

# Robin Hood Primary Root and Branch – PSHE Curriculum Plan

| Year Group | Root Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Branch Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Leaf Knowledge<br><b>Language highlighted in red is non-negotiable language which must be displayed and understood</b>                                                                                                            |
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| Reception  | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>To know what a family is</li> <li>To identify who is in their family</li> </ul><br><b>Caring friendships</b> <ul style="list-style-type: none"> <li>To know what friendship is</li> <li>To know what makes a good friend</li> </ul><br><b>Respectful relationships</b> <ul style="list-style-type: none"> <li>To explain why it is important to use good manners and be courteous to others.</li> <li>To show we can show good manners and courtesy to others.</li> <li>To know what a relationship is.</li> </ul><br><b>Online relationships</b> <ul style="list-style-type: none"> <li>To know the basic rules for keeping safe online.</li> </ul> | <b>Families</b><br><br><b>Friendships</b><br><br><b>Respectful relationships</b><br><br><b>Online relationships</b><br> | <u>Relationships including friendship, online relationships, family</u><br>Family<br>Mum<br>Dad<br>Stepmum<br>Stepdad<br>Grandma<br>Grandad<br>Brother<br>Sister<br>Friendship<br>Good<br>Bad<br>Manners<br>Relationship<br>Trust |
|            | <b>Being safe</b> <ul style="list-style-type: none"> <li>To identify the feelings of being unsafe.</li> <li>To be able to describe feelings of being unsafe and seek help from an appropriate grown-up.</li> <li>To know about school rules regarding safety, including what kind of touch is</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Being safe</b><br>                                                                                                                                                                                                                                                                                                                                                            | <u>Staying Safe including Drug Education (health and well-being)</u><br>Private<br>Hygiene<br>Safety rule<br>Personal safety<br>Harmful<br>Medicines<br>Danger<br>Rules                                                           |

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| <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To know what medicines are and why they are useful</li> <li>To be aware of simple rules about medicines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Drugs, alcohol and tobacco</b></p>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To identify a simple range of feelings in themselves and others</li> <li>To know who to go to if they need help with how they are feeling</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Mental wellbeing</b></p>                                                                                                                                                                                                                      | <p><a href="#">Mental Wellbeing</a><br/>Feelings<br/>Sad, happy, angry, jealous,<br/>Support</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To know about how the internet is useful and the ways that it can be used</li> <li>To know basic safety rules for using the internet in school and at home</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <p><b>Internet safety and harms</b></p>                                                                                                                                                                                                             | <p><a href="#">E-Safety</a><br/><a href="#">Internet</a><br/><a href="#">Age appropriate</a><br/><a href="#">Web sites</a><br/><a href="#">Online</a><br/><a href="#">Safe</a><br/><a href="#">Online games</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To know that their bodies are special and they can do lots of things to keep themselves healthy, including being active</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To recognise a variety of fruits and vegetables</li> <li>To understand why eating fruit and vegetables every day is important</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>To know how to wash their hands properly and why this is important</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>   | <p><a href="#">Physical health, healthy eating, health prevention and first aid</a><br/><a href="#">Physical activity – running, skipping, jumping</a><br/><a href="#">Exercise</a><br/><a href="#">Healthy food</a><br/><a href="#">Physical activity</a><br/><a href="#">Sleep</a><br/><a href="#">Dress</a><br/><a href="#">Undress</a><br/><a href="#">Clean</a><br/><a href="#">Smelly</a><br/><a href="#">Flannel</a><br/><a href="#">Sponge</a><br/><a href="#">Towel</a><br/><a href="#">Hands</a><br/><a href="#">Toothpaste</a><br/><a href="#">Toothbrush</a><br/><a href="#">Washing</a><br/><a href="#">Hand washing</a><br/><a href="#">Germs</a><br/><a href="#">Cleaning teeth</a><br/><a href="#">Rest</a><br/><a href="#">Healthy eating – fruits, vegetables</a><br/><a href="#">Worried</a><br/><a href="#">Hurt</a><br/><a href="#">Emergency services</a></p> |

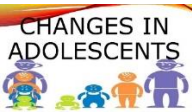
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|               | <b>Basic first aid</b> <ul style="list-style-type: none"> <li>When and how to seek help from an appropriate person if they or someone they know hurts themselves</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <b>Basic first aid</b><br>                                                                                                                                             | <a href="#">Citizenship (living in the wider world)</a><br>Simple opinion<br>Agreement<br>Disagreement<br>Ask questions<br>Express<br>Rules<br>School council<br>Vote                                                                |
|               | <b>Becoming an active citizen</b> <ul style="list-style-type: none"> <li>To know how to take part in a class discussion using good listening and turn-taking</li> <li>To know how to express their views about a topic</li> <li>To know how to listen well to others</li> </ul>                                                                                                                                                                                                                                                     | <b>Becoming an active citizen</b><br>                                                                                                                                  | <a href="#">Citizenship (living in the wider world)</a><br>Simple opinion<br>Agreement<br>Disagreement<br>Ask questions<br>Express<br>Rules<br>School council<br>Vote                                                                |
|               | <b>Moving on</b> <ul style="list-style-type: none"> <li>To identify and celebrate positive achievements during their time in Reception</li> <li>To explain their feelings about moving to year 1, what they are worried about and what they are looking forward to</li> <li>To know what to expect when they start Year 1</li> </ul>                                                                                                                                                                                                | <b>Moving on</b><br>                                                                                                                                                   | <a href="#">Moving on</a><br>Celebrate<br>Positive<br>Achievements<br>Different feelings                                                                                                                                             |
|               | <b>Finance</b> <ul style="list-style-type: none"> <li>To know that you can exchange money for products in shops and online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Finance</b><br>                                                                                                                                                    | <a href="#">Financial Education (living in the wider world)</a><br>Money<br>Coins<br>Cost<br>Buy<br>Pay                                                                                                                              |
| <b>Year 1</b> | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>To know about families and how they support children as they grow up</li> <li>To know that their family is special and unique and may be similar or different to their friends</li> <li>To identify range of people in their lives that support and care for them</li> </ul> <b>Caring friendships</b> <ul style="list-style-type: none"> <li>To know why friendships are important</li> <li>To know the skills of how to make friends</li> </ul> | <b>Families and people who care for me</b><br><br><b>Caring friendships</b><br> | <a href="#">Relationships including friendship, online relationships, family</a><br>Families<br>Support<br>Care<br>Special<br>Unique<br>Different<br>Friendships<br>Relationships<br>Respect<br>Manners<br>Courtesy<br>Online safety |

