others and be able to seek help in an emergency</li> </ul>	How to Help - Who to Call	<ul style="list-style-type: none"> <li>• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	Self Respect - Let's Rock!
<ul style="list-style-type: none"> <li>• To know when and how to make an emergency call</li> </ul>	Emergency Calls - Calling 999	<ul style="list-style-type: none"> <li>• To know how to set realistic targets</li> <li>To self-assess, understanding how this will help their future actions</li> </ul>	Identifiable Strengths - Future Me
<ul style="list-style-type: none"> <li>• To recognise the importance of local organisations in providing for the needs of the local community</li> <li>• To behave safely and responsibly in different situations</li> </ul>	Emergency Calls - Ambulance Now!	<ul style="list-style-type: none"> <li>• To understand how to break down the steps needed to achieve a goal</li> </ul>	Setting Goals - That's My Goal!
		<ul style="list-style-type: none"> <li>• To identify and talk about their own and others' strengths and weaknesses and how to improve</li> <li>• To reflect on the range of skills needed in different jobs</li> </ul>	Settling Goals - the Impossible Dream

**Core Theme 2: Growing and Relationships**

Pupils will be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships

YEAR 3		YEAR 4	
<ul style="list-style-type: none"> <li>• To know and understand the features of a good friend                             <ul style="list-style-type: none"> <li>• To understand why it is important to be positive in relationships with others</li> </ul> </li> </ul>	Friendship - Best Features	<ul style="list-style-type: none"> <li>• To know how to recognise the difference between isolated hostile incidents and bullying</li> <li>• To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> </ul>	Reactions - Frustration
<ul style="list-style-type: none"> <li>• To know how to communicate their opinions in a group setting                             <ul style="list-style-type: none"> <li>• To work co-operatively, showing fairness and consideration to others</li> </ul> </li> </ul>	Friendship - Circles Time	<ul style="list-style-type: none"> <li>• To understand what self-esteem is and why it is important</li> </ul>	Self Worth - I'm a Marvel!
<ul style="list-style-type: none"> <li>• To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	Friendship - falling Out!	<ul style="list-style-type: none"> <li>• To understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>• To face new challenges positively and know when to seek help</li> </ul>	Persistence and Resilience - Don't Give Up!
<ul style="list-style-type: none"> <li>• Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• To understand why it is important to be positive in relationships with others</li> </ul>	Friendship - The BAFAs	<ul style="list-style-type: none"> <li>• To know how to recognise bullying behaviour</li> <li>• To recognise right and wrong, what is fair and unfair and explain why</li> <li>• To understand the nature and consequences of negative behaviours such as bullying, aggressiveness</li> </ul>	Negative Persistence - Over and Over



<ul style="list-style-type: none"> <li>To recognise that there are many ways to communicate</li> <li>To understand the need to communicate clearly</li> </ul>	Clear Messages - Dot, Dot Dash	<ul style="list-style-type: none"> <li>To talk about their views on issues that affect themselves and their class</li> </ul>	Responding to Others - Agony Aunts
<ul style="list-style-type: none"> <li>To understand why it is important to listen to others</li> </ul>	How to Listen - Listen Up	<ul style="list-style-type: none"> <li>To know how to communicate their opinions in a group</li> <li>To listen to and show consideration for other people's views</li> </ul>	Expressing Opinions -It's Debatable
<ul style="list-style-type: none"> <li>To understand the meaning of the word 'healthy'</li> </ul>	A Balanced Approach	<ul style="list-style-type: none"> <li>To understand how we are all connected by our similarities</li> <li>To recognise and respect similarities and differences between people</li> </ul>	Connections - Paper Chains
To know the recommended guidelines for physical activity and understand the reasons for these	Physical Exercise	<ul style="list-style-type: none"> <li>To know and understand how the make-up of family units can differ</li> <li>To empathise with another viewpoint</li> </ul>	Family Links - family Trees
To recognise the need to take responsibility for actions To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle	Lifestyle Choices	<ul style="list-style-type: none"> <li>To understand and appreciate the range of different cultures and religions represented within school</li> <li>To learn about the need for tolerance for those of different faiths and beliefs</li> </ul>	Religious Views - Faith Finders
To work co-operatively, showing fairness and consideration to others	Working Together 1	<ul style="list-style-type: none"> <li>To understand the term 'diversity' and appreciate diversity within school</li> <li>To recognise and challenge stereotyping and discrimination</li> </ul>	Celebrate Diversity - Inside Out
<ul style="list-style-type: none"> <li>To understand why it is important to work collaboratively</li> <li>To take the lead, prioritise actions and work independently and collaboratively towards goals</li> </ul>	Working Together 2		
<ul style="list-style-type: none"> <li>To know how to identify ways to improve the environment</li> <li>To know how to spot problems and find ways of dealing with them</li> </ul>	Shared Goals		

