Curriculum Skills and Progression PSHE





The Nebula Federation Primary School



Christian Distinctiveness Statement

Old Catton CofE Junior School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) teaching determines and underpins both our curriculum and our Christian Values of Love, Hope and Joy. At OCJS, our PSHE education brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well the attitude needed for success, encouraging pupils to flourish. The units around Relationships and Living in the Wider World allow pupils to consider 'Love' and the relationships they have with the important people in their lives (VIPs) as well as encouraging them to love themselves. The Living in the Wider World unit give pupils the opportunity to learn about different cultures, ethnicities and faiths and respecting similarities and differences, encouraging them to 'Love' and respect one another. In the Aiming High and Money Matters units pupils consider their aspirations and 'Hope' for their future jobs/careers. The Diverse Britain and One World units allow pupils to learn about diversity and the benefits and 'Joy' that comes with living in a diverse community, considering the different contributions people can make to a community, as well as the shared responsibility we all have to protect the environment and the world we live in.

Our school bible story is the Parable of the Lost Sheep. The shepherd looks out for his sheep and makes a bold choice. He has the confidence and faith to ensure that no one is left behind and sees the uniqueness and value of each individual. This encapsulates our school values and the PSHE units around relationships and 'Love' in particular, encourage pupils to support one another and recognise the importance of everyone's unique role within a team and the value they can bring, just like shepherd in the parable.

Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school's timetable and is therefore present in everyday teaching, assemblies, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

Curriculum overview and delivery

PSHE will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and to relate to current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Old Catton Junior School, our pupils will have the opportunity to develop their knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:

- 1. Have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
 - 2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
 - 3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.



The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

The RSE and PSHE curriculum should be a spiral throughout each school year to cover each objective above. RSE topics are displayed above the PSHE topics in the curriculum overview below. The lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning. Lessons are designed to follow the class' interests and discussions, specific writing opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher's preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Old Catton Junior School including British Values, Respect and Democracy (including school council).



		Yea	ar 3		
Relatio	nships	Health and W	ellbeing	Living in the W	ider World
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NSPCC PANTS	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World
Relationships TEAM – if a class team	Think Positive – feelings (comfortable and uncomfortable)	Diverse Britain – we live in a diverse, multicultural and	Be Yourself – confidence to be yourself. Identifying	It's My Body – choices about looking after their bodies. Making	Aiming High - goals and aspirations. Looking at
works well together, it has a positive impact on all of its members and what they can	and how our attitude towards life can affect mental health.	democratic society. The need to be respectful of difference.	strengths and achievements and recognising different emotions.	safer choices about their body, sleep and exercise, diet, cleanliness and	achievements so far and the attitude needed for success.
 achieve, how an individual's actions can impact the team. To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when 	 To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical 	 To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) 	 To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied 	 substances. (The FGM part of lesson 1 will be covered in Year 6 RSE) To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) 	 To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To learn about how to manage
 talking about feelings; about how to express feelings in different ways (H19) To learn problem- solving strategies for 	 health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and 	 To recognise the importance of self- respect and how this can affect their thoughts and feelings about themselves; that everyone, including 	 To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) 	 To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) 	 setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To understand stereotypes; how they



	dealing with emotions,	behaviours that		them, should expect to	•	To learn strategies to	•	To learn how to		can negatively
	challenges and change,	support mental health		be treated politely and		respond to feelings,		recognise that habits		influence behaviours
	including the transition	 including how good 		with respect by others		including intense or		can have both positive		and attitudes towards
	to new schools (H24)	quality sleep, physical		(including when online		conflicting feelings;		and negative effects on		others; strategies for
		exercise/time outdoors,		and/or anonymous) in		how to manage and		a healthy lifestyle (H4)		challenging stereotypes
•	To learn strategies to	being involved in		school and in wider		respond to feelings				(L9)
	manage transitions	community groups,		society; strategies to		appropriately and	•	To understand about		
	between classes and	doing things for others,		improve or support		proportionately in		what good physical	•	To recognise positive
	key stages (H36)	clubs, and activities,		courteous, respectful		different situations		health means; how to		things about
	key stages (180)	hobbies and spending		relationships (R31)		(H20)		recognise early signs of		themselves and their
		time with family and						physical illness (H5)		achievements; set goals
•	To understand what	friends can support	•	To learn about	•	To learn about change				to help achieve
	constitutes a positive	mental health and		respecting the		and loss, including	•	To learn about what		personal outcomes
	healthy friendship (e.g.	wellbeing (H16)		differences and		death, and how these		constitutes a healthy		(L25)
	mutual respect, trust,			similarities between		can affect feelings;		diet; how to plan		. ,
	truthfulness, loyalty,	• To recognise that		people and recognising		ways of expressing and		healthy meals; benefits	•	To learn that there is a
	kindness, generosity,	feelings can change		what they have in		managing grief and		to health and wellbeing		broad range of
	sharing interests and	over time and range in		common with others		bereavement (H23)		of eating nutritionally		different jobs/careers
	experiences, support	intensity (H17)		e.g. physically, in		,		rich foods; risks		that people can have;
	with problems and			personality or	•	To learn problem-		associated with not		that people often have
	difficulties); that the	To learn about		background (R32)		solving strategies for		eating a healthy diet		more than one
	same principles apply	everyday things that				dealing with emotions,		including obesity and		career/type of job
	to online friendships as	affect feelings and the	•	To listen and respond		challenges and change;		tooth decay (H6)		during their life (L26)
	to face-to-face	importance of	•	respectfully to a wide		including the transition				aagee (o)
	relationships (R11)	expressing feelings		range of people,		to new schools (H24)		To learn how regular	•	To learn about
		(H18)		•			-	(daily/weekly) exercise	-	stereotypes in the
•	To learn the	(1120)		including those whose traditions, beliefs and	•	To learn about personal		benefits mental and		workplace and that a
	importance of seeking	To use a varied		,	•	identity; what		physical health;		person's career
	support if feeling lonely	vocabulary when		lifestyle are different to		contributes to who we		recognise opportunities		aspirations should not
	or excluded (R13)	talking about feelings;		their own (R33)		are (e.g. ethnicity,		to be physically active		be limited by them
		about how to express		To be any lease to all		family, gender, faith,	1	and some of the risks		(L27)
•	To learn that	feelings in different	•	To learn how to discuss		culture, hobbies,		associated with an		(
	friendships have ups	ways (H19)		and debate topical		likes/dislikes) (H25)		inactive lifestyle (H7)	•	To learn about what
	and downs; strategies	ways (1115)		issues, respect other		ines uisines (1123)		mactive mestyle (117)	•	might influence
	to resolve disputes and	To learn strategies to		people's point of view	•	To learn that for some		To understand how		people's decisions
	reconcile differences	 respond to feelings, 		and constructively	•		•			about a job or career
	positively and safely			challenge those they		people gender identity		sleep contributes to a		
	(R17)	including intense or		disagree with (R34)		does not correspond	1	healthy lifestyle;		(e.g. personal interests
	. ,	conflicting feelings;				with their biological sex		routines that support		and values, family
		how to manage and	•	To recognise reasons		(H26)		good quality sleep; the		connections to certain
		respond to feelings		for rules and laws;				effects of lack of sleep		trades or businesses,



