

Year 1

Term	Topic and Programme of Study reference	What Pupils learn
<p>Autumn Relationships</p>	<p>Fa1) Who's in my family?            Fa2) Do families stay the same?            Fa3) How should families treat each other?            Fr1) Who is my friend?            Fr2) What makes a good friend?            L1) Screen Time            (Including Anti-Bullying Week- Whole School)</p> <p>PoS Refs:</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives            R2. to identify the people who love and care for them and what they do to help them feel cared for            R4. to identify common features of family life            R6. about how people make friends and what makes a good friendship            R7. about how to recognise when they or someone else feels lonely and what to do            R8. simple strategies to resolve arguments between friends positively            R9. how to ask for help if a friendship is making them feel unhappy            H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better            L1. about what rules are, why they are needed, and why different rules are needed for different situations            R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard            R5. that it is important to tell someone (such as their teacher) if something about their family makes them happy or worried            R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private            R17. about knowing there are situations when they should ask for permission and also when their permission should be sought            R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)            R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour            R21. about what is kind and unkind behaviour, and how this</p>	<ul style="list-style-type: none"> <li>• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• That being part of a family provides support, stability and love</li> <li>• About the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• To identify if/when something in a family might make someone upset or worried</li> <li>• What to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• About what privacy and personal boundaries are, including online and that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• About the effects and consequences of bullying for the people involved</li> <li>• About bullying online, and the similarities and differences to face-to-face bullying</li> <li>• What to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>• Understand that we all need to have a healthy balance of online and offline activities</li> <li>• Understand that some online activities can be detrimental to our mental health</li> </ul>

	<p>can affect others  R22. about how to treat themselves and others with respect; how to be polite and courteous  R23. to recognise the ways in which they are the same and different to others  R24. how to listen to other people and play and work cooperatively  L2. how people and other living things have different needs;  about the responsibilities of caring for them</p>	
<p>Spring  Health and  Wellbeing</p>	<p>M1) Where do feelings come from?  M2) Who am I?  S1) Personal Information  P1) Online  P1) How do I help my body to stay healthy?  P2) How do I decide what to eat?  *P5) Who helps us to keep safe?</p> <p>PoS Refs:</p> <p>H1. About what keeping healthy means; different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  H10. About the people who help us to stay physically healthy  H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H16. about ways of sharing feelings; a range of words to describe feelings  19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H21. to recognise what makes them special  H22. to recognise the ways in which we are all unique  H26. about growing and changing from young to old and how people's needs change  H33. about the people whose job it is to help keep us safe  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  L9. that not all information seen online is true</p>	<ul style="list-style-type: none"> <li>• Understand that we have a range of emotions, depending on our experiences and situations</li> <li>• Know what to do when we experience strong emotions</li> <li>• Build language to talk about feelings</li> <li>• That everyone is an individual and has unique and valuable contributions to make</li> <li>• To recognise how strengths and interests form part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> <li>• about the choices that people make in daily life that could affect their health</li> <li>• To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• What can help people to make healthy choices and what might negatively influence them</li> <li>• About habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> </ul>

	<p>L14. that everyone has different strengths</p>	<ul style="list-style-type: none"> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• About the things that affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• To recognise how feelings can change overtime and become more or less powerful</li> </ul>
<p>Summer Living in the Wider World</p>	<p>Online Strangers C1) Passwords *How do we look after each other and the world? C1) How do we make a happy school? C2) Who lives in my neighbourhood?</p> <p>PoS Refs:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L6. to recognise the ways they are the same as, and different to, other people L5. about the different roles and responsibilities people have in their community L7. about how the internet and digital devices can be used safely to find things out and to communicate with others R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives L4. About the different groups they belong to R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>the reasons for rules and laws in wider society</p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p>how the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results <ul style="list-style-type: none"> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> <li>• Know what range of communities live near school <ul style="list-style-type: none"> <li>- Appreciate that they should treat people with respect and kindness, regardless of difference</li> <li>- Understand what to do if they feel uncomfortable,</li> </ul> </li> <li>• either with strangers or with people they know</li> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> </ul> </li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> </ul>

	<p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H21. to recognise what makes them special</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p><i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p>	<ul style="list-style-type: none"> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>
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Year 2

