PHSE and RSE Curriculum Progression- (key elements and key vocabulary in red)



Agreed aims:

WALT and WILFs to reflect curriculum objectives

Consistency of vocabulary, progression and development of knowledge over time in a sequential journey.

Cross curricular links used where ever possible.

PHSE within	Honesty	-	Trustworthines	-	Achieving	- Managing	- Loyalty	-	Self-regulation
Assemblies	NSPCC Pantasorus -		S ²	-	Perseverance	conflict	- Trust		strategies
/ (356) (100065)	How to report if you	-	Body Image	-	Short or Long	- Friendships	- What's ok to		(linked to
	feel unsafe	-	Stereo-typing		term goals	have ups and	do, if a friend		yoga)
	Sense of Justice -	-	Self-reflection	-	Personal	downs	asks?	-	What makes
	Right to Vote (Linked	-	Self-worth		Rewards -	- Stereo-typing	- County lines		us physically
	to school council)	-	Boundaries		feeling good	linked to faith	(age		well?
	Integrity		and Privacy	-	What to do	- Islam	appropriate)	-	What makes
	• Courage	-	What does a		when someone	- Stereo-typing	Self-control		us mentally
	Humilty		good friend		doesn't make	linked to faith			well?
	 Kindness 		look like?		you <mark>feel</mark> good	– Judaism –		-	Being <mark>happy</mark>
	Generosity				(reporting)	WW2			matters - Safe
				-	Recognising	- Mutual			Summer
					feelings and	Respect			
					how to	Prevent duty - reporting			
					manage them	(age appropriate)			
	• Singing - Pushing	-	Trolling and	-	How friendship	- Screen	- Keeping <mark>saf</mark> e	-	GPS tracking
	Boundaries		what to do		h <mark>elps</mark> us good	Addiction -	in the sun -		locations are
	• Keeping Safe online	-	Online		or not	time	Slip, Slop,		on - snap chat
	• Gaming Age		Harassment	-	Snap chat –	restrictions	Slap		and other app
	restrictions		and how to		pros and cons!	and why.	- Social media		mapping
	• Apps - What to use,		report		How to report.	- Online	and feeling	-	Checking your
	what not to use?	-	What to share	-	You-tube -	grooming (age	good and bad		Privacy
	Online Bullying		and what		Good or bad?	appropriate)	- Social media -		settings
			NOT to share		How to search	- Sharing pictures	how do you	-	What does the
					safely.	(Sexting - age	feel if you		image make
						appropriate)			you

			don't get a think ping? Socia profil							
EYF	S Cycle	All About Me	All About Me Let's Celebrate Long, long ago On the farm Nursery Rhymes Real Life Her							
EYF	S Cycle 2	Home Sweet Home	Home Sweet Home Light and Dark Go wild In my garden Traditional When I grow up							
3 and	Communicati	Be able to express a p	oint of view and to de	bate when they disagre	e with an adult or frier	rd, using words as well	as actions.			
4 year olds	on and Language	Start a conversation v	vith an adult or a <mark>frie</mark> n	<mark>d</mark> and continue it for m	any turns,					
	Personal, Social and	Select and use activiti suggested to them.	es and resources, with	help when needed. Thi	s <mark>helps</mark> them to achieve	e a <mark>goal</mark> they have chos	en or one which is			
	Emotional	Develop their sense of	responsibility and mer	nbership of a communit	y.					
	Development	, and the second		e, in the <mark>safe</mark> context of	their setting.					
		Show more confidence								
		Play with one or more other children, extending and elaborating play ideas.								
		• •	•	es. For example, accepti	ng that not everyone c	an be Spider-Man in th	e game, and			
		suggesting other ideas								
		Increasingly follow ru	· ·							
		Remember rules witho	Ŭ							
		Develop appropriate w	0 0	•						
		Talk with others to so	•							
		·	•	ippy', 'sad', 'angry' or 'v	vorried.					
		Understand gradually	,	· ·						
		Be increasingly indepe	· ·		11					
			0	and drying their hands	thoroughly.					
	Dl : l		•	rity and toothbrushing.						
	Physical Development	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.								
	Understandin	Resign to make cases at their any life story and family's history								
	g the World	Begin to make sense of their own life-story and family's history. Show interest in different occupations.								
	340110100	00	<u>'</u>	the differences between	i neonlei					
		1 01		e world and talk about t	The state of the s	ve experienced or seen i	n photos.			