			a na						an the head feeling		study at he and available -
•	To understand that		appropriately and		consequences of not	•	To recognise their		on the body, feelings,		strengths and qualities,
	personal behaviour can		proportionately in		adhering to rules and		individuality and		behaviour and ability to		ways in which
	affect other people; to		different situations		laws (L1)		personal qualities (H27)		learn (H8)		stereotypical
	recognise and model		(H20)								assumptions can deter
	respectful behaviour			٠	To recognise there are	•	To learn to identify	•	To learn that bacteria		people from aspiring to
	online (R30)	•	To recognise the		human rights, that are		personal strengths,		and viruses can affect		certain jobs) (L28)
			warning signs about		there to protect		skills, achievements		health; how everyday		
•	To learn the		mental health and		everyone (L2)		and interests and how		hygiene routines can	•	To learn that some jobs
	importance of having		wellbeing and how to				these contribute to a		limit the spread of		are paid more than
	compassion towards		seek support for	•	To learn about the		sense of self-worth.		infection; the wider		others and money is
	others; shared		themselves and others		relationship between		(H28)		importance of personal		one factor which may
	responsibilities we all		(H21)		rights and				hygiene and how to		influence a person's job
	have for caring for				responsibilities (L3)	•	To learn about how to		maintain it (H9)		or career choice; that
	other people and living	•	To recognise that				manage				people may choose to
	things; how to show		anyone can experience	•	To learn the		setbacks/perceived	•	To learn how		do voluntary work
	care and concern for		mental ill health; that	-	importance of having		failures, including how		medicines, when used		which is unpaid (L29)
	others (L4)		most difficulties can be		compassion towards		to re-frame unhelpful		responsibly, contribute		
	0(1)(1)(1)		resolved with help and		others; shared		, thinking (H29)		to health; that some	•	To learn about some of
			support; and that it is		responsibilities we all				diseases can be		the skills that will help
•	To learn about the		important to discuss		have for caring for	•	To learn the		prevented by		them in their future
	different groups that		feelings with a trusted		-		importance of seeking		vaccinations and		careers e.g. teamwork,
	make up their		adult (H22)		other people and living		support if feeling lonely		immunisations; how		communication and
	community; what living		aaan ()		things; how to show		or excluded (R13)		allergies can be		negotiation (L30)
	in a community means	•	To learn about change		care and concern for		of excluded (N13)		managed (H10)		hegotiation (200)
	(L6)	•	and loss, including		others (L4)	•	To learn strategies for		managea (mio)	•	To recognise a variety
			death, and how these			•	-	•	To understand how to	•	of routes into careers
•	To learn about some of		can affect feelings;	٠	To learn about the		recognising and	•	maintain good oral		(e.g. college,
-	the skills that will help		- ·		different groups that		managing peer		-		
	them in their future		ways of expressing and		make up their		influence and a desire		hygiene (including		apprenticeship,
			managing grief and		community; what living		for peer approval in		correct brushing and		university) (L32)
	careers e.g. teamwork, communication and		bereavement (H23)		in a community means		friendships; to		flossing); why regular		
					(L6)		recognise the effect of		visits to the dentist are		
Kai	negotiation (L30)	•	To learn problem-				online actions on		essential; the impact of	-	Vocabulary
-	Vocabulary		solving strategies for	٠	To learn to value the		others (R15)		lifestyle choices on		omplish, achievements,
	ious, attitude,		dealing with emotions,		different contributions				dental care (e.g. sugar		ons, aims, accomplish,
	aviour, body language,		challenges and change,		that people and groups	٠	To learn how to		consumption/acidic		bitions, attitude,
	terflies, change,		including the transition		make to the community		recognise pressure		drinks such as fruit		ibutes, behaviour, build,
	nmunication, conflict,		to new schools (H24)		(L7)		from others to do		juices, smoothies and		eer, choice, CV,
	siderate, disagreement,						something unsafe or		fruit teas; the effects of		ermination, effort, equal,
	outes, emotions,	•	To identify personal	•	To learn about		that makes them feel		smoking) (H11)	-	ls, growth mindset,
ent	husiastic, excited,		strengths, skills,		diversity: what it		uncomfortable and			imp	rove, influence, inspire,
		L						L			



experiences, facial achievements and means; the benefits of expressions, feelings (good, interests and how these living in a diverse not-so-good, mixed), contribute to a sense of community; about friends, individuals, self-worth (H28) valuing diversity within ٠ mindset, motivation, new communities (L8) start, problems, resilience, ٠ To learn how to responsibilities, ripple effect To learn about manage routine, rules, scared, setbacks/perceived stereotypes; how they sharing, teacher, team, failures, including how can negatively teammates, teamwork, to re-frame unhelpful influence behaviours turn-taking, unsettled, thinking. and attitudes towards uncomfortable others; strategies for • To learn the challenging stereotypes • importance of seeking (L9) support if feeling lonely or excluded (R13) • To learn about prejudice; how to **Key Vocabulary** recognise behaviours/actions anger, attitude, calm, ٠ challenges, change, control, which discriminate coping, dopamine, emotions against others; ways of (comfortable and responding to it if uncomfortable) endorphins, witnessed or exercise, fairness, goals, experienced (L10) grief, happiness, honesty, isolated, learning, lonely, **Key Vocabulary** asylum, belief, British Isles, meditating, mental health, mindfulness, mistakes, identities, celebrate, oxytocin, positive thinking, citizens, community, relax, rest, senses, cultures, customs, serotonin, sleep, superhero, declaration, democracy, thoughts (positive and differences, discrimination, negative), unique, worry diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, ٠ parliament, politicians, possessions, privacy, prejudice, protect, religions, others; shared

strategies for managing To learn about the learning, obstacles, this (R28) benefits of sun opportunities persevere, exposure and risks of positive, pride, progress, To learn where to get overexposure; how to resilience, skills, steps, advice and report keep safe from sun strengthen, stereotypes, concerns if worried damage and sun/heat strive, success, targets, stroke and reduce the about their own or someone else's risk of skin cancer (H12) personal safety (including online) (R29) • To understand how and when to seek support, To recognise that including which adults personal behaviour can to speak to in and affect other people; to outside school, if they recognise and model are worried about their respectful behaviour health (H14) online (R30) • To learn how to predict, To recognise the assess and manage risk importance of selfin different situations (H38) respect and how this can affect their thoughts and feelings ٠ To learn about the risks about themselves; that and effects of legal everyone, including drugs common to them, should expect to everyday life (e.g. be treated politely and cigarettes, alcohol and with respect by others medicines) and their (including when online impact on health; and/or anonymous) in recognise that drug use school and in wider can become a habit which can be difficult to society; strategies to improve or support break (H46) courteous, respectful relationships (R31) To learn about why ٠

- To learn the importance of having compassion towards
- people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48)



respect, responsibilities,	responsibilities we all	To recognise if a
rights, rules, safe, society,	have for caring for	friendship (online or
stereotypes, tolerance,	other people and living	offline) is making them
torture, traditions,	things; how to show	feel unsafe or
understanding, United	care and concern for	uncomfortable; how to
Nations, values	others (L4)	manage this and ask for
		support if necessary
	• To recognise ways in	(R18)
	which the internet and	(118)
	social media can be	To recognise different
	used both positively	types of physical
	and negatively (L11)	
	and negatively (LII)	contact; what is
	• To learn about how text	acceptable and
		unacceptable;
	and images in the media and on social	strategies to respond to unwanted physical
	media can be	
		contact (R25)
	manipulated or	• To learn shout cooking
	invented; strategies to	To learn about seeking
	evaluate the reliability	and giving permission
	of sources and identify	(consent) in different
	misinformation (L16)	situations (R26)
	Key Vocabulary	To learn about keeping
	achievements, aggressive,	something confidential
	apologising, assertive,	or secret, when this
	biological, change, coping,	
	compassion, consequences,	should (e.g. a birthday
	differences, emotions, facial	surprise that others will find out about) or
	expressions, feelings	
	(comfortable and	should not be agreed
	uncomfortable), female,	to, and when it is right
	gender, identify, identity,	to break a confidence
	influence, kindness, male,	or share a secret (R27)
	media, mistakes, passive,	Key Vocabulary
		alcohol, allergies, body,
	pride, reality, sex, special,	choice, concerns,
	strategies, understanding,	consequences, contact,
	unique	dangerous, deprivation, diet,
		disease, disorientated,
		drugs, emergency, exercise,



				fitness, habits, hallucinate, heal, healthy, hygiene, illegal, illness, immune, infection, legal, medicine, mind, nicotine, paranoid, private, problem, public, quality, risks, routines, safe, sleep, touch, view	
			ar 4		
Relation		Health and W		Living in the W	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NSPCC PANTS	Health and Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Health and Wellbeing
Relationships	Safety First – taking	One World – how	Digital Wellbeing –	Money Matters –	Growing Up – the
	responsibility for their	people's life	what we use the	where money comes	human body; how we
VIPs – friendships,	own safety. Everyday	experiences and	internet for and the	from and how it is	grow and change, both
forming and	risks, hazards and	opportunities differ	benefits and risks of	used.	physically and
maintaining	dangers. First aid,	throughout the world	online activities.	Revisited in Year 6	emotionally.
friendships, the	dealing with common	and that our actions		when pupils participate	
qualities of a good	injuries and responding	can have both positive	• To learn about the	in GOAL.	 To recognise that
friend. Disputes and	to emergency	and harmful effects on	benefits or the internet	et;	feelings can change
bullying.	situations.	people living in	the importance of balancing time online	To learn about the	over time and range in intensity (H17)
	(Opportunity for first	different countries.	with other activities;	different ways to pay	
To recognise that there	aider to come into		strategies for managing	ng for things and the choices people have	To learn about
are different types of relationships (e.g.	school and teach basic	To learn about	time online (H13)	about this (L17)	everyday things that
friendships, family	first aid)	respecting the difference and	• To learn reasons for		affect feelings and the importance of
relationships, romantic		similarities between	following and	To recognise that	expressing feelings
relationships, online	• To learn about the new	people and recognising	complying with	people have different attitudes towards	(H18)
relationships) (R1)	opportunities and responsibilities that	what they have in	regulations and	saving and spending	
• To learn that a feature	increasing	common with others e.g. physically, in	restrictions (including age); how they	money; what influences	 To learn a varied vocabulary to use when
of positive family life is	independence may	personality or	promote personal	people's decisions;	talking about feelings;
caring relationships;	bring (H35)	background (R32)	safety and wellbeing,	what makes something good value for money	about how to express
about the different			with reference to soci	al (L18)	feelings in different
ways in which people			media, television		ways (H19)