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| <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>To know about the many different relationships they have, for example those with family, friends, and teachers</li> <li>To know about the many ways people may be similar and different to themselves</li> <li>To identify what respect is and how to show respect for and to others</li> <li>To demonstrate courtesy and use manners</li> <li>To know about behaviours that do not show respect and may cause hurt to others</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>To know the basic rules for keeping safe online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Respectful relationships</b></p>  <p><b>Online relationships</b></p>  |                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To know the names for the main body parts (including 'private' parts – e.g. penis, testicles, vulva, vagina, nipples, anus – <b>school to decide on terms and when introduced</b>)</li> <li>To understand why some parts of their body are 'private' and should not be touched by others unless there is a medical reason or a trusted adult is helping them with hygiene</li> <li>To know about rules around touch</li> <li>To name an adult they can go to if they are worried about anything</li> <li>To know how to respond appropriately and safely to people they don't know (strangers) both on and offline</li> <li>To know the importance of safety rules and recognise that these vary in different settings</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>that some substances around the home are dangerous and can harm the body including household substances like dishwasher tablets</li> <li>that medicines are drugs that help us to get better and basic safety rules</li> </ul> | <p><b>Being safe</b></p>  <p><b>Drugs, alcohol and tobacco</b></p>        | <p><u>Staying Safe including Drug Education (health and well-being)</u></p> <p>Body parts – penis, testicles, vulva, vagina, nipples, anus</p> <p>Private</p> <p>Hygiene</p> <p>Safety rules</p> <p>Substances</p> <p>Personal safety</p> <p>Hazardous</p> <p>Unknown substances</p> <p>Drugs</p> <p>Harmful</p> <p>Medicines</p> <p>Danger</p> |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To know vocabulary to describe a range of feelings</li> <li>To know how to recognise their own feelings and those of others</li> <li>To recognise the things that make them feel happy and positive (e.g. physical</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Mental wellbeing</b></p>                                                                                                                                                                                                                    | <p><u>Mental Wellbeing</u></p> <p>Feelings</p> <p>Sad, happy, angry, jealous,</p> <p>Happy</p> <p>Positive</p>                                                                                                                                                                                                                                  |

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| <p>activity, sleep, friends, hobbies, pets)</p> <ul style="list-style-type: none"> <li>To know when and how to seek support about their feelings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Physical activity<br/>Sleep<br/>Friends<br/>Hobbies<br/>Support</p>                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To know some ways that the internet can be used to support learning in and out of school</li> <li>To identify ways to keep themselves safe online and to demonstrate some ways of reducing risk when playing games</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Internet safety and harms</b></p>                                                                                                                                                                                                                                                                                                                                                                  | <p><u>E-Safety</u><br/>Internet<br/>Age appropriate    Communicate<br/>Navigate            Safe<br/>Web sites    Online games<br/>Online</p>                                                                                                                                                                                                                                                                     |
| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To know about the different ways that they are active in a day and how this helps to keep their bodies and minds healthy</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To know about the range of fruits and vegetables and how they contribute to a healthy diet</li> <li>To have an awareness of a variety of healthy snack choices</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>To know the importance of teeth cleaning and a simple cleaning routine</li> <li>To know the importance of hand washing and how to wash their hands well</li> <li>To know that some germs can be spread through sneezing and coughing and that we can prevent that by using tissues and washing hands</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>To recognise when it is appropriate to get help from an adult if someone is hurt</li> <li>To know a range of appropriate adults who they can approach for support</li> <li>To understand the rules for making a call to emergency services and how to make one</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  <p><b>Basic first aid</b></p>  | <p><u>Physical health, healthy eating, health prevention and first aid</u><br/>Physical activity – running, skipping, jumping<br/>Body and mind healthy<br/>Personal hygiene<br/>Washing<br/>Bathing<br/>Showering<br/>Hand washing<br/>Germs<br/>Cleaning teeth<br/>Rest<br/>Healthy eating – fruits, vegetables<br/>Oral health<br/>Choice<br/>Informed choice<br/>Worried<br/>Hurt<br/>Emergency services</p> |
| <p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>To know how to express a simple opinion, agreement and disagreement</li> <li>To know how to ask questions and listen to the answers</li> <li>To understand how they can play a full part in the life of their classroom</li> <li>To understand how to agree and follow rules for their group and classroom</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Becoming an active citizen</b></p>                                                                                                                                                                                                                                                                                                                                                               | <p><u>Citizenship (living in the wider world)</u><br/>Simple opinion    Rules<br/>Agreement       School Council<br/>Disagreement    Vote<br/>Ask questions</p>                                                                                                                                                                                                                                                  |

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| Year 2 | <ul style="list-style-type: none"> <li>To understand the role of the school council and that they are able to vote for the members</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|        | <b>Moving on</b> <ul style="list-style-type: none"> <li>To identify and celebrate positive achievements during their time in Year 1</li> <li>To identify their strengths, areas for improvement and set themselves some goals for Year 2</li> <li>To explain their feelings about moving to year 2, what they are worried about and what they are looking forward to</li> <li>To know what to expect when they start Year 2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Moving on</b><br>                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">Moving on</a><br>Celebrate<br>Positive<br>Achievements<br>Strengths<br>Areas for improvement<br>Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|        | <b>Finance</b> <ul style="list-style-type: none"> <li>To identify the different coins and notes we use</li> <li>To know that we have to pay for what we buy</li> <li>To understand how to keep money safe</li> <li>To understand that they don't have to spend their money but can save it to use later</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Finance</b><br>                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">Financial Education (living in the wider world), Moving on</a><br><a href="#">Coins</a><br><a href="#">Notes</a><br><a href="#">Pay</a><br><a href="#">Buy</a><br><a href="#">save</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>To show respect for other people's families</li> <li>To understand the different ways that people in families show love, and how they make each other feel safe and secure</li> <li>To know who to speak to if something is happening in their family that makes them feel unhappy or unsafe</li> </ul> <b>Caring friendships</b> <ul style="list-style-type: none"> <li>To know the qualities of a good friend</li> <li>To know the skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening</li> </ul> <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>To understand what bullying is and why it is wrong</li> <li>To know how to identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds</li> <li>To show respect for others</li> </ul> <b>Online relationships</b> <ul style="list-style-type: none"> <li>To understand some risks of using the internet and basic rules for keeping safe</li> </ul> | <b>Families and people who care for me</b><br><br><b>Caring friendships</b><br><br><b>Respectful relationships</b><br><br><b>Online relationships</b><br> | <a href="#">Relationships including friendship, online relationships, family</a><br><a href="#">Families</a><br><a href="#">Support</a><br><a href="#">Care</a><br><a href="#">Love</a><br><a href="#">Special</a><br><a href="#">Unique</a><br><a href="#">Unhappy</a><br><a href="#">Unsafe</a><br><a href="#">Different</a><br><a href="#">Friendships</a><br><a href="#">Sharing, cooperation, listening</a><br><a href="#">Relationships</a><br><a href="#">Respect</a><br><a href="#">Manners</a><br><a href="#">Courtesy</a><br><a href="#">Online safety</a><br><a href="#">Bullying</a><br><a href="#">Ethnic</a><br><a href="#">Cultural</a> |