Recepti	Communicati	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
on	on and	Develop social phrases.
	Language	
	Personal,	See themselves as a valuable individual.
	Social and	Build constructive and respectful relationships,
	Emotional	Express their feelings and consider the feelings of others.
	Development	Show resilience and perseverance in the face of challenge.
	,	Identify and moderate their own feelings socially and emotionally.
		Think about the perspectives of others.
		Manage their own needs.
		personal hygiene
		Know and talk about the different factors that support their overall health and wellbeing:
		regular physical activity
		healthy eating
		toothbrushing
		sensible amounts of 'screen time'
		having a good sleep routine
		being a safe pedestrian
	Physical	Further develop the skills they need to manage the school day successfully:
	Development	lining up and queuing
		mealtimes
	Understandin	Talk about members of their immediate family and community.
	g the World	Name and describe people who are familiar to them.
		Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communica	 Hold conversation when engaged in back-and-forthexchanges with their teachers and peers.
	tionand Language	
	(Listening,	• Express their ideas and feelings about their experiences using, full sentences, including use of past, present and future tenses and
	Attention	making use of conjunctions, with modelling and support from their teacher.
	and	
	Understand ing,	
	Speaking)	

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Personal,		,	· ·	and begin to <mark>regulate</mark> th	~	. 0		
Socialand	• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when							
Emotional	appropriate.	appropriate.						
Developme	Give focused atten	tion to what the teache	r says, responding <mark>app</mark>	<mark>ropriately</mark> even when er	igaged in activity, and	show an ability to		
nt	follow instructions	involving several ideas	or actions.					
(Self-								
regulation	Be confident to try	new activities and show	w independence, resilienc	ce and perseverance in t	he face of challenge,			
^ ^ 	·	s for <mark>rules,</mark> know right fr		•	, 0			
, Managing Self	'	, , ,	0 0	dressing, going to the toi	let and understanding t	heimportance of		
Jap	healthy food choice	00	sortan recas, a tesama ag e	a cood ig, god ig to a to to	soor as tar as tare or as tare to	, 100 th 400 to the 100 to		
Building	The state of the s							
Relationships)	Work and play coc	peratively and take tur	rs with others.					
	• Form positive attac	hments to adults and fr	iendships with peers.					
	'	their own and others' r						
Physical	V	d obstacles <mark>safely,</mark> with		elves and others.				
Develop			,					
ment								
(Gross								
Motor)								
Understan	Talk about the live	s of <mark>people</mark> around them	rand their <mark>roles</mark> in <mark>soci</mark>	ety.				
dingthe								
World								
(Past andPresent)	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	14 5	T	·				
Year I	Where in the World	Mary Poppins	Into the woods -	Fire Fire!	Growth and Green	Summer is here!		
	is Barnaby Bear?		Percy the Park		Fingers			
	KSI Teams -	In relation to Jane and	keeper Looking after the woods	Staying safe around fire.	My food diary	Science link - How to		
	RI. about the roles	Michael getting lost;	and the world around us.	Stop Drop Roll, Calling	(homework) How can we	care for creatures we		
	different people (e.g.	what do we do if we get	Keeping the environment	999 and how it can help.	live a healthy life	find in rock pools at		
	acquaintances, friends	lost? Where do we go?	safe for the animals;		through our diet? Why	Flamborough; recognising		
	and relatives) play in our What would you do? being considerate near KSI - Be Yourself is it important to eat that animals need to be							
	lives Who would it be safe to the badger's sett. H12. how to recognise healthily? treated with care and							
	R2. to identify the people	talk to?		and name different	NCI Tr' I I	sensitivity to keep them		
	who love and care for them and what they do	KSI –	How is Percy a good friend to the animals?	feelings	KSI - It's my body.	alive and healthy.		
	I dienti ana witati tregiao	<u> </u>	premi w the animals!	1				

to help them feel cared R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy RIO. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online RII. about how people

may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a Trusted adult R21, about what is kind and unkind behaviour. and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others

Think Positively

HI. about what keeping healthy means; different ways to keep healthy HII. about different feelings that humans can experience HI2. how to recognise and name different feelings HI3. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling HI7. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel HI9. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H23. to identify what they are good at, what

they like and dislike

KSI - Diverse Britain R21. about what is kind and unkind behaviour. and how this can affect others R23. to recognise the ways in which they are the same and different to others R25, how to talk about and share their opinions on things that matter to L1. about what rules are.

why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

HI3. how feelings can affect people's bodies and how they behave HI4. how to recognise what others might be leeling HI5. to recognise that not everyone feels the same at the same time, or feels the same about the same things HI6. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good HI9. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to

ask for it

identify feelings

recognise what helps

people to feel better

makes them special

H22. to recognise the

H23. to identify what

they are good at, what

they like and dislike

healthy H7. about dental care and visiting the dentist; H20. about change and how to brush teeth loss (including death); to correctly; food and drink that support dental health H8. how to keep safe in associated with this; to the sun and protect skin from sun damage H9. about different ways H21. to recognise what to learn and play; recognising the ways in which we are all importance of knowing