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	e for one another	•	To understand reasons	•	To learn how to discuss		programmes, films,				-
(R6))		for following and		and debate topical		games and online	•	To understand that	٠	To learn strategies to
_			complying with		issues, respect other		gaming (H37)		people's spending		respond to feelings,
	recognise other		regulations and		people's point of view				decisions can affect		including intense or
	red characteristics		restrictions (including		and constructively	•	To learn about the		others and the		conflicting feelings;
	nealthy family life,		age restrictions); how		challenge those they		importance of keeping		environment (e.g. fair		how to manage and
inclu	luding commitment,		they promote personal		disagree with (R34)		personal information		trade, buying single-use		respond to feelings
care	e, spending time		safety and wellbeing				private; strategies for		plastics, or giving to		appropriately and
toge	ether; being there		with reference to social	•	To recognise there are		keeping safe online,		charity) (L19)		proportionately in
for e	each other in times		media, television		human rights, that are		including how to				different situations
of di	difficulty (R8)		programmes, films,		there to protect		manage requests for	•	To recognise that		(H20)
			games and online		everyone (L2)		personal information or		people make spending		
• To le	learn how to		gaming (H37)				images of themselves		decisions based on	•	To learn that for some
reco	ognise if family			•	To learn about the		and others; what to if		priorities, needs and		people gender identity
	ationships are	•	To learn how to predict,		relationship between		frightened or worried		wants (L20)		does not correspond
	king them feel		assess and manage risk		rights and		by something seen or				with their biological sex
	happy or unsafe, and		in different situations		responsibilities (L3)		read online and how to	•	To learn different ways		(H26)
	w to seek help or		(H38)				report concerns,		to keep track of money		()
	vice (R9)		(1100)	•	To understand the		inappropriate content		(L21)	•	To learn to identify the
uuvi		•	To learn about hazards	•	importance of having		and contact (H42)			•	external genitalia and
• To u	understand the	•	(including fire risks)		compassion towards		a	•	To learn about risks		internal reproductive
	ortance of		that may cause harm,		others; shared	•	To recognise what it	•			organs in males and
	endships; strategies				,	•	means to 'known		associated with money		females and how the
	1, 0		injury or risk in the		responsibilities we all		someone online' and		and ways of keeping		
	building positive		home and what they		have for caring for		how this differs from		money safe (L22)		process of puberty
	ndships; how		can do to reduce risks		other people and living						relates to human
	sitive friendships		and keep safe (H39)		things; how to show		knowing someone fact-	•	To learn about the risks		reproduction (H30)
supp	port wellbeing (R10)				care and concern for		to-face; risks of		involved in gambling;		
		•	To learn about the		others (L4)		communicating online		different ways money	•	To learn about the
	learn what		importance of taking				with others not known		can be won or lost		physical and emotional
	nstitutes a positive		medicines correctly and	٠	To learn ways of		face-to-face (R12)		through gambling-		changes that happen
	althy friendship (e.g.		using household		carrying out shared				related activities and		when approaching and
	tual respect, trust,		products safely (H40)		responsibilities for	•	To learn strategies for		their impact on health,		during puberty (H31)
trut	thfulness, loyalty,				protecting the		recognising and		wellbeing and future		
kind	dness, generosity,	•	To learn strategies for		environment in school		managing peer		aspirations (L23)	•	To learn about how
shar	ring interests and		keeping safe in the local		and at home; how		influence and a desire				hygiene routines
expe	periences, support		environment or		everyday choices can		for peer approval in	•	To learn to identify the		change during the time
with	h problems and		unfamiliar places (rail,		affect the environment		friendships; to		ways that money can		of puberty, the
diffi	iculties); that the		water, road) and		(e.g. reducing, reusing,		recognise the effect of		impact on people's		importance of keeping
sam	ne principles apply		firework safety; safe us		recycling;		online actions on		feelings and emotions		clean and how to
to o	online friendships as		• •		food choices) (L5)		others (R15)		(L24)		



r		1		1		1		r		1	
	to face-to-face		of digital devices when								maintain personal
	relationships (R11)		out and about (H41)	•	To learn to value the	•	To understand the	•	To learn that there is a		hygiene (H32)
					different contributions		impact of bullying,		broad range of		
•	To learn that healthy	•	To learn about what is		that people and groups		including offline and		different jobs/careers	•	To learn about the
	friendships make		meant by first aid; basic		make to the community		online, and the		that people can have;		processes of
	people feel included;		techniques for dealing		(L7)		consequences of		that people often have		reproduction and birth
	recognise when others		with common injuries				hurtful behaviour (R19)		more than one		as part of the human
	may feel lonely or		(H43)	•	To learn about		, , , , , , , , , , , , , , , , , , ,		career/type of job		life cycle; how babies
	excluded; strategies for		()		diversity; what it	•	To learn strategies to		during their life (L26)		are conceived and born
	how to include them	•	To learn how to		means; the benefits of	-	respond to hurtful				(and that there are
	(R14)	•	respond and react in an		living in a diverse		behaviour experienced	•	To learn that some jobs		ways to prevent a baby
	(114)				0			•	,		being made); how
	To develop starts store		emergency situation;		community; about		or witnessed, offline		are paid more than		babies need to be cared
•	To develop strategies		how to identify		valuing diversity within		and online (including		others and money is		
1	for recognising and		situations that may		communities (L8)		teasing, name-calling,		one factor which may		for (H33)
	managing peer		require the emergency				bullying, trolling,		influence a person's job		
	influence and a desire		services; know how to	•	To learn about		harassment or the		or career choice; that	•	To learn about where
	for peer approval in		contact them and what		stereotypes; how they		deliberate excluding of		people may choose to		to get more
	friendships; to		to say (H44)		can negatively		others); how to report		do voluntary work		information, help and
	recognise the effect of				influence behaviours		concerns and get		which is unpaid (L29)		advice about growing
	online actions on	•	To learn about the risks		and attitudes towards		support (R20)				and changing,
	others (R15)		and effects of legal		others; strategies for			•	To identify the kind of		especially about
			drugs common to		challenging stereotypes	•	To learn about		job they might like to		puberty (H34)
•	To learn how		everyday life (e.g.		(L9)		discrimination: what it		do when they are older		
	friendships can change		cigarettes, alcohol and				means and how to		(L31)	•	To recognise that there
	over time, about		medicines) and their	•	To learn that people's		challenge it (R21)				are different types of
	making new friends and		impact on health;		spending decisions can			•	To recognise a variety		relationships (e.g.
	the benefits of having		recognise that drug use		affect others and the				of routes into careers		friendships, family
	different types of		can become a habit		environment (e.g. Fair	•	To learn about privacy		(e.g. college,		relationships, romantic
	friends (R16)		which can be difficult to		trade, buying single-use		and personal		apprenticeship,		relationships, online
			break (H46)		plastics, or giving to		boundaries; what is		university) (L32)		relationships) (R1)
•	To learn that				charity) (L19)		appropriate in				
Ī	friendships have ups	•	To recognise that there				friendships and wider	Key	v Vocabulary	•	To learn that people
	and downs; strategies	–	are laws surrounding	Kov	Vocabulary		relationships (including		verts, balance, bank	-	may be attracted to
	, .		0		•		online) (R22)		, ,		,
	to resolve disputes and reconcile difference		the use of legal drugs		rity, climate change,				ount, borrow, budget,		someone emotionally,
1			and that some drugs		ermined, different,	•	To learn about why		didate, career, change,		romantically and
1	positively and safely		are illegal to own, use		mma, disadvantage,		someone may behave		ices, coins, consumer,		sexually; that people
	(R17)		and give to others		ught, equal, experiences,		differently online,		tactless, cost, debit and		may be attracted to
			(H47)		, fair trade, flooding,		including pretending to		dit cards, debt, ethical,		someone of the same
•	To recognise if a			-	bal warming, harmful,		be someone they are		incial gain, financial risk,		sex or different sex to
	friendship (online or			inec	quality, lifestyles,		not; strategies for	inte	erest, jobs, keeping track,		them; that gender