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| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To identify the names for the main body parts (including 'private' parts – e.g. penis, testicles, vulva, vagina, nipples, anus – <b>school to decide on which terms and when introduced</b>)</li> <li>To know who they can go to if they are worried about anything and how to ask for help</li> <li>To understand that individuals have rights over their own bodies, and that they are in charge of who and how someone touches them</li> <li>To have an awareness that there are parts of the body that should not be touched by others unless there are particular reasons why</li> <li>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets</li> <li>To know how to recognise if they feel unsafe</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To understand the role of medicines in promoting health, the reasons why people use them and the school rules on medicines</li> <li>To understand that medicines can be harmful if not used properly</li> </ul> | <p><b>Being safe</b></p>  <p><b>Drugs, alcohol and tobacco</b></p>  | <p><u>Staying Safe including Drug Education (health and well-being)</u></p> <p>Body parts – penis, testicles, vulva, vagina, nipples, anus</p> <p>Private</p> <p>Worried</p> <p>Touch</p> <p>Privacy</p> <p>Unsafe</p> <p>Hygiene</p> <p>Safety rules</p> <p>Substances</p> <p>Personal safety</p> <p>Hazardous</p> <p>Unknown substances</p> <p>Drugs</p> <p>Harmful</p> <p>Medicines</p> <p>Danger</p> |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To know some safe and appropriate strategies for dealing with strong emotions, e.g. anger</li> <li>To have an awareness of ways that people can take care of themselves to support mental wellbeing</li> <li>To know some safe and positive ways to express feelings</li> <li>To recognise how others feel by observing face, body language and behavior</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Mental wellbeing</b></p>                                                                                                                         | <p><u>Mental Wellbeing</u></p> <p>Feelings</p> <p>Sad, happy, angry, jealous,</p> <p>Strong emotions</p> <p>Mental wellbeing</p> <p>Happy</p> <p>Positive</p> <p>Physical activity</p> <p>Sleep</p> <p>Friends</p> <p>Hobbies</p> <p>Support</p> <p>Observing face, body language, behaviour</p>                                                                                                         |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To know that when people ask them for private information they don't share it online or in person without permission from a parent, carer or member of school staff</li> <li>To know that some websites, games and social media sites may not be age-appropriate and they know what to do if they find something inappropriate online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Internet safety and harms</b></p>                                                                                                              | <p><u>E-Safety</u></p> <p>Internet</p> <p>Age appropriate</p> <p>Permission</p> <p>Navigate</p> <p>Private</p> <p>Web sites</p> <p>Online</p> <p>Inappropriate</p> <p>Communicate</p> <p>Safe</p> <p>Online games</p>                                                                                                                                                                                    |

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| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To have an awareness of the wide range of ways that we can keep physically active and the reasons why this is needed (HE19, HE20)</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To be able to choose and prepare a healthy snack</li> <li>To know the types of food that make up a healthy diet</li> <li>To identify foods that should only be eaten occasionally and in moderation</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>To understand that they have a responsibility for their own and others health</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>To know about the special people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  <p><b>Basic first aid</b></p>  | <p><u>Physical health, healthy eating, health prevention and first aid</u></p> <p>Physical activity – running, skipping, jumping</p> <p>Body and mind healthy</p> <p>Personal hygiene</p> <p>Washing</p> <p>Bathing</p> <p>Showering</p> <p>Hand washing</p> <p>Germ</p> <p>Cleaning teeth</p> <p>Rest</p> <p>Healthy eating – fruits, vegetables</p> <p>Healthy diet</p> <p>Oral health</p> <p>Choice</p> <p>Informed choice</p> <p>Worried</p> <p>Hurt</p> <p>Emergency services</p> |
| <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>To know about the changes that have happened to their body since birth</li> <li>To understand the process of growing from young to old and how people's needs change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Changing adolescent body</b></p>                                                                                                                                                                                                                                                                                                                                                               | <p><u>Changing adolescent body</u></p> <p>Changes</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Elder</p> <p>Needs</p>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>To know how to take part in discussions/simple debates with others about topical issues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Becoming an active citizen</b></p>                                                                                                                                                                                                                                                                                                                                                             | <p><u>Citizenship (living in the wider world)</u></p> <p>Simple opinion</p> <p>Agreement</p> <p>Disagreement</p> <p>Ask questions</p>                                                                                                                                                                                                                                                                                                                                                  |

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|               | <ul style="list-style-type: none"> <li>To know that people and other living things have needs and recognise their own responsibility to meet those needs</li> <li>To know how to contribute to the life of the class and the school</li> <li>To know that they belong to different groups and communities i.e. school, family</li> <li>To know what improves and harms the environment and about some of the ways people look after them</li> <li>To identify some ways to look after their environment</li> </ul>                                          |                                                                                                                                                                                                                                                               | Express<br>Rules<br>School council<br>Vote<br>Discussions<br>Topical issues<br>Responsibility<br>Contribute<br>Community<br>Environment                                                                                        |
|               | <b>Moving on</b> <ul style="list-style-type: none"> <li>To know how to identify and celebrate positive achievements during their time in Year 2</li> <li>To know how to identify their strengths, areas for improvement and set themselves some goals for Year 3</li> <li>To know how to explain what they are worried about and what they are looking forward to in Year 3</li> <li>To understand what to expect when they start Year 3</li> </ul>                                                                                                         | <b>Moving on</b><br>                                                                                                                                                       | <u>Moving on</u><br>Celebrate<br>Positive<br>Achievements<br>Strengths<br>Areas for improvement<br>Goals<br>Worries                                                                                                            |
|               | <b>Finance</b> <ul style="list-style-type: none"> <li>To understand that we can pay for things in a range of ways and that even when not using cash, money is being used (including buying online and in-app purchase)</li> <li>To know how to explain the difference between needs and wants</li> <li>To understand that it may not be possible to have everything you want, straight away, if at all</li> </ul>                                                                                                                                           | <b>Finance</b><br>                                                                                                                                                         | Financial Education (living in the wider world), Moving on<br>Coins<br>Notes<br>Pay<br>Buy<br>Save<br>Cash<br>Online purchases<br>In-app purchase<br>Wants<br>Needs                                                            |
| <b>Year 3</b> | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>To know a range of family types that may be similar or different to theirs (this includes same sex, adoption, fostering, single parents)</li> <li>To know that marriage is one way that people might show their commitment to one another in a family</li> </ul><br><b>Caring friendships</b> <ul style="list-style-type: none"> <li>To know how to solve friendship problems</li> <li>To know how to welcome others into friendships and not leave people out</li> </ul> | <b>Families and people who care for me</b><br><br><br><b>Caring friendships</b><br> | <u>Relationships including friendship, online relationships, family</u><br>Families<br>Same sex<br>Adoption<br>Fostering<br>Single parent<br>Marriage<br>Commitment<br>Support<br>Care<br>Love<br>Special<br>Unique<br>Unhappy |

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| <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>To recognise what bullying is and know some consequences of it</li> <li>To know ways to responding to bullying and other negative behaviours</li> <li>To know how to listen to and show respect for the views of others</li> <li>They know the importance of valuing and respecting themselves and how this contributes to happiness</li> <li>To know how to recognise and challenge stereotypes, particularly in relation to gender</li> <li>To understand about different genders and that all genders are equal</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>To demonstrate skills for keeping safe online</li> <li>To know how to show respect when communicating online, e.g. email</li> </ul> | <p><b>Respectful relationships</b></p>  <p><b>Online relationships</b></p>  | <p>Unsafe<br/>Different<br/>Friendships<br/>Sharing, cooperation, listening<br/>Relationships<br/>Respect<br/>Manners<br/>Courtesy<br/>Online safety<br/>Bullying<br/>Negative behaviours<br/>Stereotypes<br/>Genders<br/>Ethnic<br/>Cultural</p>                                                                                                                                                                                                      |
| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To understand rules for basic road and rail safety</li> <li>To know the difference between secrets and surprises and understand that some secrets should be told to a trusted adult</li> <li>To know how to judge what kind of physical contact is acceptable or unacceptable and if they are worried about something that has or may happen to any part of their body they know how to respond -including who they should tell and how to tell them</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To understand that there are other substances that affect the body that are not medicines and are legal, e.g. caffeine, tobacco, alcohol</li> </ul>                                                       | <p><b>Being safe</b></p>  <p><b>Drugs, alcohol and tobacco</b></p>        | <p><u>Staying Safe including Drug Education (health and well-being)</u><br/>Body parts – penis, testicles, vulva, vagina, nipples, anus<br/>Private<br/>Worried<br/>Touch<br/>Privacy<br/>Unsafe<br/>Hygiene<br/>Safety rules<br/>Substances<br/>Personal safety<br/>Hazardous<br/>Unknown substances<br/>Drugs<br/>Harmful<br/>Medicines<br/>Danger<br/>Road safety<br/>Railway safety<br/>Physical contact      Alcohol<br/>Caffeine<br/>Tobacco</p> |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To know the difference between mental wellbeing and mental ill health, and recognise that many people will experience mental ill health in their lives</li> <li>To know how to recognise the normal range of human emotions and how they change in different situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Mental wellbeing</b></p>                                                                                                                                                                                                                    | <p><u>Mental Wellbeing</u><br/>Feelings<br/>Sad, happy, angry, jealous,<br/>Strong emotions<br/>Mental wellbeing</p>                                                                                                                                                                                                                                                                                                                                   |