H8. how to keep safe in HI. about what keeping healthy means; different the sun and protect skin ways to keep healthy from sun damage H2. about foods that support good health and KSI - Aiming High the risks of eating too

much sugar

H3. about how physical

activity helps us to stay

healthy; and ways to be

H4. about why sleep is

important and different

ways to rest and relax

routines that can stop

germs from spreading

(including vaccinations

and immunisations and

allergic reactions) can

when to take a break

from time online or TV

H6. that medicines

those that support

help people to stay

H5. simple hygiene

physically active

everyday

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult R23. to recognise the ways in which they are

R25, how to talk about and share their opinions on things that matter to them

the same and different to

others

L14. that everyone has different strengths

LIS. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community

L17. about some of the strengths and interests someone might need to do different jobs

R24. how to listen to	H24. how to manage	R25. how to talk about	H10. about the people	
other <mark>people</mark> and play	when finding things	and share their opinions	who help us to stay	
and work cooperatively	difficult	on things that matter to	physically healthy	
	R7. about how to	them	H29. to recognise risk in	
H23. to identify what	recognise when they or		simple everyday	
they are good at, what	someone else feels lonely		situations and what	
they like and dislike	and what to do		action to take to minimise	
	R21. about what is kind		harm	
L4. about the different	and unkind behaviour;		H31. that household	
groups they belong to	and how this can affect		products (including	
L14. that everyone has	others		medicines) can be	
different strengths	R25. how to talk about		harmful if not used	
	and share their opinions		correctly	
	on things that matter to		H37. about things that	
	them		people can put into their	
			body or on their skin;	
			how these can affect	
			how people feel	
			R16. about how to	
			respond if physical	
			contact makes them feel	
			uncomfortable or unsafe	
			R17. about knowing there	
			are situations when they	
			should ask for permission	
			and also when their	
			permission should be	
			sought	
			R18. about the	
			importance of not keeping	
			adults' secrets (only	
			happy surprises that	
			others will find out about	
			eventually)	
			20. what to do if they	
			feel unsafe or worried for	
			themselves or others;	
			who to ask for help and	
			vocabulary to use when	
			asking for <mark>help;</mark>	

					importance of keeping trying until they are heard	
Year 2	To infinity and beyond	Victorians	Once upon a time	Fairtrade	Disappearing	Splash
	KSI VIPs	Bonfire night safety.	Explore problems	KSI Digital Wellbeing	KSI Money Matters	KSI Growing Up
	H14. how to recognise		through traditional stories	H28. about rules and age	L10. what money is;	H20. about change and
	what others might be	KSI Safety First	– what would you do if	restrictions that keep us	forms that money comes	loss (including death); to
	feeling	H8. how to keep <mark>safe</mark> in		safe	in; that money comes	identify feelings
	HI6. about ways of	the sun and protect skin	Through daily story –	H34. basic rules to keep	from different sources	associated with this; to
	sharing feelings; a range	from sun damage	reading of traditional	safe online, including	LII. that people make	recognise what helps
	of words to describe	H28. about rules and age	tales and discussing the	what is meant by	different choices about	people to feel better
	feelings	restrictions that keep us	moral behind them	personal information and	how to save and spend	H22. to recognise the
	H23. to identify what	safe		what should be kept	money	ways in which we are all
	they are good at, what	H29. to recognise risk in	KSI One World	private; the importance of	L12. about the difference	unique
	they like and dislike	simple everyday	R2. to identify the people	telling a Trusted adult if	between <mark>needs</mark> and	H25. to name the main
	H33. about the people	situations and what	who love and care for	they come across	wants; that sometimes	parts of the <mark>body</mark>
	whose job it is to help	action to take to minimise	them and what they do	something that scares	people may not always	including external
	keep us <mark>safe</mark>	harm	to help them feel cared	them	be able to have the	genitalia (e.g. vulva,
	RI. about the roles	H30. about how to keep	for	R10. that bodies and	things they want	vagina, penis, testicles)
	different people (e.g.	safe at home (including	R3. about different types	feelings can be hurt by	L13. that money needs to	H26. about growing and
	acquaintances, friends	around electrical	of families including	words and actions; that	be looked after; different	changing from young to
	and relatives) play in our	appliances) and fire	those that may be	people can say hurtful	ways of doing this	old and how people's
	lives	safety (e.g. not playing	different to their own	things online	L15. that jobs help people	needs change
	R2. to identify the people	with matches and	R4. to identify common	RII. about how people	to earn money to pay for	H27. about preparing to
	who love and care for	lighters)	features of family life	may feel if they	things	move to a new
	them and what they do	H31. that household	L1. about what rules are,	experience hurtful	L16. different jobs that	class/year group
	to help them feel cared	products (including	why they are needed,	behaviour or bullying	people they know or	R3. about different types
	for	medicines) can be	and why different rules	R12. that hurtful	people who work in the	of families including
	R3. about different types	harmful if not used	are needed for different	behaviour (offline and	community do	those that may be
	of families including	correctly	situations	online) including teasing,		different to their own
	those that may be	H32. ways to keep safe	L2. how people and other	name-calling, bullying		R4. to identify common
	different to their own	in familiar and	living things have	and deliberately		features of family life
	R4. to identify common	unfamiliar environments	different needs; about the	excluding others is not		R5. that it is important to
	features of family life	(e.g. beach, shopping	responsibilities of caring	acceptable; how to report		tell someone (such as
	R5. that it is important to	centre, park, swimming	for them	bullying; the importance		their teacher) if
	tell someone (such as	pool, on the street) and how to cross the road	L2. how people and other	of telling a Trusted adult R14. that sometimes		something about their
	their teacher) if		living things have			family makes them
	something about their	safely		people may behave		unhappy or worried