offline) is making them	•	To learn about why	opinion, opportunities,		recognising risks,	loan, money, need, notes,		identity and sexual
feel unsafe or	-	people choose to use or	reasons, reflect, rights,		harmful content and	owe, pay, priorities, profit,		orientation are
uncomfortable; how to		not use drugs (including	similar, situations,		contact; how to report	qualifications, receipt,		different (R2)
manage this and ask for		nicotine, alcohol and	stereotypes, support, trade,		concerns (R23)	record, repayments, risks,		ue.e.()
support if necessary		medicines) (H48)	unfair, United Nations			savings, skills, spending,	•	To learn about
(R18)		medicines) (may	Declaration of the Rights of	•	To learn how to	work,	-	marriage and civil
(110)		To learn about the	the Child	-	respond safely and	work,		partnership as a legal
To understand the	•	mixed messages in the			appropriately to adults			declaration of
impact of bullying,		media about drugs,			they may encounter (in			commitment made by
including offline and		including alcohol and			all contexts including			two adults who love
-					online) whom they do			and care for each other,
online, and the		smoking/vaping (H49)						which is intended to be
consequences of hurtful behaviour (R19)		- 1 - 1 - 1 - 1			not know (R24)			
nurtiul benaviour (R19)	•	To learn about the			have the second sector.			lifelong (R3)
		organisations that can		•	how to recognise			T 1 1 1 1 1
To learn strategies to		support people			pressure from others to		•	To learn that forcing
respond to hurtful		concerning alcohol,			do something unsafe or			anyone to marry
behaviour experienced		tobacco and nicotine or			that makes them feel			against their will is a
or witnessed, offline		other drug use; people			uncomfortable and			crime; that help and
and online (including		they can talk to if they			strategies for managing			support is available to
teasing, name-calling,		have concerns (H50)			this (R28)			people who are worried
bullying, trolling,								about this for
harassment or the	•	To learn how to		•	To recognise ways in			themselves or others
deliberate excluding of		recognise if family			which the internet and			(R4)
others); how to report		relationships are			social media can be			
concerns and get		making them feel			used both positively		•	To understand that
support (R20)		unhappy or unsafe, and			and negatively (L11)			people who love and
		how to seek help or						care for each other can
To learn about		advice (R9)		•	To learn how to assess			be in a committed
discrimination: what it					the reliability of sources			relationship (e.g.
means and how to	•	To recognise if a			of information online;			marriage), living
challenge it (R21)		friendship (online or			and how to make safe,			together, but may also
		offline) is making them			reliable choices from			live apart (R5)
• To understand privacy		feel unsafe or			search results (L12)			
and personal		uncomfortable; how to					•	To recognise and
boundaries; what is		manage this and ask for		•	To learn about some of			respect that there are
appropriate in		support if necessary			the different ways			different types of family
friendships and wider		(R18)			information and data is			structure (including
relationships (including		(110)			shared and used online,			single parents, same-
online) (R22)		To learn how to			including for			sex parents, step-
	•	respond safely and						parents, blended
	<u> </u>	respond safely and		I				parents, biendeu



	To recognise different	appropriately to adults	commercial purposes	families, foster
•	types of physical	they may encounter (in	(L13)	parents); that families
	contact; what is	all contexts including	(L13)	of all types can give
	acceptable and	online) whom they do	To understand how	family members love,
	•			-
	unacceptable;	not know (R24)	information on the	security and stability
	strategies to respond to	To loom house	internet is ranked,	(R7)
	unwanted physical	To learn how to	selected and targeted	-
	contact (R25)	recognise pressure	at a specific individuals	To recognise other
		from others to do	and groups; that	shared characteristics
•	To learn about seeking	something unsafe or	connected devices can	of healthy family life,
	and giving permission	that makes them feel	share information (L14)	including commitment,
	(consent) in different	uncomfortable and		care, spending time
	situations (R26)	strategies for managing	To recognise things	together; being there
		this (R28)	appropriate to share	for each other in times
•	To learn about keeping		and things that should	of difficulty (R8)
	something confidential	 To know where to get 	be shared on social	
	or secret, when this	advice and report	media; rules	Key Vocabulary
	should (e.g. a birthday	concerns if worried	surrounding	acne, adopted, anus,
	surprise that others will	about their own or	distribution of images	breasts, changes, civil
	find out about) or	someone else's	(L15)	partnership, clitoris,
	should not be agreed	personal safety		committed, crush, develop,
	to, and when it is right	(including online) (R29)	To understand how text	diversity, divorce, egg,
	to break a confidence		and images in the	emotions, erection, families,
	or share a secret (R27)	Key Vocabulary	media and on social	feelings, female, foetus,
		alcohol, bleeding, burns,	media can be	fostered, gay, heart,
•	To learn that personal	choices, choking, cigarettes,	manipulated or	hormones, labia, lesbian,
	behaviour can affect	consequences, danger,	invented; strategies to	lungs, male, married,
	other people; to	dangerous substances, dare,	evaluate the reliability	menstruation, mood,
	recognise and model	DRABC, drugs, emergency,	of sources and identify	oestrogen, ovaries, penis,
	respectful behaviour	environment, first aid,	misinformation (L16)	periods, puberty,
	online (R30)	hazards, helpful, harmful,		relationships, reproduction,
	, , , , , , , , , , , , , , , , , , ,	independence, injuries,	Key Vocabulary	single-parent, species,
•	To learn about	learn, pressure, rail safe,	altered text and images,	sperm, sweat, testes,
	prejudice; how to	responsibilities, risks, road,	balance, behaviours,	testicles, testosterone,
	recognise	shock, smart, safety, scalds,	communication,	transgender, urethra,
	behaviours/actions	unfamiliar places, water	consequences,	uterus, vagina, voice breaks,
	which discriminate	aware	cyberbullying, digital, digital	vulva
	against others; ways of		wellness, devices, exclusion,	
	responding to it if		frightened, harassment,	
			- · · · · · · · · · · · · · · · · · · ·	
			information, internet,	



witnessed or			kindness, manipulated,								
experienced (L10)			name-calling, offline, online,								
			online safety, passwords,								
Key Vocabulary			personal information,								
acquaintances, behaviours			pledge, pranks, pressure,								
(healthy and unhealthy),			private, relationships,								
bullying, conflict,			reliability, respect,								
consideration, cyberbullying,											
discrimination, disputes,			risks, rules, safety, search								
diversity, equality, equity,			results, share, strangers,								
family, friends, friendship,			sources, tricking, trolling,								
kindness, prejudice,			trust, truth, uncomfortable,								
relationships, relatives,			wellbeing, worried								
	respect, resolution, secrets,										
sharing, support network,											
victim, VIPs											
		-	Understanding								
		Pupils know an	d understand								
Lower KS2											
Social Justice and Equality											
 how fairness may 	not always mean equal treatr	nent									
Identity and Diversity											
	es and societies within and be	evond own experience									
-	fferent cultures to our lives	.,									
		is to combat these impacts o	stereotyping prejudice and	discrimination and how to ch	allenge these						
Peace and Conflict	e, racisin and sexisin and way	is to combat these impacts o	stereotyping, prejudice and		lanelige these						
	effects of conflict at all levels	from norsonal to global									
	aging, resolving and preventi		a' colutions								
Human Rights	aging, resolving and preventi	ing connect, including win-wi	1 Solutions								
	the Rights of the Child										
	-	ind									
-	people have their rights den	ieu									
those responsible for rights being met											
Power and Governance											
 the need for rules in own school and wider society and how people can take part in making and changing them 											
basics of how own country is governed											
Critical and Creative Thinkin	Critical and Creative Thinking										



- begin to identify bias and opinion
- give evidence for an argument, assess different viewpoints and present counter-arguments
- imagine alternative possibilities and suggest new ideas to solve problems

Empathy

- adapt behaviour to take into account feelings of others
- empathise with people in local and more distant contexts
- understand impacts of prejudice and discrimination

Skills

Pupils can...