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| <ul style="list-style-type: none"> <li>To have an awareness of things that may impact on someone's mental wellbeing</li> <li>To know about change and loss including separation, divorce and bereavement and the associated feelings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          | <p>Happy<br/>Positive<br/>Physical activity<br/>Sleep<br/>Friends<br/>Hobbies Loss Separation Divorce Beareavment<br/>Support<br/>Observing face, body language, behaviour<br/>Mental ill health</p>                                                                                                                                                                                                                                                                                 |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To understand the risks of communicating online and can demonstrate ways of reducing risk to ensure themselves and their friends are safe online when using websites, playing games, using email/text/video chat</li> <li>To know how to ration time spent online and the benefits of this</li> <li>To know how to get help if they are worried about something online that some information in the media and online is not true</li> </ul>                                                                                                                                                                        | <p><b>Internet safety and harms</b></p>                                                                                                                                                                                                                                                  | <p><u>E-Safety</u><br/>Internet<br/>Age appropriate<br/>Navigate<br/>Web sites<br/>Online<br/>Communicate<br/>Safe<br/>Online games<br/>Permission<br/>Private<br/>Inappropriate<br/>Risks<br/>Media video chat</p>                                                                                                                                                                                                                                                                  |
| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To have an awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To understand the importance of drinking water regularly and how much to drink</li> <li>To be aware of which foods may contribute towards tooth decay</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>To understand the importance of keeping their skin protected from the sun and how to do this</li> <li>To know how to brush teeth effectively</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  | <p><u>Physical health, healthy eating, health prevention and first aid</u><br/>Physical activity – running, skipping, jumping<br/>Body and mind healthy<br/>Personal hygiene<br/>Washing<br/>Bathing<br/>Showering<br/>Hand washing<br/>Germs<br/>Cleaning teeth<br/>Rest<br/>Healthy eating – fruits, vegetables<br/>Healthy diet<br/>Water<br/>Hydration<br/>Oral health<br/>Tooth decay<br/>Sun protection<br/>Choice<br/>Informed choice Hurt<br/>Worried Emergency services</p> |

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|  | <p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>To understand how to participate in making and changing rules</li> <li>To understand why different rules are needed in different situations</li> <li>To understand that choices we make impact on the local, national and global communities</li> <li>To know where to find impartial advice to inform their decision making</li> <li>To know how to empathise with other people and situations through topical issues, problems and local and global events</li> </ul> | <p><b>Becoming an active citizen</b></p>  | <p><u>Citizenship (living in the wider world)</u></p> <p>Simple opinion<br/>Agreement<br/>Disagreement<br/>Ask questions<br/>Express<br/>Rules<br/>School council<br/>Vote<br/>Discussions<br/>Topical issues<br/>Responsibility<br/>Contribute<br/>Community<br/>Environment<br/>Choices<br/>Local, national and global communities<br/>Impartial<br/>Empathise</p> |
|  | <p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>To know how to identify and celebrate positive achievements during their time in Year 3</li> <li>To know how to identify their strengths, areas for improvement and set themselves some goals for Year 4</li> <li>To know how to explain what they are worried about and what they are looking forward to in Year 4</li> <li>To know what to expect when they start in Year 4</li> </ul>                                                                                                 | <p><b>Moving on</b></p>                   | <p><u>Moving on</u></p> <p>Celebrate<br/>Positive<br/>Achievements<br/>Strengths<br/>Areas for improvement<br/>Goals<br/>Worries</p>                                                                                                                                                                                                                                 |
|  | <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>To know how to look after and handle money in everyday situations<sup>[SEP]</sup></li> <li>To know how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity<sup>[SEP]</sup></li> <li>To identify different ways to gain money, including earning it through work</li> <li>To explain reasons why we have charities</li> </ul>                                                                                           | <p><b>Finance</b></p>                   | <p>Financial Education (living in the wider world), Moving on</p> <p>Coins<br/>Notes<br/>Pay<br/>Buy<br/>Save<br/>Cash<br/>Online purchases<br/>In-app purchase<br/>Wants<br/>Needs<br/>Handle money<br/>Simple financial decisions<br/>Pocket money Charities<br/>Earning</p>                                                                                       |

# Year 4

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|  | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>To know that there are different kinds of families and partnerships</li> <li>To identify the things that people in families can do to make a healthy family life</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>To the qualities of healthy friendships</li> <li>To know how to recognise who to trust and who not to trust</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>To know how to acknowledge that others have different points of view</li> <li>To know how to express their views confidently and listen to and show respect for the views of others</li> <li>To know the importance of being respectful to everyone</li> <li>To recognise and care about other people's feelings</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>To understand how information and data is shared and used online</li> <li>To identify when they may need to seek help with an online issue</li> </ul> | <p><b>Families and people who care for me</b></p>  <p><b>Caring friendships</b></p>  <p><b>Respectful relationships</b></p>  <p><b>Online relationships</b></p>  | <p><u>Relationships including friendship, online relationships, family</u></p> <p>Families</p> <p>Partnerships</p> <p>Same sex</p> <p>Adoption</p> <p>Fostering</p> <p>Single parent</p> <p>Marriage</p> <p>Commitment</p> <p>Support</p> <p>Care</p> <p>Love</p> <p>Special</p> <p>Unique</p> <p>Unhappy</p> <p>Unsafe</p> <p>Different</p> <p>Friendships</p> <p>trust</p> <p>Sharing, cooperation, listening</p> <p>Relationships</p> <p>Respect</p> <p>Manners</p> <p>Courtesy</p> <p>Online safety</p> <p>Bullying</p> <p>Negative behaviours</p> <p>Stereotypes</p> <p>Genders</p> <p>Ethnic</p> <p>Cultural</p> |
|  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To understand personal boundaries; they know what they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Being safe</b></p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p><u>Staying Safe including Drug Education (health and well-being)</u></p> <p>Body parts – penis, testicles, vulva, vagina, nipples, anus</p> <p>Private</p> <p>Personal boundaries</p> <p>Worried</p> <p>Touch</p> <p>Privacy</p> <p>Unsafe</p> <p>Hygiene</p> <p>Safety rules</p>                                                                                                                                                                                                                                                                                                                                   |