**Core Theme 3: Living in the Wider World and Being a Responsible Citizen**

Pupils will be taught:

1. About respect for self and others and the importance of responsible behaviours and actions.
2. About rights and responsibilities as members of families, other groups and ultimately as citizens.
3. About different groups and communities.
4. To respect equality and to be a productive member of a diverse community.
5. About the importance of respecting and protecting the environment.
6. About where money comes from, keeping it safe and the importance of managing it effectively.
7. How money plays an important part in people's lives.
8. A basic understanding of enterprise.

YEAR 3		YEAR 4	
<ul style="list-style-type: none"> <li>• To understand why rules are needed in different situations</li> <li>• To recognise that rules may need to be changed</li> </ul>	Rules - I'm in Charge!	<ul style="list-style-type: none"> <li>• To know and understand the terms 'discrimination' and 'stereotype'               <ul style="list-style-type: none"> <li>• Challenge stereotypes relating to gender and work</li> </ul> </li> </ul>	Gender Stereotypes - His and Hers
<ul style="list-style-type: none"> <li>• To understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> </ul>	Thinking Ahead - Lesson Planning	<ul style="list-style-type: none"> <li>• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	Feelings – Overreacting
<ul style="list-style-type: none"> <li>• To understand why it is important to behave responsibly</li> <li>• To recognise that actions have consequences</li> </ul>	Taking the Lead - Learning Time	<ul style="list-style-type: none"> <li>• To learn about and reflect on their own spending habits / choices</li> <li>• To understand why financial management and planning is important from a young age</li> </ul>	Money Choices - a Million Dollars
<ul style="list-style-type: none"> <li>• To understand why it is important to be part of a community</li> </ul>	Different Communities - My Community	<ul style="list-style-type: none"> <li>• To learn about and reflect on their own spending habits / choices</li> <li>• To understand why financial management and planning is important from a young age</li> </ul>	Managing Money - Design Choices
<ul style="list-style-type: none"> <li>• To understand why it is important to be part of a community</li> </ul>	School Communities - School Swap		

## TAUGHT ADDITIONAL SESSIONS

### TAUGHT ADDITIONAL SESSIONS - Core Theme 3: Living in the Wider World

#### Extremism

PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness  
 HW4 Recognise and respect similarities and differences between people  
 PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way  
 PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  
 HW4 Recognise and respect similarities and differences between people

<ul style="list-style-type: none"> <li>• Understand the meaning and importance of resilience and courage</li> <li>• Recognise and know how to deal with situations involving peer pressure</li> </ul>	1 Building courage and resilience	Recognise the features of extremism <ul style="list-style-type: none"> <li>• Identify why and how people are recruited into extremist activity</li> <li>• Identify some of the stereotypes relevant to extremism</li> <li>• Understand how extremism can lead to harm</li> </ul>	2 Extreme reactions
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#### Vocabulary

community groups • ICT • health and safety • collaborate • common goals • responsibly • consequences • fairness • consideration • sympathise • empathise • influence • responsible choices • consequences • recognise • similarities • differences • strategies • relation-ship • physically • mentally • respect • goals • healthy lifestyle • cooperative • manage • control • local organisations • feelings • relation-ship • balance • empathise • reflect • actions • emotions • strategies • risk • sensibly • impact • responsibly • awareness • changes • strategies • emergency • consideration • negotiate • present • views • physical activity • nutrition • responsible choices • consequences • needs • wants • media • managing risk • contribute	• impact • software features • consequences • responsible choices • positive contribution • local organisations • sensitivity • challenges, • co-operatively • fairness • consideration • strategies • managing • controlling • feelings • stereotyping • balance • skills • agreement • discussions • appropriate • relationship • discrimination • safely • form • maintain • lifestyle choices • empathise • consideration • views • issues • managing • controlling • feelings • emotions • self-assess • identify • positive • feelings • contribute • improve • future actions • reflect • worth • responsible choices • appropriate • relationships • recognise • stereotyping • issues • challenge • discrimination • empathise • needs • wants • set goals • prioritise • manage time • manage resources • money
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## UPPER KS2