Self-awareness and reflection

- identify connections between personal decisions and issues affecting people locally and globally
- explore reasons for negative feelings towards others and in new or difficult situations

Communication

- listen attentively, question and respond to others
- express own views and ideas on issues clearly, using a range of appropriate methods
- give reasons, evidence and examples in support of an opinion

Cooperation and Conflict Resolution

- work cooperatively to solve problems or achieve goals
- use strategies to manage anger, frustration and aggressive feelings
- use knowledge of others' viewpoints to resolve problems and compromise

Ability to manage complexity and uncertainty

- · describe feelings about changes and events in own setting and the wider world
- use strategies to cope with challenging times
- recognise when there may be no single right or wrong answer

Informed and reflective action

- participate in decision making in school
- contribute to the well-being of the wider community
- share opinions and evidence on issues with others including decision-makers and elected representatives

Attitudes Pupils have... Sense of identity and self-esteem positivity about the ways in which one is both similar to others and uniquely different



value what contributes to own identity

Commitment to social justice and equity

- offence at unfair treatment of others locally and globally
- sense of justice
- growing interest in world events and global issues

Respect for people and human rights

- readiness to think through consequences of words, actions and choices on others
- belief that it is everyone's responsibility to challenge prejudice and discrimination

Value diversity

- valuing difference
- recognising the benefits of listening to a range of different perspectives and viewpoints

Commitment to participation and inclusion

- active participation in school-based decision making
- proactive inclusion of other people, especially those who may face barriers to participating fully

Belief that people can bring about change

- belief that individuals and groups can improve situations
- willingness to cooperate with others to change things for the better

LKS2 Cross Curricular Links

School Council – Democracy

Art

Evaluating work of others respectfully, being supportive and developing ideas

Feeling and emotion – how this can be shown in their work

English

A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war,

refugees, racism, health and wellbeing, family dynamics and cultural differences.

LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group

Computing

Staying safe online and privacy

Consideration and respect in online communication

Reporting concerns about inappropriate behaviour online

Acceptable and unacceptable online behaviour

Need for rules for safety

Reliability of information on the internet - verifying information

Keeping personal information private

Cyber bullying is unacceptable, how to report it

Humanities



Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study Maths Data handling – extracting information to back up opinions Logical reasoning and problem solving MFL Celebrating language and culture Linking languages with languages we speak If everyone spoke the same language what would happen? Music Bringing Us Together – Year 3, Summer 1 Blackbird – Year 4, Summer 1 – civil rights movement PE Teamwork / Sportsmanship Fairness Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others RE Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism- human rights Hinduism – Moral issues **Religious Holidays** RSE Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help Science Health and Movement –Year 1, Autumn 1 Living in Environments – Year 2, Summer 2 Working scientifically – asking questions, research skills



		Year	5		
Relation	nships	Health and V	Vellbeing	Living in the W	/ider World
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NSPCC PANTS	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World
Relationships	Think Positive –	Diverse Britain –	Be Yourself – everyone	lt's My Body –	Aiming High –
	understanding	identify how to make a	is an individual,	consent and	achievements,
TEAM (Together	thoughts and emotions,	positive contribution to	important to 'be	autonomy, body	aspirations and
Everyone Achieves	both positive and	the community. The	yourself'. Developing a	image and stereotypes	opportunities.
More) – positive	negative.	law and the	positive view of	and learning about	Preferred learning
qualities of a team,		consequences of not	themselves and	substance which are	styles, how they learn
learning how to disagree	• To learn about the	respecting it.	enabled them to	harmful to our bodies.	best. Challenges
respectfully and	elements of a balanced,		recognise the	(The FGM part of	people face and
communicate	healthy lifestyle (H2)	To learn about personal	importance of being	lesson 1 will be	barriers to success.
 effectively. To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support 	 To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily 	 identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and 	 Proud of their individuality. To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that feelings can change over time and range in intensity (H17) To learn about 	 covered in Year 6 RSE) To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence 	 To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25)
 To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, 	 life; the importance of taking care of mental health (H15) To learn about strategies and 	 lifestyle are different to their own (R33) To recognise reasons for rules and laws; 	everyday things that affect feelings and the importance of expressing feelings (H18)	 these (H3) To recognise that habits can have both positive and negative 	 To learn that there is a broad range of different jobs/careers that people can have; that people often



	truthfulness, loyalty,	behaviours that support	consequences of not		effects on a healthy	have more than one
	kindness, generosity,	mental health —	adhering to rules and	To use a varied	lifestyle (H4)	career/type of job
	sharing interests and	including how good	laws (L1)	vocabulary when		during their life (L26)
	experiences, support	quality sleep, physical		talking about feelings;		
	with problems and	exercise/time outdoors,		about how to express	To learn about what	
	difficulties); that the	being involved in	• To recognise there are	feelings in different	good physical health	To learn about
	same principles apply to	community groups,	human rights, that are	ways (H19)	means; how to	stereotypes in the
	online friendships as to	,	0,	ways (H19)	,	/1
	face-to-face relationships	doing things for others, clubs, and activities,	there to protect		recognise early signs	workplace and that a
	(R11)	hobbies and spending	everyone (L2)	To be supported to the	of physical illness (H5)	person's career
	(NII)	time with family and		 To learn strategies to 		aspirations should not be limited by
		friends can support	To learn about the	respond to feelings,	• To learn about what	them (L27)
	To loorn the importance	mental health and		including intense or		them (L27)
•	To learn the importance	wellbeing (H16)	relationship between	conflicting feelings;	constitutes a healthy	
	of seeking support if	Meilbeilik (UTO)	rights and	how to manage and	diet; how to plan	• To learn about what
	feeling lonely or		responsibilities (L3)	respond to feelings	healthy meals;	· To reall about what
	excluded (R13)	• To learn about everyday		appropriately and	benefits to health and	might influence
		, ,	· · · ·	proportionately in	wellbeing of eating	people's decisions
		things that affect	• To learn the importance	different situations	nutritionally rich	about a job or career
•	To learn that healthy	feelings and the importance of	of having compassion	(H20)	foods; risks associated	(e.g. personal
	friendships make people		towards others; shared		with not eating a	interests and values,
	feel included; recognise	expressing feelings	responsibilities we all		healthy diet including	family connections to
	when others may feel	(H18)	have for caring for other	To learn about change	obesity and tooth	certain trades or
	lonely or excluded;		people and living things;	and loss, including	decay. (H6)	businesses, strengths
	strategies for how to	 To use a varied 	how to shoe care and	death, and how these		and qualities, ways in
	include them (R14)		concern for others (L4)	can affect feelings;		which stereotypical
		vocabulary when talking		ways of expressing and	To learn how regular	assumptions can
		about feelings; about		managing grief and	(daily/weekly) exercise	deter people from
•	To learn that friendships	how to express feelings	To learn ways of	bereavement (H23)	benefits mental and	aspiring to certain
	have ups and downs;	in different ways (H19)	carrying out shared		physical health;	jobs) (L28)
	strategies to resolve		responsibilities for		recognise	
1	disputes and reconcile		protecting the	To learn to identify	opportunities to be	To use do use to use the st
1	difference positively and	 To learn strategies to 	environment in school	personal strengths,	physically active and	To understand that
	safely (R17)	respond to feelings,	and at home; how	skills, achievements	some of the risks	some jobs are paid
		including intense or	everyday choices can	and interests and how	associated with an	more than others and
	To be any other states	conflicting feelings, how	affect the environment	these contribute to a	inactive lifestyle (H7)	money is one factor
•	To learn about the	to manage and respond	(e.g. reducing, reusing,	sense of self-worth.	To us do not ou dib	which may influence
	impact of bullying,	to feelings	recycling;	(H28)	To understand how	a person's job or
	including offline and	appropriately and	food choices) (L5)		sleep contributes to a	career choice; that
	online, and the	proportionately in		To learn how to	healthy lifestyle;	people may choose to
				manage	routines that support	1



 consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, 	 different situations (H20) To recognise the warning signs about 	 To learn about the different groups that make up their community; what living in a community means 	setbacks/perceived failures, including how to re-frame unhelpful thinking (H29)	good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability	do voluntary work which is unpaid (L29)
 To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, 	• To recognise the	make up their community; what living	to re-frame unhelpful	on the body, feelings,	which is unpaid (L29)
respond to hurful behaviour experienced or witnessed, offline and online (including teasing,	0	community; what living			
respond to hurful behaviour experienced or witnessed, offline and online (including teasing,	0		thinking (H29)	behaviour and ability	
respond to hurful behaviour experienced or witnessed, offline and online (including teasing,	0	in a community means		· · ·	
behaviour experienced or witnessed, offline and online (including teasing,	warning signs about	-		to learn (H8)	To learn about some
or witnessed, offline and online (including teasing,		(L6)			of the skills that will
online (including teasing,	mental health and		 To learn that a feature 		help them in their
	wellbeing and how to		of positive family life is	• To learn that bacteria	future careers e.g.
and a second sec	seek support for	To learn to value the	caring relationships;	and viruses can affect	teamwork,
name-calling, bullying,	themselves and others	different contributions	about the different	health; how everyday	communication and
trolling, harassment or	(H21)	that people and groups	ways in which people	hygiene routines can	negotiation (L30)
the deliberate excluding		make to the community	care for one another	limit the spread of	
of others); how to report		(L7)	(R6)	infection; the wider	
concerns and get support	• To recognise that			importance of	• To identify the kind of
(R20)	anyone can experience			personal hygiene and	job that they might
(-)	mental ill health; that	• To learn about diversity:	To learn what	how to maintain it	like to do when they
		,			
To learn about		,	•	(113)	
		5			
				To learn how	To recognise a variety
	0	within communities (Lo)		,	
			_		
				,	
					university) (L32)
-					
		U ,			-
-	-			,	,
				-	
online (R30)	_	, ,	relationships (R11)	managed (H10)	apprenticeships, attitudes,
	to new schools (H24)	challenging stereotypes			, , ,
		(L9)			challenges, employment,
To recognise the			 To learn strategies for 	 To understand how to 	focus, gender, inspiration,
importance of self-	• To learn how to manage		recognising and	maintain good oral	interests, motivation,
respect and how this can	setbacks/perceived	To learn about	managing peer	hygiene (including	learning styles,
affect their thoughts and	failures, including how	prejudice; how to	influence and a desire	correct brushing and	opportunities
feelings about	to re-frame unhelpful	recognise	for peer approval in	flossing); why regular	(educational, career and
themselves; that	thinking (H29)	behaviours/actions	friendships; to	visits to the dentist are	equal), personal goals,
		which discriminate	recognise the effect of	essential; the impact	race, roles, skills, social
everyone, including					
everyone, including them, should expect to		against others; ways of	online actions on	of lifestyle choices on	class, stereotypes,
importance of self- respect and how this can affect their thoughts and feelings about themselves; that	 most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful 	 what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn about prejudice; how to recognise behaviours/actions 	recognising and managing peer influence and a desire for peer approval in friendships; to	maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are	 are older (L31) To recognise a va of routes into ca (e.g. college, apprenticeship, university) (L32) Key Vocabulary achievements, adaptability, apprenticeships, attit barriers, behaviours, challenges, employme focus, gender, inspira interests, motivation, learning styles, opportunities (educational, career a equal), personal goals



	with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful	 To learn the importance of seeking support if feeling lonely or excluded (R13) To understand that 	 witnessed or experienced (L10) To understand what democracy is and about the basic institutions 	 To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences 	consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)	university, work experience
	relationships (R31)	personal behaviour can affect other people; to recognise and model	that support it locally and nationally	positively and safely (R17)	To learn about the benefits of sun exposure and risks of	
•	To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32)	respectful behaviour online (R30) Key Vocabulary affirmations, angry, avoidance, behaviour, chain reaction, challenge, choices, cognitive, consequences, decisions (daily, difficult,	Key Vocabulary break, charities, choices, communities, consequences, democracy, discrimination, diversity, donate, equality, ethnicity, faith, freedom, government (local and national), help, House of Commons, House of Lords,	 To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) 	 overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) To learn how and 	
•	To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33)	informed) embarrassed, emotions, facts, fear, feelings (comfortable and uncomfortable), focus, frightened, growth mindset, guilt, jealous, learning, mindfulness, nervous, overwhelmed, panic, positive mental attitude,	human rights, identity, impact, law, nation, parliament, prejudice, protect, religion, respect, responsibility, safe, statistics, stereotypes, volunteer	 To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) 	when to seek support, including which adults to speak to in and outside of school, if they are worried about their health (H14)	
•	To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they	reconnecting, self-doubt, stressed, tearful, thoughts (negatives and positives), wellbeing, worried,		 To recognise the importance of self- respect and how this can affect their thoughts and feelings 	 To learn that for some people gender identity does not correspond with their biological sex (H26) 	
•	disagree with (R34) To recognise reasons for rules and laws;			about themselves; that everyone, including them, should expect to be treated politely and with respect by others	 To recognise their individuality and personal qualities (H27) 	



consequences of not	(including when online
adhering to rules and	and/or anonymous) in To learn about the
laws (L1)	school and in wider risks and effects of
	society; strategies to legal drugs common to
	improve or support everyday life (e.g.
To learn the importance	courteous, respectful cigarettes, alcohol and
of having compassion	relationships (R31) medicines) and their
towards others; shared	impact on health;
responsibilities we all	Key Vocabulary recognise that drug
have for caring for other	acceptance, amends, use can become a
people and living things;	apologise, being there, habit which can be
how to show care and	communicate, confidence, difficult to break (H46)
concern for others (L4)	feelings (comfortable and
	uncomfortable), fight, flight,
	generosity, honesty, • To recognise that
To learn ways of carrying	individuality, kindness, there are laws
out shared	loyalty, mistakes, mutual surrounding the use of
responsibilities for	respect, nervous, opinions, legal drugs and that
protecting the	peer pressure, relationships, some drugs are illegal
environment in school	responsibility, setbacks, to own, use and give
and at home; how	sharing, shy, solutions, to others (H47)
everyday choices can	support, thoughts,
affect the environment	truthfulness, trust, unique,
(e.g. reducing, reusing,	
recycling, food choices)	people choose to use
(L5)	or not use drugs
	(including nicotine,
	alcohol and
 To learn about some of 	medicines) (H48)
the skills that will help	
them in their future	
careers e.g. teamwork,	To learn about the
communication and	mixed messages in the
negotiation (L30)	media about drugs,
	including alcohol and
	smoking/vaping (H49)
	To learn about the
	organisations that can



Key Vesebulera	
Key Vocabulary	support people
adaptable, attributes,	concerning alcohol,
bullying, care, collaborate,	tobacco and nicotine
communication, compromise,	or other drug use;
diversity, focused, good team,	people they can talk to
hard-working, listen, opinions,	if they have concerns
problem, respect, respectfully	(H50)
disagreeing, responsibility,	
shared responsibilities, skills,	
TEAM (Together Everyone	To recognise if a
Achieves More), teasing,	friendship (online or
trolling, trusted adult, unkind	offline) is making them
behaviour, valued	feel unsafe or
	uncomfortable; how
	to manage this and
	ask for support if
	necessary (R18)
	To recognise different
	types of physical
	contact; what is
	acceptable and
	unacceptable;
	strategies to respond
	to unwanted physical
	contact (R25)
	To learn about seeking
	and giving permission
	(consent) in different
	situations (R26)
	Situations (N20)
	To be an about
	To learn about
	keeping something
	confidential or secret,
	when this should (e.g.
	a birthday surprise



	that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27)
	• To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)
	 To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)
	 To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)
	Key Vocabulary alcohol, autonomy, balanced lifestyle, bacteria,