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| <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To understand some of the effects and risks of commonly used legal substances, e.g. caffeine, tobacco, and alcohol</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Drugs, alcohol and tobacco</b></p>   | <p>Substances<br/>Personal safety<br/>Hazardous<br/>Unknown substances<br/>Drugs<br/>Harmful<br/>Medicines<br/>Danger<br/>Road safety<br/>Railway safety<br/>Physical contact<br/>Caffeine<br/>Tobacco<br/>Alcohol</p>                                                                                                                 |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To understand strong emotions they may have in certain situations and how to manage these safely</li> <li>To know how to respond appropriately to other people's feelings</li> <li>To understand how change can provoke strong emotions</li> <li>To know how to recognise their worth as an individual and the worth of other people</li> <li>To know how to identify positive things about themselves and recognise some of their mistakes and learn from them</li> </ul>                                                      | <p><b>Mental wellbeing</b></p>             | <p><u>Mental Wellbeing</u><br/>Feelings<br/>Sad, happy, angry, jealous,<br/>Strong emotions<br/>Mental wellbeing<br/>Happy<br/>Positive<br/>Physical activity<br/>Sleep<br/>Friends<br/>Hobbies<br/>Support<br/>Observing face, body language, behaviour<br/>Mental ill health<br/>Loss<br/>Separation<br/>Divorce<br/>Bereavement</p> |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To know that not everything on the internet is true and know what to do if they access something inappropriate</li> <li>To understand the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this</li> <li>To recognise that online communications may be used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet</li> </ul> | <p><b>Internet safety and harms</b></p>  | <p><u>E-Safety</u><br/>Internet<br/>Age appropriate<br/>Navigate<br/>Web sites<br/>Online<br/>Communicate<br/>Safe<br/>Online games<br/>Permission<br/>Private<br/>Inappropriate      Manipulation<br/>Risks<br/>Media video chat      Persuasion<br/>Private information</p>                                                          |

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| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To identify different types of physical activity and how these benefit the body and mind</li> <li>To identify who can help them if they are worried about their physical health</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To understand how to make a range of healthy food choices</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>To know the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>To have an awareness of when to make a call to emergency services and how to do this</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  <p><b>Basic first aid</b></p>  | <p><u>Physical health, healthy eating, health prevention and first aid</u></p> <p>Physical activity – running, skipping, jumping</p> <p>Body and mind healthy</p> <p>Personal hygiene</p> <p>Washing</p> <p>Bathing</p> <p>Showering</p> <p>Hand washing</p> <p>Germ</p> <p>Cleaning teeth</p> <p>Rest</p> <p>Healthy eating – fruits, vegetables</p> <p>Healthy diet</p> <p>Water</p> <p>Hydration</p> <p>Oral health</p> <p>Tooth decay</p> <p>Sun protection</p> <p>Choice</p> <p>Informed choice</p> <p>Worried</p> <p>Hurt</p> <p>Emergency services</p>                                                            |
| <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>To identify some of the ways that their body and emotions will change through the process of puberty and how this is linked to reproduction</li> <li>To understand importance of keeping clean and hygienic when you begin the changes of puberty</li> <li>To know scientific names for reproductive body parts including the special place inside a female body called a uterus/womb</li> <li>To understand basic information about periods and how to manage them</li> <li>To know what to do if they begin periods in school</li> </ul>                                                                                                                                                                    | <p><b>Changing adolescent body</b></p>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>To identify some of the ways that their body and emotions will change through the process of puberty and how this is linked to reproduction</li> <li>To understand importance of keeping clean and hygienic when you begin the changes of puberty</li> <li>To know scientific names for reproductive body parts including the special place inside a female body called a uterus/womb</li> <li>To understand basic information about periods and how to manage them</li> <li>To know what to do if they begin periods in school</li> </ul> |
| <p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>To understand what democracy means</li> <li>To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school</li> <li>To know how recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers</li> </ul>                                                                                                                                                                                                                                                        | <p><b>Becoming an active citizen</b></p>                                                                                                                                                                                                                                                                                                                                                            | <p><u>Citizenship (living in the wider world)</u></p> <p>Simple opinion</p> <p>Agreement</p> <p>Disagreement</p> <p>Ask questions</p> <p>Express</p> <p>Rules</p> <p>School council</p> <p>Vote</p> <p>Discussions</p>                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"> <li>• To know how to begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism</li> <li>• To understand that to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their choices and viewpoints</li> <li>• To understand how their choices may impact on the environment</li> <li>• To understand how to describe the values of the school and know why they are important</li> <li>• To know how to describe the 'British Values' and give examples of what they mean in school and in society</li> <li>• To know how to demonstrate respect and tolerance towards people different from their themselves</li> </ul> |                                                                                                             | <p>Topical issues<br/>Responsibility<br/>Contribute<br/>Community<br/>Environment<br/>Choices<br/>Local, national and global communities<br/>Impartial<br/>Empathise<br/>Democracy<br/>Laws<br/>Enforced<br/>Aggressive and anti-social behaviour<br/>Stereotypes<br/>Homophobia<br/>Transphobia<br/>Racism<br/>British values</p> |
|  | <p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• To identify positive achievements during their time in Year 4</li> <li>• To identify their strengths, areas for improvement and set themselves some goals for Year 5</li> <li>• To explain what they are worried about and what they are looking forward to in Year 5</li> <li>• To know what to expect when they start Year 5</li> <li>• To understand that the learning choices they make will affect their future options.</li> </ul>                                                                                                                                                                                                                                                                                         | <p><b>Moving on</b></p>  | <p><u>Moving on</u><br/>Celebrate<br/>Positive<br/>Achievements<br/>Strengths<br/>Areas for improvement<br/>Goals<br/>Worries</p>                                                                                                                                                                                                  |
|  | <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• To demonstrate how to look after and save money</li> <li>• To begin to develop an understanding that people have different financial circumstances</li> <li>• To begin to understand the different values and attitudes that people have with regard to money and that they may be different from theirs</li> <li>• To find out about the range of jobs carried out by people they know</li> <li>• To explain how they will develop skills for work in the future</li> </ul>                                                                                                                                                                                                                                                       | <p><b>Finance</b></p>  | <p>Financial Education (living in the wider world), Moving on<br/>Coins<br/>Notes<br/>Pay<br/>Buy<br/>Save<br/>Cash<br/>Online purchases<br/>In-app purchase<br/>Wants<br/>Needs<br/>Handle money<br/>Simple financial decisions      Jobs      Skills<br/>Pocket money<br/>Earning      Financial circumstances<br/>Charities</p> |