National Curriculum: BY THE END OF PRIMARY SCHOOL

### Core Theme 1: Health and wellbeing

Pupils will be taught:

1. What is meant by a healthy lifestyle?
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to manage risks to physical and emotional health and wellbeing.
4. Ways of keeping physically and emotionally safe.
5. about managing change, including puberty, transition and loss.
6. How to make informed choices about health and wellbeing and to recognise sources of help with this.
7. How to respond in an emergency.
8. To identify different influences on health and wellbeing.

YEAR 5		YEAR 6	
<ul style="list-style-type: none"> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> </ul>	Alcohol - Drink Aware	<ul style="list-style-type: none"> <li>• To identify and talk about their own and others' strengths and weaknesses and how to improve</li> <li>• To self-assess, understanding how this will help their future actions</li> </ul>	Identifying Strengths - Big Dreams
<ul style="list-style-type: none"> <li>• To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</li> <li>• To manage changing emotions and recognise how they can impact on relationships</li> </ul>	Death and Grief - It's Natural	<ul style="list-style-type: none"> <li>• To be able to reflect on past achievements</li> <li>• To recognise achievements of others as being worthwhile and important</li> </ul>	Identifying Strengths - Big Achievers
<ul style="list-style-type: none"> <li>• To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</li> </ul>	Death and Grief - Poppies	<ul style="list-style-type: none"> <li>• To begin to set personal goals</li> </ul>	Setting Goals 'Super Futures'
<ul style="list-style-type: none"> <li>• To understand the need for empathy when peers are experiencing conflict at home</li> </ul>	Managing Conflict - Families at War	<ul style="list-style-type: none"> <li>• To identify the skills they need to develop to make their contribution in the working world in the future</li> <li>• To make connections between their learning, the world of work and their future economic wellbeing</li> </ul>	Setting Goals - I can do that!

<ul style="list-style-type: none"> <li>• To know about, recognise and understand changes that occur during puberty</li> </ul>	Physical, Emotional and Mental - What's Puberty?	<ul style="list-style-type: none"> <li>• To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>	Internet Safety - Fake News
<ul style="list-style-type: none"> <li>• To understand the importance of making change in adopting a more healthy lifestyle</li> </ul>	Healthy Lifestyles - You Choose!	<ul style="list-style-type: none"> <li>• To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body</li> </ul>	Physical Illness - Bleugh!
<ul style="list-style-type: none"> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> </ul>	Tobacco - Up In Smoke	<ul style="list-style-type: none"> <li>• To know the facts and science relating to allergies, immunisation and vaccination</li> </ul>	Immunisation - One Sharp Scratch
<ul style="list-style-type: none"> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> </ul>	Substance Abuse - Let's Be Frank!	<ul style="list-style-type: none"> <li>• To know how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>• To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	Healthy Minds - Young Minds
<ul style="list-style-type: none"> <li>• To know about the basic synergy between physical, emotional and mental health</li> </ul>	Physical, Emotional and Mental - Three Dimensional		
<ul style="list-style-type: none"> <li>• To know about the different food groups and their related importance as part of a balanced diet</li> <li>• To develop an awareness of their own dietary needs</li> </ul>	Food Choices - Secret Eaters		
<ul style="list-style-type: none"> <li>• To work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>	Food Choices - Invention Team		

<ul style="list-style-type: none"> <li>To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> </ul>			
<ul style="list-style-type: none"> <li>To know how to cook and apply the principles of nutrition and healthy eating</li> <li>To prepare and cook with a variety of ingredients, using a range of cooking techniques</li> </ul>	Cooking - Michelin Stars		
<ul style="list-style-type: none"> <li>To know about and understand the importance of touch in a range of contexts</li> <li>To know the difference between appropriate and inappropriate touches</li> </ul>	Basic First Aid - First Aid Tips		