Term	Topic and Programme of Study reference	What Pupils learn
Autumn Relationship	<p>Fa4) When should I say no?            Fa5) Who owns my body? I do?            Fa6) Are all families the same?            C1) Passwords            C2) What is the internet?            Fr3) Should friends tell us what to do?            Fr4) How do we stop bullying?            S2) Being kind Online            L2) Choosing what to do online            (Anti Bullying Week)</p> <p>PoS Refs:            R4. to identify common features of family life            R6. about how people make friends and what makes a good friendship R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried            R7. about how to recognise when they or someone else feels lonely and what to do            R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy            R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private            R11. about how people may feel if they experience hurtful behaviour or bullying            R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult            R14. that sometimes people may behave differently online, including by pretending to be someone they are not            R16. about how to respond if physical contact makes them feel uncomfortable or unsafe            R17. about knowing there are situations when they should ask for permission and also when their permission should be sought            R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)            R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)            R16. about how to respond if physical contact makes them feel uncomfortable or Unsafe            R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private            R19. basic techniques for resisting pressure to do something they don't want to do</p>	<ul style="list-style-type: none"> <li>• Understand that other people need permission</li> <li>• before they can touch us</li> <li>• Understand that some parts of our bodies are</li> <li>• more private than others</li> <li>• Know that if someone doesn't want us to touch</li> <li>• them, we must respect that</li> <li>• Understand that certain parts of our bodies are</li> <li>• very private, and only we get to decide what</li> <li>• happens to them</li> <li>• Understand that secrets and surprises are different</li> <li>• Know how to report concerns</li> <li>• Understand that families are highly varied; no family</li> <li>• is the same</li> <li>• how to be a good friend, e.g. kindness, listening, honesty About different ways that people meet and make friends</li> <li>• Strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• About what causes arguments between friends</li> <li>• How to positively resolve arguments between friends</li> <li>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>• How to recognise hurtful behaviour, including online</li> <li>• What to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• About what bullying is and different types of bullying</li> <li>• How someone may feel if they are being bullied</li> <li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help about the things they have in common with their friends, classmates, and other people</li> <li>• How friends can have both similarities and differences</li> <li>• How to play and work cooperatively in different groups and situations</li> <li>• How to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> <li>• How to resist pressure to do something that feels uncomfortable or unsafe</li> </ul>

	<p>and which may make them unsafe  R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  R21. about what is kind and unkind behaviour, and how this can affect others  R22. about how to treat themselves and others with respect; how to be polite and courteous  R23. to recognise the ways in which they are the same and different to others  R24. How to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them  L6. to recognise the ways they are the same as, and different to, other people  L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  L8. about the role of the internet in everyday life  L9. that not all information seen online is true</p>	<ul style="list-style-type: none"> <li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
<p>Spring Health and Wellbeing</p>	<p>M3) What helps me to be happy?  P3) How do I stop getting ill?  P4) How can I stay safe?  S3) Communicating Online  P2) Feeling uncomfortable online  C3) Accepting messages  P6*) Who helps us to grow and stay healthy?  G1) Will I always be a child? (Link to Science)</p> <p>PoS Refs:  H1. about what keeping healthy means; different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H5. simple hygiene routines that can stop germs from spreading  H4. about why sleep is important and different ways to rest and relax  H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H17. about things that help people feel good (e.g. playing outside, doing things  H16. about ways of sharing feelings; a range of words to describe feelings they enjoy, spending time with family, getting enough sleep)  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>about routines and habits for maintaining good physical and mental health</p> <ul style="list-style-type: none"> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul> <p>about the human life cycle and how people grow from young to old</p> <ul style="list-style-type: none"> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul> <p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p>

	<p>H21. to recognise what makes them special  H22. to recognise the ways in which we are all unique  H23. to identify what they are good at, what they like and dislike  H27. about preparing to move to a new class/year group  <b>Link with KS1 Science Programme of Study</b>  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. Not playing with matches and lighters)  H31. that household products (including medicines) can be harmful if not used correctly  H28. About rules and age restrictions that keep us safe  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  H32. ways to keep safe in familiar and unfamiliar environments (e.g .beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  H33. about the people whose job it is to help keep us safe  H35. About what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)  H26. about growing and changing from young to old and how people’s needs change  H28. about rules and age restrictions that keep us safe  L1. about what rules are, why they are needed, and why different rules are needed for different situations  L5. about the different roles and responsibilities people have in their community  <b>Links with KS1 Science Programme of Study</b>  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<ul style="list-style-type: none"> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <ul style="list-style-type: none"> <li>• Recognise the 5 key stages of human life</li> <li>• Understand how their bodies will change as they</li> <li>• age</li> <li>• Consider how their lives will change as they get older</li> <li>• Appreciate how increasing independence presents new</li> <li>• dangers, challenges, benefits and responsibilities</li> </ul> </li> </ul>
<p>Summer  Living in the  Wider World</p>	<p>N1) Content Creators  Discrimination  L1: Talking about race and racism  L2: Defining anti-racism  L3: Redefining racism  L6: Being anti-racist in our actions  C3) What makes a boy and or a girl?  C4) How do I save up to buy something?  N2) Scary News</p>	<p>Talking about race and racism  Defining anti-racism  Redefining racism  Being anti-racist in our actions  Understand British Values and Rights to respecting</p> <p>- Name their body parts, including external genitalia  - Discuss the similarities and differences between boys and girls, including ideas that challenge gender</p>