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|  | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>To recognise behaviours that are not healthy or safe in family relationships</li> <li>To identify people who can help if family relationships are making them feel unhappy</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>To identify the qualities they have that make them a good friend</li> <li>To identify the qualities that they value in a friend</li> <li>To understand how to resolve differences, looking at alternatives, making decisions and explaining choices</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>To know what makes a healthy, respectful relationship</li> <li>To understand the different ways that people bully others and how bullying impacts on mental health and wellbeing</li> <li>To know the importance of not being a bystander to bullying and how to seek help</li> <li>To recognise the difference between aggressive, assertive and passive behaviour</li> <li>To explore the ways that one person may abuse another in a relationship</li> <li>To identify where people can go to get support if they are experiencing relationship difficulties</li> <li>To know value themselves and show self-respect</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>To understand importance of showing people the same respect online as we show in face to face relationships</li> <li>To understand how to recognise risks online</li> <li>To know how to report a concern online</li> </ul> | <p><b>Families and people who care for me</b></p>  <p><b>Caring friendships</b></p>  <p><b>Respectful relationships</b></p>  <p><b>Online relationships</b></p>  | <p><u>Relationships including friendship, online relationships, family</u></p> <p>Families</p> <p>Partnerships</p> <p>Same sex</p> <p>Adoption</p> <p>Fostering</p> <p>Single parent</p> <p>Unsafe behaviours</p> <p>Marriage</p> <p>Commitment</p> <p>Support</p> <p>Care</p> <p>Love</p> <p>Special</p> <p>Unique</p> <p>Unhappy</p> <p>Unsafe</p> <p>Different</p> <p>Friendships</p> <p>trust</p> <p>Sharing, cooperation, listening</p> <p>Resolve differences</p> <p>Relationships</p> <p>Respect</p> <p>Manners</p> <p>Courtesy</p> <p>Online safety</p> <p>Bullying</p> <p>Bystander</p> <p>Negative behaviours- aggressive, assertive, passive</p> <p>Stereotypes</p> <p>Abuse</p> <p>Self-respect</p> <p>Genders</p> <p>Ethnic</p> <p>Cultural</p> |
|  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To understand that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media</li> <li>To understand the difference between appropriate and inappropriate physical</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Being safe</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><u>Staying Safe including Drug Education (health and well-being)</u></p> <p>Body parts – penis, testicles, vulva, vagina, nipples, anus</p> <p>Private</p> <p>Personal boundaries</p> <p>Worried</p> <p>Touch</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>contact and know when, where and how to seek help if they experience inappropriate touching</p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To understand which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |  <p><b>Drugs, alcohol and tobacco</b></p>  | <p>Privacy<br/>Unsafe<br/>Hygiene<br/>Safety rules<br/>Substances<br/>Personal safety<br/>Hazardous<br/>Unknown substances<br/>Drugs<br/>Cannabis, heroin, cocaine<br/>Harmful<br/>Medicines<br/>Danger<br/>Road safety<br/>Railway safety<br/>Physical contact<br/>Caffeine<br/>Tobacco<br/>Alcohol<br/>Pressure<br/>Unacceptable<br/>Unhealthy<br/>Risky<br/>Appropriate<br/>Inappropriate</p> |
| <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To know how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others</li> <li>To understand what resilience is and have strategies they can use to build their own resilience</li> <li>To be able to recognise when to seek support for their own or someone else's mental wellbeing</li> </ul>                                                                                                                                                                                                                                               | <p><b>Mental wellbeing</b></p>                                                                                                | <p><u>Mental Wellbeing</u><br/>Feelings<br/>Sad, happy, angry, jealous,<br/>Strong emotions<br/>Mental wellbeing<br/>Happy<br/>Positive<br/>Physical activity<br/>Sleep<br/>Friends<br/>Hobbies<br/>Support<br/>Observing face, body language, behaviour<br/>Mental ill health<br/>Loss<br/>Separation<br/>Divorce<br/>Bereavement<br/>Resilience</p>                                            |
| <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website (HE16)</li> <li>How to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11)</li> <li>how some people use online technology to bully other people and they know how to seek help if this happens to them or a friend (HE15)</li> <li>the potential risks of providing personal information online both within and outside</li> </ul> | <p><b>Internet safety and harms</b></p>                                                                                     | <p><u>E-Safety</u><br/>Internet<br/>Age appropriate<br/>Navigate<br/>Web sites<br/>Online<br/>Communicate<br/>Safe<br/>Online games<br/>Permission<br/>Private<br/>Inappropriate<br/>Risks<br/>Media video chat</p>                                                                                                                                                                              |

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| <p>school (HE13)</p> <ul style="list-style-type: none"> <li>• how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others (HE13)</li> <li>• how to present themselves safely online e.g. social media sites, online gaming (HE13)</li> <li>• the risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their naked body (RE22, HE15)</li> <li>• how computer games are classified and why (HE14)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Private information<br/>Manipulation<br/>Persuasion<br/>Accurate<br/>Unbiased<br/>Passwords<br/>Online streaming<br/>Classified</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• understand the risks of an inactive lifestyle (illness, obesity) (HE20)</li> <li>• be able to make small changes to increase the amount of activity in their daily routine (HE19)</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• know about the main components of a healthy diet (HE22)</li> <li>• understand possible consequences of poor diet (HE24)</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of good quality sleep and how this contributes to good physical and emotional health</li> <li>• To understand the increasing importance of good hygiene and regular washing during puberty and beyond</li> <li>• <b>Basic first aid</b> <ul style="list-style-type: none"> <li>• To know how make a call to emergency services</li> </ul> </li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  <p><b>Basic first aid</b></p>  | <p><a href="#">Physical health, healthy eating, health prevention and first aid</a><br/>Physical activity – running, skipping, jumping<br/>Body and mind healthy<br/>Inactive<br/>Obesity<br/>Personal hygiene<br/>Washing<br/>Bathing<br/>Showering<br/>Hand washing<br/>Germs<br/>Cleaning teeth<br/>Rest<br/>Healthy eating – fruits, vegetables<br/>Healthy diet<br/>Water<br/>Hydration<br/>Oral health<br/>Tooth decay<br/>Sun protection<br/>Choice<br/>Informed choice<br/>Worried<br/>Hurt<br/>Emergency services<br/>Sleep</p> |
| <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of the parts of the reproductive system in male and female bodies</li> <li>• To identify the ways in which people grow and develop during puberty both physically and emotionally</li> <li>• To know the stages of the menstrual cycle</li> <li>• To know how to manage menstruation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Changing adolescent body</b></p>                                                                                                                                                                                                                                                                                                                                                                | <p><a href="#">Changing adolescent body</a><br/>Changes<br/>Baby<br/>Toddler<br/>Child<br/>Teenager<br/>Adult<br/>Elder<br/>Needs<br/>Emotions<br/>Puberty</p>                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <ul style="list-style-type: none"> <li>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>To know what to do if they begin periods in school</li> <li>To understand terms relating to gender and gender identity, including transgender and non-binary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                              | <p>Change<br/>Reproduction<br/>Hygienic<br/>Periods<br/>Womb uterus<br/>Reproductive system<br/>Physically<br/>Emotionally<br/>Menstrual cycle<br/>Menstruation<br/>Gender<br/>Transgender<br/>Non-binary</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>Becoming an active citizen</b></p> <ul style="list-style-type: none"> <li>To understand what democracy is and how a democratic government works</li> <li>To know how to take part in democratic events in school (e.g.: voting for school council, mock election)</li> <li>To understand the consequences of breaking the law and how the criminal justice system works in the UK</li> <li>To know how to access local and national support groups</li> <li>To know how to talk and write about their opinions</li> <li>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010)</li> <li>To understand that circumstances in other countries and cultures may be different from our own</li> <li>To understand why some people have chosen to leave their country and migrate to the UK</li> <li>To understand the difference between economic migrant, asylum seeker and refugee</li> <li>To know about Fair Trade and what it means</li> <li>To understand that individual and community rights and responsibilities need to be taken into account when making decisions (e.g.: public enquiries, planning decisions for new roads/housing, etc.)</li> <li>To understand that choices we make as individuals, a community and a nation impact internationally</li> <li>To understand that 'poverty' might have different meanings to different people in different circumstances</li> <li>To recognise and challenge stereotypes</li> <li>where to find impartial advice to inform their decision making and understand about media bias</li> <li>To talk and write about their opinions confidently and listen to and show respect for the opinions of others</li> <li>To resolve differences, looking at alternatives, making decisions and explaining choices</li> </ul> <p><b>Moving on</b></p> | <p><b>Becoming an active citizen</b></p>  | <p><u>Citizenship (living in the wider world)</u><br/>Simple opinion<br/>Agreement<br/>Disagreement<br/>Ask questions<br/>Express<br/>Rules<br/>School council<br/>Vote<br/>Discussions<br/>Topical issues<br/>Responsibility<br/>Contribute<br/>Community<br/>Environment<br/>Choices<br/>Local, national and global communities<br/>Impartial<br/>Empathise<br/>Democracy<br/>government<br/>Laws<br/>Judicial system<br/>Enforced<br/>Aggressive and anti-social behaviour<br/>Stereotypes<br/>Homophobia<br/>Transphobia<br/>Racism<br/>British values<br/>Economic migrant<br/>Asylum seeker<br/>Refugee<br/>Fair trade<br/>Poverty</p> |