National Curriculum: BY THE END OF PRIMARY SCHOOL

## Core Theme 2: Growing and Relationships

Pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships

YEAR 5		YEAR 6	
<ul style="list-style-type: none"> <li>To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>	Online Relationships - A Risky Business	<ul style="list-style-type: none"> <li>To learn about racial discrimination and its impact on societies, past and present</li> </ul>	Race and Ethnicity - United States
<ul style="list-style-type: none"> <li>To take action based on responsible choices</li> <li>To identify the different kinds of risks associated with the use and misuse of a range</li> </ul>	Drugs - Just Say No!	<ul style="list-style-type: none"> <li>To learn about gender discrimination and its impact</li> <li>To challenge stereotyping and discrimination</li> </ul>	Gender Stereotypes - Jobs for All

<ul style="list-style-type: none"> <li>of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> </ul>			
<ul style="list-style-type: none"> <li>To recognise that there are many different ways to communicate</li> </ul> <p>To understand the need for confidentiality in certain situations</p>	Confidentiality - Secret Info	<ul style="list-style-type: none"> <li>To learn about the importance of family in different cultures</li> <li>To recognise and respect similarities and differences between people</li> </ul>	Culture - Cultured Feast
<ul style="list-style-type: none"> <li>To know and understand the importance of listening to others</li> <li>To understand the role of the listener in any relationship</li> </ul>	Listening - I'm All Ears!	To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Marriage - I Promise
<ul style="list-style-type: none"> <li>To recognise that there are many ways to communicate</li> <li>To understand the need to both listen and speak when communicating with others</li> </ul>	Responding - Scenarios	<ul style="list-style-type: none"> <li>To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	Mental Well Being - Mind Business
<ul style="list-style-type: none"> <li>To know about and understand the importance of touch in a range of contexts</li> <li>To know the difference between appropriate and inappropriate touches</li> </ul>	Physical Contact - Touch Sensitive	<ul style="list-style-type: none"> <li>To know that relationships can change as a result of growing up</li> </ul>	Support and Care - Connections
<ul style="list-style-type: none"> <li>To recognise that there are many ways to communicate</li> <li>To understand the need to both listen and speak when communicating with others</li> </ul>	Responding - Scrabble		
<ul style="list-style-type: none"> <li>To recognise that there are many roles within a community</li> <li>To understand the need to collaborate in a group situation</li> </ul>	Shared Goals - It's All Go!		
<ul style="list-style-type: none"> <li>To recognise that there are many roles within a community</li> <li>To understand the need to collaborate in a group situation</li> </ul>	Community Spirit - All Join In		

National Curriculum: BY THE END OF PRIMARY SCHOOL

**Core Theme 3: Living in the Wider World and Being a Responsible Citizen**

Pupils will be taught:

1. About respect for self and others and the importance of responsible behaviours and actions.
2. About rights and responsibilities as members of families, other groups and ultimately as citizens.
3. About different groups and communities.
4. To respect equality and to be a productive member of a diverse community.
5. About the importance of respecting and protecting the environment.
6. About where money comes from, keeping it safe and the importance of managing it effectively.
7. How money plays an important part in people's lives.
8. A basic understanding of enterprise.

YEAR 5		YEAR 6	
<ul style="list-style-type: none"> <li>• To understand why structure is needed in different situations</li> <li>• To understand the term 'anarchy' and understand the implications of living in an anarchic society</li> </ul>	Structure - Just Imagine	<ul style="list-style-type: none"> <li>• To learn about budgeting and what it means to budget</li> <li>• To understand why financial management and planning is important from a young age</li> </ul>	Budgeting - Money Supermarket
<ul style="list-style-type: none"> <li>• To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy</li> </ul>	Law and Order - In Charge	<ul style="list-style-type: none"> <li>• To know and understand financial terms such as loan, interest, tax and discount</li> <li>• To make connections between their learning, the world of work and their future economic wellbeing</li> </ul>	Consumer Sense - Payment Terms
<ul style="list-style-type: none"> <li>• To learn about organisations such as the United Nations</li> <li>• To understand the importance and significance of equal rights</li> </ul>	U.N. - Our Rights	<ul style="list-style-type: none"> <li>• To show initiative and take responsibility for activities that develop enterprise capability</li> </ul>	Consumer Sense - A class Catalogue
<ul style="list-style-type: none"> <li>• To understand the benefits of living in a diverse community and learn to celebrate diversity</li> <li>• To talk with a wide range of adults</li> </ul>	Community Event - We're Cultural	<ul style="list-style-type: none"> <li>• To know and understand the principles of enterprise</li> <li>• To understand profit and loss</li> </ul>	Generating Income - Making Money
		<ul style="list-style-type: none"> <li>• To know and understand the principles of charity work</li> </ul>	Generating Income - Raising Money