	<p>PoS Refs:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>stereotypes</p> <ul style="list-style-type: none"> <li>- Understand that money mainly comes from doing jobs</li> <li>- Appreciate that different jobs are suitable for different people</li> <li>- Understand how to make basic decisions about money (spending and saving)</li> </ul> <p>Understand that anybody can put things online</p> <p>Recognise the difference between truth and fiction</p> <p>Understand that things online are often not true</p> <p>Become more familiar with the term 'Fake News'</p>
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Year 3

Term	Topic and Programme of Study reference	What Pupils learn
Autumn Relationship	<p>Fa1) Do families always stay the same?            Fa2) Are all families like mine?            Fr1) What makes a good friend?            M1) How do I manage my feelings?            P1) How do I keep my body healthy?            P1) Online Strangers            Road Safety (External Providers)</p> <p>PoS Ref:            R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents):            that families of all types can give family members love, security and stability            R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart            H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement            R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability            R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background            R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own            R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with            L6. about the different groups that make up their community, what living in a community means            L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities            H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)            R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice            R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour            R21. about discrimination: what it means and how to challenge it</p>	<p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <ul style="list-style-type: none"> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe               <ul style="list-style-type: none"> <li>• Understand that all people deserve respect, even if they are different to other people</li> <li>• Appreciate that we all have different abilities and find different things challenging</li> </ul> </li> </ul> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online               <ul style="list-style-type: none"> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> </li> </ul> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <ul style="list-style-type: none"> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>

	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others EG physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities</p> <p>L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others: strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Understand that people on the internet are not always who they say they are, and may have malicious Intentions</p> <ul style="list-style-type: none"> <li>- Understand the range and depth of feelings that we all Experience - Learn strategies to deal with these feelings and know when to seek support</li> <li>- Understand that we have responsibilities for some things but cannot control everything <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> </ul> </li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>
Spring Health and Wellbeing	<p>S1) Friendship Online</p> <p>C5) Passwords</p> <p>*Why should we eat well and look after our teeth?</p> <p>C1) How do we make the world fair?</p> <p>C2) Where do you feel like you belong?</p> <p>C1) Advertising</p>	<ul style="list-style-type: none"> <li>- Identify how to be kind in online social environments</li> <li>- Understand that peer pressure can make us do inappropriate or unkind things</li> <li>- Understand that friends should behave in a certain way, whether they are online or offline</li> </ul>

	<p>C2) Personal Information</p> <p>PoS Ref:  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face-to-face relationships  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  L11. recognise ways in which the internet and social media can be used both positively and negatively  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  H2. about the elements of a balanced, healthy lifestyle  H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<ul style="list-style-type: none"> <li>• About the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>
<p>Summer  Living in the  Wider World</p>	<p>Introduction to What is discrimination  L4: Understanding racial socialisation and stereotypes  L5: Unconscious bias</p>	<p>Introduction to discrimination  What is discrimination  Understanding racial socialisation and stereotypes</p>

	<p>N1) Digital Media  N2) Media Bias  L1) Screen Time  L2) Sleep  *Why should we keep active and sleep well?  How we make the world fair?</p> <p>PoS Ref:</p> <p>R1. about discrimination: what it means and how to challenge it  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  R21. about discrimination: what it means and how to challenge it</p>	<p>Unconscious bias  - Understand what is meant by ‘the rule of law’ [link to British Values]  - Understand the basics of how laws are made and enforced  - Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection – for example children)  - Appreciate that the world is not fair and it is our responsibility to help those less fortunate  - Identify our common values (Link to ‘British Values’) the reasons for rules and laws in wider society  • the importance of abiding by the law and what might happen if rules and laws are broken  • what human rights are and how they protect people  • to identify basic examples of human rights including the rights of children  • about how they have rights and also responsibilities  • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn  Become more digitally literate by being able to analyse digital content  Understand that not everything they read is true or without bias  Understand that bias can mislead readers, and that there are multiple perspectives to many stories  Understand that we all need to have a healthy balance of online and offline activities  Understand that some online activities can be detrimental to our mental health  Understand that we must decide what to do and not do  Online  How the internet can be used positively for leisure, for school and for work  • to recognise that images and information online can be altered or adapted and the reasons for why this happens  • strategies to recognise whether something they see online is true or accurate  • to evaluate whether a game is suitable to play or a website is appropriate for their age-group  • to make safe, reliable choices from search results  • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>
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	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	
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Year 4