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|  | <ul style="list-style-type: none"> <li>• To identify positive achievements during their time in Year 5</li> <li>• To identify their strengths, areas for improvement and set themselves some goals for Year 6</li> <li>• To explain what they are worried about and what they are looking forward to in Year 6</li> <li>• To know what to expect when they start Year 6</li> <li>• To know some of the ways of dealing with the feelings that sometimes arise from change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Moving on</b></p>  | <p><a href="#">Moving on</a><br/> <a href="#">Celebrate</a><br/> <a href="#">Positive</a><br/> <a href="#">Achievements</a><br/> <a href="#">Strengths</a><br/> <a href="#">Areas for improvement</a><br/> <a href="#">Goals</a><br/> <a href="#">Worries</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• To Know how make considered decisions about saving, spending and giving</li> <li>• To understand how to differentiate between essentials and desires – needs and wants</li> <li>• To know what ‘value for money’ means and how to make informed choices to get ‘value for money’</li> <li>• To understand how to assess ‘best buys’ in a range of circumstances</li> <li>• To understand and manage feelings about money, their own and others</li> <li>• To know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly</li> <li>• To understand how they can develop skills to make a contribution in the future</li> <li>• To consider what they like, what they are good at and what they enjoy doing and can talk positively about their strengths</li> <li>• To know the importance of making a good impression when going through a selection process and they can demonstrate some of the skills required to do this</li> <li>• To know that there are a range of earnings for different jobs</li> <li>• To know that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.)</li> </ul> | <p><b>Finance</b></p>    | <p>Financial Education (living in the wider world), <a href="#">Moving on</a><br/> <a href="#">Coins</a><br/> <a href="#">Notes</a><br/> <a href="#">Pay</a><br/> <a href="#">Buy</a><br/> <a href="#">Save</a><br/> <a href="#">Cash</a><br/> <a href="#">Online purchases</a><br/> <a href="#">In-app purchase</a><br/> <a href="#">Wants</a><br/> <a href="#">Needs</a><br/> <a href="#">Handle money</a><br/> <a href="#">Simple financial decisions</a><br/> <a href="#">Pocket money</a><br/> <a href="#">Earning</a><br/> <a href="#">Charities</a><br/> <a href="#">Financial circumstances</a><br/> <a href="#">Jobs</a><br/> <a href="#">Skills</a><br/> <a href="#">Essentials</a><br/> <a href="#">Value for money</a><br/> <a href="#">Career</a><br/> <a href="#">Skills</a><br/> <a href="#">Employment</a></p> |

# Year 6

## Families and people who care for me

- To know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make
- To know that marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make these commitments
- To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others
- To understand the responsibilities of being a parent and the skills needed to parent effectively

## Caring friendships

- To understand that relationships may change over time and that new relationships and friendships can develop
- To identify the skills needed to make new friends and manage changing friendships as they transition into secondary
- To know how to ensure that others feel included in their friendships

## Respectful relationships

- To identify some strategies for resolving friendship and relationship disputes and conflict
- To explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities and how to respond to them and ask for help
- To recognize and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, cyber-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)
- To understand the nature, causes and consequences of hate crime
- To identify where people can go to get support if they are experiencing relationship difficulties

## Families and people who care for me



## Caring friendships



## Respectful relationships



## Relationships including friendship, online relationships, family

Families  
Partnerships  
Civil partnerships  
Forced marriage  
Same sex  
Adoption  
Fostering  
Single parent  
Unsafe behaviours  
Marriage  
Commitment  
Support  
Care  
Love  
Special  
Unique  
Unhappy  
Unsafe  
Different  
Friendships  
trust  
Sharing, cooperation, listening  
Resolve differences  
Relationships  
Respect  
Manners  
Courtesy  
Online safety  
Bullying  
Bystander  
Negative behaviours- aggressive, assertive, passive, discrimination  
Hate crime  
Stereotypes  
Abuse  
Self-respect  
Genders  
Discrimination – homophobia, transphobia, biphobia, racism  
Ethnic  
Cultural

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|  | <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>To understand what grooming is and how to get help if they, or someone they know, is being groomed</li> <li>To understand that the person they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities</li> <li>To understand how to critically consider their online friendships</li> <li>To understand how information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Online relationships</b></p>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>To know that the letters FGM stand for 'Female Genital Mutilation' and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country</li> <li>To understand how to respond to challenges including recognising, managing and assessing risks in different situations and how to manage them responsibly, including judging what kind of physical contact is acceptable or unacceptable</li> <li>To know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>To know some consequences of misusing medicines, alcohol, tobacco, drugs and other substances</li> <li>To understand what is meant by the term 'habit' and why habits can be hard to change</li> </ul> | <p><b>Being safe</b></p>  <p><b>Drugs, alcohol and tobacco</b></p>  | <p><u>Staying Safe including Drug Education (health and well-being)</u></p> <p>Body parts – penis, testicles, vulva, vagina, nipples, anus</p> <p>Private</p> <p>Personal boundaries</p> <p>Worried</p> <p>Touch</p> <p>Privacy</p> <p>Unsafe</p> <p>Hygiene</p> <p>Safety rules</p> <p>Substances</p> <p>Personal safety</p> <p>Hazardous</p> <p>Unknown substances</p> <p>Drugs</p> <p>Cannabis, heroin, cocaine</p> <p>Harmful</p> <p>Medicines</p> <p>Danger</p> <p>Road safety</p> <p>Railway safety</p> <p>Physical contact</p> <p>Caffeine</p> <p>Tobacco</p> <p>Alcohol</p> <p>Pressure</p> <p>Unacceptable</p> <p>Unhealthy</p> <p>Risky</p> <p>Appropriate</p> <p>Inappropriate</p> <p>FGM – Female Genital Mutilation</p> <p>Habit</p> |

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|  | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>To recognise the signs of mental ill health</li> <li>To know a range of strategies to maintain and improve mental wellbeing</li> <li>To understand where and how to seek help if they are worried about their own or someone else's mental health and wellbeing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Mental wellbeing</b></p>           | <p><u>Mental Wellbeing</u></p> <p>Feelings<br/>Sad, happy, angry, jealous,<br/>Strong emotions<br/>Mental wellbeing<br/>Happy<br/>Positive<br/>Physical activity<br/>Sleep<br/>Friends<br/>Hobbies<br/>Support<br/>Observing face, body language, behaviour<br/>Mental ill health<br/>Loss<br/>Separation<br/>Divorce<br/>Bereavement<br/>Resilience</p>                                                                                     |
|  | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>To know that a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning off at night etc.)</li> <li>To understand the need to use respectful language and know the legal consequences for sending offensive online communications</li> <li>To know how to critically examine what is presented to them in social media and why it's important to do so</li> <li>To understand the importance of being careful in what they forward to others</li> <li>To understand the consequences of sending naked images of themselves online and they are able to resist any pressure to do this</li> <li>To know how to get help with issues online and how to report concerns</li> </ul> | <p><b>Internet safety and harms</b></p>  | <p><u>E-Safety</u></p> <p>Internet<br/>Age appropriate<br/>Navigate<br/>Web sites<br/>Online<br/>Communicate<br/>Safe<br/>Online games<br/>Permission<br/>Private<br/>Inappropriate<br/>Risks<br/>Media video chat<br/>Private information<br/>Manipulation<br/>Persuasion<br/>Accurate<br/>Unbiased<br/>Passwords<br/>Online streaming<br/>Classified<br/>Groomed<br/>Mobile phone<br/>Tablet      Social media<br/>Respectful language</p> |