				balance, Childline, choices, consent, consequences (physical, emotional and mental), contact (wanted and unwanted), control, drugs, exercise, habits, harm, harmful substances, healthy bodies, healthy choices, individuality, medicines, meditation, mindfulness, personal hygiene, personal qualities, positive body image, pressure, privacy, protect, respect, risks, secret, self care, sleep deprivation, stereotypes, support, tobacco, trust, unwanted, value, vitamins	
		Year	6		
Relation	nships	Health and V	Vellbeing	Living in the W	/ider World
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NSPCC PANTS	Health and Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Health and Wellbeing
Relationships	Safety First – taking responsibility for own	One World – responsibility to live as	Digital Wellbeing – using the internet	Money Matters - how money is used in the	Growing Up – how we grow up and
VIPs – focus on	safety, including	global citizens, to help	positively and how	wider world. The	change, both
relationships, with	standing up to peer	the environment and all	they can look after	possible	physically and
families, friendship	pressure, risk	living things throughout	their wellbeing online.	consequences of	emotionally, the
groups and how	associated with	the world through the	Potential risks of being	taking financial risks	types of relationships
important kindness and	different situations and	choices we make.	online when using	and identify ways to	that people have.
respect are within these	what to do if in danger.		digital technologies,	avoid these.	
relationships.		• To recognise there are human rights, that are	strategies to say safe	This links with GOAL	 To learn that bacteria and viruses can affect
• To recognise that there are different types of	 To recognise how their increasing independence brings 	there to protect everyone (L2)	and get help.	(Game of Actual Life) which year 6	health; how everyday hygiene routines can



	relationships (a g	increased reconnect tit		To be supplied with the	and the second for a second		limit the enreed of
	relationships (e.g. friendships, family	increased responsibility to keep themselves and	• To loorn about the	 To learn about the banefits or the 	participate for one		limit the spread of infection; the wider
	1 / /		To learn about the relationship between	benefits or the	half term in Autumn.		importance of
	relationships, romantic relationships, online	others safe (H11)	relationship between	internet; the			personal hygiene and
	•	• To learn how and when	rights and	importance of	To learn about the		
	relationships) (R1)	To learn now and when	responsibilities (L3)	balancing time online	different ways to pay		how to maintain it
		to seek support,		with other activities;	for things and the		(H9)
•	To learn that people who	including which adults		strategies for managing	choices people have		
	love and care for each	to speak to in and	• To learn the importance	time online (H13)	about this (L17)	•	To recognise that
	other can be in a	outside school, if they	of having compassion				feelings can change
	committed relationship	are worried about their	towards others; shared	To understand reasons	• To recognise that		over time and range
	(e.g. marriage), living	health (H14)	responsibilities we all	for following and	To recognise that		in intensity (H17)
	together but may also		have for caring for other	complying with	people have different		
1	live apart (R5)		people and living things;	regulations and	attitudes towards		
		 To learn about the new 	how to shoe care and	restrictions (including	saving and spending	•	To learn about
1		opportunities and	concern for others (L4)	age restrictions); how	money; what		everyday things that
•	To learn that a feature of	responsibilities that		they promote personal	influences people's		affect feelings and
	positive family life is	increasing		safety and wellbeing	decisions; what makes		the importance of
	caring relationships;	independence may	 To learn ways of 	with reference to social	something 'good value		expressing feelings
	about the different ways	bring (H35)	carrying out shared	media, television	for money' (L18)		(H18)
	in which people care for		responsibilities for	programmes, films,			
	one another (R6)		protecting the	games and online			
		 To understand reasons 	environment in school	gaming (H37)	• To learn that people's	•	To learn a varied
		for following and	and at home; how		spending decisions can		vocabulary to use
•	To recognise and respect	complying with	everyday choices can	To learn the	affect others and the		when talking about
	that there are different	regulations and	affect the environment	importance of keeping	environment (e.g. Fair		feelings; about how
	types of family structure	restrictions (including	(e.g. reducing, reusing,	personal information	trade, buying single-		to express feelings in
	(including single parents,	age restrictions); how	recycling;	private; strategies for	use plastics, or giving		different ways (H19)
	same-sex parents, step-	they promote personal	food choices) (L5)	keeping safe online,	to charity) (L19)		
	parents, blended	safety and wellbeing		including how to			
	families, foster parents);	with reference to social		manage requests for		•	To learn strategies to
1	that families of all types	media, television	• To learn that people's	personal information or			respond to feelings,
	can give family members	programmes, films,	spending decisions can	images of themselves	 To recognise that 		including intense or
	love, security and	games and online	affect others and the	and others; what to do	people make spending		conflicting feelings;
	stability (R7)	gaming (H37)	environment (e.g. Fair	if frightened or worried	decisions based on		how to manage and
			trade, buying single-use	by something seen or	priorities, needs and		respond to feelings
			plastics, or giving to	read online and how to	wants (L20)		appropriately and
•	To recognise other	• To learn how to predict,	charity) (L19)	report concerns,			proportionately in
	shared characteristics of	assess and manage risk	// - /	inappropriate content			different situations
	healthy family life,	in different situations		and contact (H42)	To learn different		(H20)
	including commitment,	(H38)		. ,	ways to keep track of		、 <i>'</i>
	0	· /			money (L21)		



• To re th	are, spending time ogether, being there for ach other in times of ifficulty (R8) o learn how to ecognise if family elationships are making hem feel unhappy or nsafe, and how to seek	 To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) 	Key Vocabulary biodiversity, citizens, citizenship, deforestation, ecosystem, energy, environmental issues, global, global warming, greenhouse effect, manifesto, plastic, pollution, positive action, protect, reduce, resources, responsible, save, sustainability, waste, water	 To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful 	 To learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (L22) 	•	To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25)
	elp or advice (R9) o learn what constitutes	 To learn about the important of taking medicines correctly and using household 		behaviour experienced or witnessed, offline and online; how to report concerns and	To learn about the risks involved in gambling; different ways money can be	•	To recognise their individuality and personal qualities (H27)
a fr re	positive healthy riendship (e.g. mutual espect, trust,	products safely (e.g. following instructions carefully) (H40)		get support (R20)	won or lost through gambling-related activities and their	•	To learn to identify
ki sh e>	ruthfulness, loyalty, indness, generosity, haring interests and xperiences, support <i>v</i> ith problems and	 To learn strategies for keeping safe in the local environment or 		 To learn about discrimination: what it means and how to challenge it (R21) 	impact on health, wellbeing and future aspirations (L23)		personal strengths, skills, achievements and interests and how these contribute to a sense of self-
sa Oi	ifficulties); that the ame principles apply to nline friendships as to ace-to-face relationships	unfamiliar places (rail, water, road) and firework safety; safe use of digital devices		 To learn about privacy and personal boundaries; what is 	 To identify the ways that money can impact on people's feelings and emotions 		worth (H28)
	R11) o learn strategies for	when out and about (H41)		appropriate in friendships and wider relationships (including online) (R22)	(L24) Key Vocabulary	•	To learn to identify the external genitalia and internal reproductive organs
m ar ar	ecognising and nanaging peer influence nd a desire for peer pproval in friendships;	 To learn what is meant by first aid; basic techniques for dealing with common injuries 		 To understand why someone may behave 	adverts, bank account, borrowing, budgeting, charity, comparison, consumers, critical consumer, deal, debt,		in males and females and how the process of puberty relates to human reproduction (H30)
01	o recognise the effect of nline actions on others R15)	(H43)To learn how to		differently online, including pretending to be someone they are not; strategies for	ethical spending, fair trade, financial risk, gain, inflation, influence, interest, investment,	•	To learn about the physical and
		respond and react in an		recognising risks,	luxury, manufacturer,		emotional changes



 To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences 	emergency situation; how to identify situations that may require the emergency services; know how to	harmful content and contact; how to report concerns (R23)	money, need, outgoings, plastic pollution, profit, risk, retailers, saving, scam, single use spending, steal, tax (council, income) value,		that happen when approaching and during puberty (H31)
positively and safely (R17)	contact them and what to say (H44)	 To learn how to respond safely and appropriately to adults they may encounter (in 	want	•	To learn about how hygiene routines change during the time of puberty, the
 To recognise if friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (nap) 	To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and stratogics for managing	all contexts including online) whom they do not know (R24)To know how to			importance of keeping clean and how to maintain personal hygiene (H32)
(R18)	strategies for managing this (R28)	recognise pressure from others to do something unsafe or		•	To learn about the processes of
 To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) 	Key Vocabulary actions, bleeding, burns, choking, consequences, danger, dare, decisions, DR ABC, emergency, firework alert, first aid, hazards, beatthe indexector	that makes them feel uncomfortable and strategies for managing this (R28)			reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to
 To learn about seeking and giving permission (consent) in different situations (R26) 	healthy, independent, mature, medicines, pressure, rail safe, responsible, risks, road smart, rules, safety, scalds, shock, strangers, substances, water aware	 To recognise ways in which the internet and social media can be used both positively and negatively (L11) 			prevent a baby being made); how babies need to be cared for (H33)
 To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) 		 To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) 		•	To learn about where to get more information, help and advice about growing and changing, especially about puberty (H34)