Term	Topic and Programme of Study reference	What Pupils learn
Autumn Relationship	<p>Fa3) Are boys and girls the same? Fr2) Are all the friends same? Fr3) Are friendships always fun? C3) Copyright P2) How do I get a healthy diet? P3) How do I stop getting ill? C4) Suspicious messages</p> <p>PoS Ref: R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others EG physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others: strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them H26. that for some people gender identity does not correspond with their biological sex R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or Background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <ul style="list-style-type: none"> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul> <p>to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <ul style="list-style-type: none"> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> <p>to recognise differences between people such as gender, race, faith</p> <ul style="list-style-type: none"> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>

	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R10. about the importance of friendships: strategies for building positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face-to-face relationships</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	
<p>Spring Health and Wellbeing</p>	<p>* Why should we keep active and sleep well?</p> <p>M2) Are we happy all the time?</p> <p>S1) Friendship Online</p> <p>P2) Sharing Online</p> <p>*What strengths, skills and interests do we have?</p> <p>*How can we manage risks in different places?</p> <p>PoS ref:</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <ul style="list-style-type: none"> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> </ul> <p>how to identify typical hazards at home and in school</p> <ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul> <p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <ul style="list-style-type: none"> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>

	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	
<p>Summer Living in the Wider World</p>	<p>L3) Deciding what is appropriate C3) How can we help the people around us? N3) Verifying Content and Echo Chambers Introduction to What is discrimination L7: Representation matters L8: Myth busting anti-racism</p> <p>PoS Ref: L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>Introduction to What is discrimination L7: Representation matters L8: Myth busting anti-racism</p> <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them <ul style="list-style-type: none"> <li>• Understand that information online must be checked before it is believed - Understand some of the motivations behind putting false things online</li> </ul> </li> </ul>

	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	
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Year 5

Term	Topic and Programme of Study reference	What Pupils learn
Autumn Relationships	<p>Fa1) Why do some people get married?            Fa2) Are families ever perfect?            Fr1) What makes a close friend?            Fr2) Can we be different and still be friends?            Fr3) Should friends tell us what to do?            Advertisements and money on the internet C1            M1) Does everybody have the same feelings?            M2) Should we be happy all the time?            P1) Is there such a good thing as a perfect body?            P2) How can I stay fit and healthy?            Protecting our Identity P1            Protecting images of us online P2</p> <p>PoS: Ref</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong            R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others            R5. that people who love and care for each other can be in a committed relationship (e.g. Marriage), living together, but may also live apart            R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice            R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact            R26. about seeking and giving permission (consent) in different situations            H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk            R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);            R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret            L2. to recognise there are human rights, that are there to protect everyone            H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health            R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,</p>	<p>What makes a healthy friendship and how they make people feel included</p> <ul style="list-style-type: none"> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul> <p>to recognise that everyone should be treated equally</p> <ul style="list-style-type: none"> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul> <p>the impact of discrimination on individuals, groups and wider society</p> <ul style="list-style-type: none"> <li>• ways to safely challenge discrimination</li> </ul>

	<p>kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses,</p>	<ul style="list-style-type: none"> <li>• how to report discrimination online</li> </ul> <p>how people make different spending decisions based on their budget, values and needs</p> <ul style="list-style-type: none"> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul> <ul style="list-style-type: none"> <li>- Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately</li> <li>- Identify comfortable and uncomfortable emotions and the impact these have on our mental wellbeing</li> <li>- Identify our own triggers for uncomfortable emotions</li> <li>- Understanding that some people find it hard to read and express emotions</li> <li>- Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.</li> <li>- Explore ways of coping with big and small life events.</li> <li>- Analyse representations of beauty in the media</li> <li>- Understand that the images we see in the media affect the way we see and judge ourselves and others</li> <li>- Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)</li> </ul> <ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>
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	<p>strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H1. how to make informed decisions about health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing Feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>,</p>	
Spring	<p>P3) Can I avoid getting ill?</p> <p>G1) How will my body change as I get older?</p> <p>Social Media Anxiety L1</p>	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> </ul>