## TAUGHT ADDITIONAL SESSIONS

### TAUGHT ADDITIONAL SESSIONS - Core Theme 3: Living in the Wider World

#### Extremism

##### National Curriculum

PW66 Reflect on the many different types of relationships that exist

HW4 Recognise and respect similarities and differences between people

HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying

Recognise individuality and celebrate differences

- Identify and challenge stereotypes, including LGBTQ+ and other minority groups

3 Minority Groups

## TAUGHT ADDITIONAL SESSIONS

### Relationships and sex education – Core theme 2 Relationships

##### National curriculum:

PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene

PW65 Recognise how new relationships may develop

PW68 Manage changing emotions and recognise how they can impact on relationships

PW63 Recognise that positive friendships and relationships can promote health and wellbeing

PW66 Reflect on the many different types of relationships that exist

PW64 Identify how to find information and advice through help lines

PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships

		<ul style="list-style-type: none"> <li>• Know how and understand why close relationships are formed, especially during adolescence</li> <li>• Understand why friendship is important in the establishment of close relationships</li> </ul>	1 Forming relationships
		<ul style="list-style-type: none"> <li>• Know about and understand the physical, mental and emotional changes that take place during puberty</li> <li>• Learn about sex (and bust some myths!)</li> </ul>	2 Sexual relationships
		<ul style="list-style-type: none"> <li>• Understand why friendship is important in the establishment of close relationships</li> <li>• Know the features of a healthy relationship</li> </ul>	3 Healthy relationships
		<ul style="list-style-type: none"> <li>• Understand what an unhealthy relationship is and know how to deal with relationship issues</li> </ul>	4 Unhealthy relationships

## TAUGHT ADDITIONAL SESSIONS

### Substance related abuse – Core theme 1 Health and Well-being

#### National Curriculum link:

PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs

HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help

HW10 Recognise the factors influencing opinion and choice, including the media

HW11 Recognise how their behaviour and that of others may influence people both positively and negatively

HW25 Manage risk in everyday activities

HW17 Self-assess, understanding how this will help their future actions

HW26 Take responsibility for their own safety and the safety of others

		<ul style="list-style-type: none"> <li>• Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices</li> </ul>	1 Keeping safe
		<ul style="list-style-type: none"> <li>• Understand the term 'risk' and how it links to consequence</li> </ul>	2 Taking risks
		<ul style="list-style-type: none"> <li>• Understand the term 'addiction' and know some of the different forms it can take</li> <li>• Recognise the link between choice and consequence</li> </ul>	3 Taking drugs
		<ul style="list-style-type: none"> <li>• Become familiar with the names of the most common drugs</li> </ul>	4 Drug awareness
		<ul style="list-style-type: none"> <li>• Understand how advertising influences our choices</li> </ul>	5 Substance abuse

#### Vocabulary

•protect •individuals •communities •injustice •agreements •democracy •misuse •substances  
 •drugs •appropriate •support •emotions •feelings •diverse •changing •interconnected •roles  
 •negative pressures •puberty •healthy lifestyle •responsibility •physical activity •nutrition  
 •influence •positively •negatively •achievement •nutrition •physically •mentally •healthy  
 lifestyle •relationships •negative pressures •negotiate •relation-ship •balance •collaborative  
 •common goals •contribute •agreements •respond •challenges •taking/ managing risk  
 •responsible choice •fairness •skills •consideration •relation-ship •diverse •interconnected  
 •responsibility •behaviour •safety •independent •influence •changing

b •identify •strengths •weaknesses •contribution •working world •self-assess  
 •connections •set personal goals •identify •discrimination •recognise  
 •stereotyping •recognise •factors •influencing •opinion •choice •challenge  
 •self-assess •future actions •responsible •informed decisions •health  
 •wellbeing •help lines •manage •changing emotions •relationships •strategies  
 •negative pressures •managing •controlling •strong feelings •peer pressure  
 •puberty •body changes •feelings •behaviour •basic needs •societies  
 •financial capability •contribution •working world •time and resources  
 •prioritise •initiative •responsibility •future actions •agreements •positive  
 results •strengths •contribute •take the lead •prioritise actions •respond to  
 challenges •enterprise capability