 To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) 	 To learn about some of the different ways information and data is shared and used online, including for commercial purposes (L13) 	• To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)
• To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30)	• To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (L14)	• To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same
 To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R33) 	 To recognise things appropriate to share and things that should not be shared on social media; rules surrounding 	sex or different sex to them; that gender identity and sexual orientation are different (R2)
Key Vocabulary behaviour, blame, breathe, calm, code, connections, consequences, digital	distribution of images (L15)	 To learn about marriage and civil partnership as a legal declaration of
wellbeing, decisions, disagree, emotions, escape, exercise, family, friends, honesty, influences, instincts, jealousy, lie, love, mindfulness, opinions, polite, positive, pressure, relationships (healthy and unhealthy),	 To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify 	commitment made by two adults who love and care for each other, which is intended to be lifelong (R3)
relax, remind, resolution, respect, safety, secrets,	misinformation (L16)	 To learn that forcing anyone to marry against their will is a



unhappy, unsettled, VIPS	T	Key Vocabulary		crime; that help and
(Very Important People)		appropriate, bullying,		support is available to
(10)		cyberbullying, cyberstalking,		people who are
		data sharing, denigration,		worried about this for
		digital citizenship, digital		themselves or others
		wellbeing, emotional		(R4)
		wellbeing, exclusion, fact,		()
		fake news, fear, flaming,		
		harassment, healthy,	•	To understand that
		inappropriate content,		people who love and
		inappropriate relationships,		care for each other
		impersonation, internet,		can be in a
		mental health,		committed
		misinformation, online		relationship (e.g.
		relationships, opinion,		marriage), living
		outing, pressure, reliability,		together, but may
		respect, risks, safe, sharing,		also live apart (R5)
		social media, technology,		
		trolling, worry		
		troning, worry	•	To recognise and
				respect that there are
				different types of
				family structure; that
				families of all types
				can give family
				members love,
				security and stability
				(R7)
				(17)
			•	To recognise different
				-
				types of physical
				contact; what is
				acceptable and
				unacceptable;
				strategies to respond
				to unwanted physical
				contact (R25)
	<u> </u>			



		 To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)
		 To recognise ways in which the internet and social media can be used both positively and negatively (L11)
		• To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)
		Key Vocabulary acceptable, adopted, advice, acne, affection, asexual, bisexual, body image, breasts, caesarean, care, change, Childline, cisgender, civil partnership, commitment, communication, conception, condom, consideration,



				and the second		
				contraception, discharge,		
				ejaculate, emotions,		
				fertilise, foetus, gay,		
				heterosexual, homosexual,		
				honesty, hormones, ideal,		
				identity, kindness, lesbian,		
				love, loyalty, marriage,		
				menstruation, ovaries,		
				perfect, penis, periods,		
				puberty, pubic hair, race,		
				relationships,		
				reproduction, same-sex,		
				semen, sex, sexual		
				intercourse, sexual		
				orientation, sexual		
				relationship, social media,		
				sperm, STI (sexually		
				transmitted infection),		
				testicles, touch		
				(comfortable and		
				uncomfortable),		
				transgender, trust, uterus,		
				vulva, womb		
	Knowledge and U	-				
	Pupils know and	understand				
Upper KS2						
Social Justice and Equity						
	ality (including gender inequaliti	ies) at local, national and glo	pal levels			
 some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels Identity and Diversity 						
 impacts of stereotyping, prejudice and discrim 	ination and how to challenge th	iese				
• importance of language, beliefs and values in						
Peace and Conflict						
 examples of conflicts past and present in own 	society and others					
importance of resolving conflict fairly						
-	Human Rights					
 importance of citizens, societies and governm 	ents respecting and defending p	eople's human rights current	and historical			
Power and Governance						
 how a lack of power and representation can representation 	sult in discrimination and exclu	sion				



• t	he	power	of	collective	action
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Critical and Creative Thinking

- evaluate media and other sources for bias, stereotypes and range of voices and perspectives
- analyse own and others' assumptions about people and issues
- keep mind open to new ideas

Empathy

- discern how people are feeling through their words, body language, gestures and tone
- recognise how different backgrounds, beliefs and personalities affect behaviour and world views

Skills Pupils can...

Self -awareness and reflection

- recognise personal strengths and weaknesses
- evaluate ways in which own emotions, words and behaviour can affect people both locally and globally

Communication

- communicate effectively through a range of media about issues to suit subject, audience and purpose
- use active listening skills adapt behaviour to new cultural environments

Cooperation and Conflict Resolution

- take on different roles in group work
- employ effective strategies for repairing damaged relationships

Ability to manage complexity and uncertainty

- adapt to new situations and explore new ways of seeing local and global issues
- explore multiple perspectives and alternative visions of the future

Informed and reflective action

- identify and plan appropriate action(s) and opportunities to make own voice heard
- challenge viewpoints which perpetuate inequality and injustice
- reflect on learning from taking action

Attitudes

Pupils have...

Self-awareness and reflection

• valuing of own and others' individuality



 openness to new ideas and perspectives which challenge own 						
Commitment to social justice and equity						
 active concern at injustice, exploitation and denial of human rights 						
willingness to take action against injustice and inequity						
Respect for people and human rights						
• sense of solidarity with those suffering human rights violations, injustice and discrimination						
Value diversity						
• respect for the rights of all to have a point of view						
willingness to challenge prejudiced and discriminatory views						
 recognition of diverse perspectives on any issue, and that the majority view is not always right 						
Commitment to participation and inclusion						
 supporting and encouraging others to participate 						
 willingness to reach agreement through compromise 						
Belief that people can bring about change						
 willingness to take an informed stand on global issues 						
 belief that people can often make a greater difference when they take action collectively 						
UKS2 Cross Curricular Links						
School Council – Democracy						
Art						
Evaluating work of others respectfully, being supportive and developing ideas						
Feeling and emotion – how this can be shown in their work						
English						
A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences.						
LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and						
ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group						
Computing						
Staying safe online and privacy – complex passwords						
Using technology safely and respectfully						
Responsibilities creating content online						
Reporting concerns about inappropriate behaviour online						
Need for rules for safety						
Reliability of information on the internet - verifying information						
Keeping personal information private						
Cyber bullying is unacceptable, how to report it Humanities						
Asking questions, using evidence to explain findings						



Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study Maths Data handling – extracting information to back up opinions Logical reasoning and problem solving MFL Celebrating language and culture Why do different languages exist? Would it be easier if everyone spoke the same language? Why/why not? Music Make You Feel My Love - Year 5 Spring 1 – relationships, emotions Fresh Prince of Bel Air – Year 5, Spring 2 - Black History/ Culture Happy – Year 6, Autumn 1 – emotions Music and Identity – Year 6, Spring 2 You've Got a Friend – Year 6, Summer 1 – relationships PE Teamwork / Sportsmanship Fairness - rules to be consistent and fairly applied Understanding why exercise if good for fitness, health and wellbeing Recognising good performances in themselves and others Calming and self-regulating emotions Competing individually and with others RE Asking questions – human/social sciences Understanding other religions and beliefs, diversity Links between beliefs and behaviour Humanism-human rights Hinduism – Moral issues **Religious Holidays** RSE Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help Science Healthy Bodies – Year 2, Autumn 1 Changes and Reproduction – Year 2, Summer 2 Living in Environments – Year 2, Summer 2



Working Scientifically – asking questions, using evidence to explore ideas, presenting findings of research

Year 6 complete a 6 week programme – **Game of Actual Life** (GOAL) – Children role play as young adults, learning about health, houses, careers and happiness. This is delivered by Premier Education's Game of Actual Life helps children understand some of the trickier aspects of maths through real life situations. The course covers bank accounts, mortgages and pensions through games and challenges.