	<p>Self-esteem L2 Control and Consent S1 Inaccurate Health Information L3 G2) How will my feelings change as I get older? Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse) *How can we help in an accident or emergency? Analysing Digital Media N1 Bias N2</p> <p>PoS Ref:</p> <p>H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) <b>Science links:</b> (Y6) Pupils should be taught to: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<ul style="list-style-type: none"> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> <li>to identify when situations are becoming risky, unsafe or an emergency <ul style="list-style-type: none"> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> </ul> </li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities <ul style="list-style-type: none"> <li>• ways to boost their mood and improve emotional wellbeing</li> </ul> </li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p>Understand the physical changes that people go through during puberty, particularly ages 9 -11</p> <p>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</p> <p>Understand that images and videos that we see online are not always a true reflection of reality</p> <p>- Understand the emotional and mental changes that people go through when they reach puberty</p>
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	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	
<p>Summer Living in the Wider World</p>	<p>Explanation of discrimination L1) Definition of key vocabulary L2) Assumption L3) Unconscious bias Stereotypes L4) Prejudice L5) Discrimination L6) Protected characteristics under the equality act (2010) L7) Pyramid of hate L1: Talking about race and racism L2: Defining anti-racism C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4a) How can I be a great citizen?</p> <p>PoS: Ref:</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R21. about discrimination: what it means and how to challenge it R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p>	<p>Explanation of discrimination</p> <ul style="list-style-type: none"> <li>• Definition of key vocabulary <ul style="list-style-type: none"> <li>○ Assumption</li> <li>○ Unconscious bias</li> <li>○ Stereotypes</li> <li>○ Prejudice</li> <li>○ Discrimination</li> </ul> </li> <li>• Protected characteristics under the equality act (2010)</li> <li>• Pyramid of hate</li> <li>• Historical examples of discrimination (British attitudes in 1950s)</li> <li>• Difference between general and essential truths</li> <li>• Understanding that prejudice does</li> <li>• not make people 'bad' but the consequences of it are</li> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>

	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	
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Year 6

Term	Topic and Programme of Study reference	What Pupils learn
Autumn	<p>Fa3) Is there ever such a thing as 'normal' family?</p> <p>Fr4) Why are some people unkind?</p> <p>Does the Internet make us happy? L7</p> <p>Fr5) What are stereotypes?</p> <p>Fr6) How do I accept my friends for who they are?</p> <p>Fr7) How do we reduce sexism?</p> <p>M3) Why do we argue?</p> <p>M4) Who am I?</p> <p>P4) Why do some people take drugs?</p> <p>P5) Where should I get my health information?</p> <p>Digital 5-a-Day L4</p> <p>Game Ratings L6</p> <p>Unhealthy attention P3</p> <p>PoS Ref:</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and Stability</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> <li>to compare the features of a healthy and unhealthy friendship</li> <li>•</li> </ul>

	<p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support\</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <ul style="list-style-type: none"> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or Disagreements</li> </ul> <p>- What does sexism look like today?</p> <p>- Understand the difference between an average and an essential difference</p> <p>- Understand what it looks like to be an anti-sexist ally</p>
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<p>Spring</p>	<p>P6) How do I save a life?  G3) How will I stay clean during puberty?  G4) What is menstruation?  Sx2) Units on sexual reproduction  Fake News N3  Verifying Information  Online N4  Echo Chambers N5</p> <p><u>Presentation: UK2S Introduction to Anti-discrimination</u>  L1) Historical examples of discrimination (British attitudes in 1950s)  L2) Difference between general and essential truths  L3) Understanding that prejudice does not make people 'bad' but the consequences of it are</p> <p>PoS Ref:  H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  H17. to recognise that feelings can change over time and range in intensity  H18. about everyday things that affect feelings and the importance of expressing feelings  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they</li> </ul>
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	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common Injuries.</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>have seen online</p> <ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> </ul>
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	<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L8. about diversity: what it means; the benefits of living in a diverse Community; about valuing diversity within communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<ul style="list-style-type: none"> <li>• why age restrictions are important and how they help people make safe decisions</li> <li>about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>
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	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
<p>Summer</p>	<p>C4b) How can we make positive changes in the world?</p> <p>C5a) Why is money important?</p> <p>C5b) How should I spend my money?</p> <p>C5c) How can I earn money?</p> <p>C6) What makes us feel like we belong?</p> <p>C7) What does it mean to be British?</p> <p>Personal information, Terms and Conditions C2</p> <p>In app Purchases C3</p> <p><u><a href="#">Anti-racism lesson plans</a></u></p> <p>L3: Redefining racism</p> <p>L4: Understanding racial socialisation and stereotypes</p> <p>Meeting Online Strangers P4</p> <p>Social Media and Cyberbullying S2</p> <p>Online Stereotypes L5</p> <p>PoS Ref:</p> <p><b>L6.</b> about the different groups that make up their community; what living in a</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> </ul>

	<p>community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<ul style="list-style-type: none"> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>
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	<p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
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