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| <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>To assess their level of physical activity and manage their time to include regular exercise</li> <li>To understand the links between physical activity and mental wellbeing</li> <li>To know who can help if they are worried about their health</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>To able to plan a healthy meal using the main food groups</li> <li>To understand how healthy nutrition supports their growth and development as they move into adolescence</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>awareness of early signs of physical illness</li> <li>understand about the types of immunization and vaccination and why they are important</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>To know how to deal with common injuries, including head injuries</li> </ul> | <p><b>Physical health and fitness</b></p>  <p><b>Healthy eating</b></p>  <p><b>Health and prevention</b></p>  <p><b>Basic first aid</b></p>  | <p><u>Physical health, healthy eating, health prevention and first aid</u></p> <p>Physical activity – running, skipping, jumping</p> <p>Body and mind healthy</p> <p>Mental wellbeing</p> <p>Inactive</p> <p>Obesity</p> <p>Personal hygiene</p> <p>Washing</p> <p>Bathing</p> <p>Showering</p> <p>Hand washing</p> <p>Germ</p> <p>Cleaning teeth</p> <p>Rest</p> <p>Healthy eating – fruits, vegetables</p> <p>Healthy diet</p> <p>Nutrition</p> <p>Water</p> <p>Hydration</p> <p>Oral health</p> <p>Tooth decay</p> <p>Sun protection</p> <p>Choice</p> <p>Informed choice</p> <p>Worried</p> <p>Hurt</p> <p>Emergency services</p> <p>Sleep</p> <p>Physical illness</p> <p>Immunisation – vaccination</p> <p>Injuries</p> |
| <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>To understand how to maintain hygiene during puberty</li> <li>To understand how to manage their periods (menstruation) and how to show understanding and respect to others who are menstruating</li> <li>To understand the impact that puberty has on feelings and emotions</li> <li>To know what to do if they begin periods in school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Changing adolescent body</b></p>                                                                                                                                                                                                                                                                                                                                                              | <p><u>Changing adolescent body</u></p> <p>Changes</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Elder</p> <p>Needs</p> <p>Emotions</p> <p>Puberty</p> <p>Change</p> <p>Reproduction</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>Sex education</b> <ul style="list-style-type: none"><li>To know some facts about human reproduction including conception, pregnancy and birth</li><li>To know that there are lots of things to consider before people choose to have a baby</li><li>To have an awareness that pregnancy can be prevented through use of contraception</li><li>To know the age at which a person in the UK is able to consent to sexual activity and understand what consent is</li><li>To understand terms relating to sexual orientation (for example heterosexual, gay, lesbian, bisexual, pansexual)</li><li>To understand the characteristics of healthy romantic and intimate relationships</li></ul>                                                             | <b>Sex education</b><br>                | <div><div>Womb<br/>Sperm<br/>Egg<br/>Conception<br/>Fertilisation<br/>Pregnancy<br/>Sexual intercourse<br/>Twins<br/>Fostering<br/>Adoption<br/>Relationship<br/>Friendship<br/>Love<br/>Consent<br/>Intimacy<br/>Communication<br/>Personal/private information</div><div>Internet safety<br/>Puberty<br/>Change<br/>Grow<br/>Mature<br/>Private parts<br/>Genitals<br/>Strong feelings<br/>Reproductive organs<br/>Menstruation<br/>Uterus<br/>Fallopian tubes<br/>Ovary/ovaries<br/>Cervix<br/>Vagina<br/>Contraception<br/>Condom</div><div>Clitoris<br/>Vulva<br/>Penis<br/>Testicles<br/>Scrotum<br/>Sperm<br/>Semen<br/>Erection<br/>Ejaculation<br/>Egg<br/>Labia<br/>Embryo<br/>Pregnant<br/>Birth</div></div> |                                                                                                                                                                                                                                         |
| <b>Becoming an active citizen</b> <ul style="list-style-type: none"><li>To understand how democracy works in the UK at a local, regional and national scale</li><li>To understand that there are other forms of government that are not democratic and can give some examples of these</li><li>To know what being part of a community means and they can take part more fully in school and community activities</li><li>To understand how to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</li><li>To understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</li></ul> | <b>Becoming an active citizen</b><br> | <u>Citizenship (living in the wider world)</u><br>Simple opinion<br>Agreement<br>Disagreement<br>Ask questions<br>Express<br>Rules<br>School council<br>Vote<br>Discussions<br>Topical issues<br>Responsibility<br>Contribute                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>• To understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</li> <li>• To know how to research, discuss and debate topical issues, problems and events</li> <li>• To know how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</li> <li>• To understand how the media present information and that the media can be both a positive and negative influence</li> <li>• To know how to critique how the media present information</li> <li>• To know how discuss controversial issues in a mature manner, such as terrorism, migration and racism.</li> </ul> |                                                                                                              | <p>Community<br/>Environment<br/>Choices<br/>Local, national and global communities<br/>Impartial<br/>Empathise<br/>Democracy<br/>government<br/>Laws<br/>Judicial system<br/>Enforced<br/>Aggressive and anti-social behaviour<br/>Stereotypes<br/>Homophobia<br/>Transphobia<br/>Racism<br/>British values<br/>Economic migrant<br/>Asylum seeker<br/>Refugee<br/>Fair trade<br/>Poverty<br/>Human rights</p> |
| <p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• To identify positive achievements during their time in Primary School</li> <li>• To explain what they are worried about and what they are looking forward to in Year 7</li> <li>• To identify their strengths, areas for improvement and set themselves some goals for Year 7</li> <li>• To know what to expect when they start Year 7</li> <li>• To take part and reflect on a planned programme of transition to KS3</li> <li>• To understand how change can interfere with our feelings of belonging</li> </ul>                                                                                                                                                                                                          | <p><b>Moving on</b></p>  | <p><u>Moving on</u><br/>Celebrate<br/>Positive<br/>Achievements<br/>Strengths<br/>Areas for improvement<br/>Goals<br/>Worries</p>                                                                                                                                                                                                                                                                               |
| <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• To know how people's careers may vary and how they develop in different ways</li> <li>• To know how to describe a range of local businesses and how they are run and the products and/or services they provide</li> <li>• To know that they have the same rights and opportunities in learning and work as other people.</li> <li>• To know that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</li> <li>• To recognise and start to demonstrate some of the key qualities and skills that employers are looking for</li> <li>• To understand what does it mean to be enterprising</li> </ul>                                                            | <p><b>Finance</b></p>   | <p>Financial Education (living in the wider world), Moving on<br/>Coins<br/>Notes<br/>Pay<br/>Buy<br/>Save<br/>Cash<br/>Online purchases<br/>In-app purchase<br/>Wants<br/>Needs<br/>Handle money<br/>Simple financial decisions<br/>Pocket money</p>                                                                                                                                                           |

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|  | <ul style="list-style-type: none"><li>To understand that money we earn also supports the community and how this happens</li></ul> |  | <div>Earning</div> <div>Charities</div> <div>Financial circumstances</div> <div>Jobs</div> <div>Skills</div> <div>Essentials</div> <div>Value for money</div> <div>Career</div> <div>Skills</div> <div>Employment</div> <div>Enterprising</div> |
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