family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy RIO. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online RII. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a Trusted adult RI6. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour.

H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to RI3. to recognise that some things are private and the importance of respecting Privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are RI5. how to respond safely to adults they don't know RI6. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that

others will find out about

eventually) R19. basic

techniques for resisting

pressure to do something they don't want to do

different needs; about the responsibilities of caring for them

L6. to recognise the ways they are the same as, and different to, other people

differently online, including by pretending to be someone they are RI5. how to respond safely to adults they don't know L7, about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true

R13. to recognise that some things are private and the importance of respecting Privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others: who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R23. to recognise the ways in which they are the same and different to others

	and how this can affect others R24. how to lister to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard				
Year 3	World War II	What that coming over the hill?	Warrior or worker?	I speak for the Trees	How Cromford Changed the world	Food, Glorious food!
	LKS2 TEAM	LKS2 Think Positive	LKS2 Diverse Britain	LKS2 Be Yourself	LKS2 It's My Body	LKS2 Aiming High
	H18. about everyday	H3. about choices that	H25. about <mark>personal</mark>	H17. to recognise that	HI. how to make	H27. to recognise their
	things that affect feelings	support a healthy	identity; what contributes	feelings can change over	informed decisions about	individuality and
	and the importance of	lifestyle, and recognise	to who we are (e.g.	time and range in	health	personal qualities
	expressing feelings	what might influence	ethnicity, family, gender,	intensity	H2. about the elements of	H28. to identify personal
	HI9. a varied vocabulary	these	faith, culture, hobbies,	H18. about everyday	a balanced, healthy	strengths, skills,
	to use when talking	H4, how to recognise	likes/dislikes)	things that affect feelings	lifestyle	achievements and
	about feelings; about	that <mark>habits</mark> can have	R21. about discrimination:	and the importance of	H3. about choices that	interests and how these
	how to express feelings	both positive and	what it means and how	expressing feelings	support a healthy	contribute to a sense of
	in different ways	negative effects on a	to challenge it	HI9. a varied vocabulary	lifestyle, and recognise	Self-worth
	H24. problem-solving	healthy lifestyle	R31, to recognise the	to use when talking	what might influence	H29. about how to
	strategies for dealing	HI5. that mental health,	importance of self-respect	about feelings; about	these	manage
	with emotions, challenges	just like <mark>physical health,</mark>	and how this can affect	how to express feelings	H4. how to recognise	setbacks/perceived
	and <mark>change,</mark> including	is part of daily life; the	their thoughts and	in different ways	that <mark>habits</mark> can have both	failures, including how to
	the transition to new	importance of taking care	feelings about	H20. strategies to	positive and negative	re-frame unhelpful
	schools	of mental health	themselves; that	respond to feelings,	effects on a healthy	thinking
	H36. strategies to	HI6. about strategies and	everyone, including them,	including intense or	lifestyle H5. about what	L9. about communities;
	manage transitions	behaviours that support	should expect to be	conflicting feelings; how	good physical health	how they can negatively
	between classes and key	mental health —	treated politely and with	to manage and respond	means; how to recognise	influence behaviours and
	stages	including how good	respect by others	to feelings appropriately	early signs of physical	attitudes towards others;
	RII. what constitutes a	quality sleep, physical	(including when online	and proportionately in	illness	strategies for challenging
	positive healthy	exercise/time outdoors;	and/or anonymous) in	different situations	H6. about what	communities
	friendship (e.g. mutual	being involved in	school and in wider	H23. about change and	constitutes a healthy diet;	L25. to recognise positive
	respect, Trust,	community groups, doing	society; strategies to	loss, including death, and	how to plan healthy	things about themselves

truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-toface relationships RI3. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork.

things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing HI7. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings HI9. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss

improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all

have for caring for other

how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth H29, about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded

meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of injection; the wider importance of personal hygiene and how to maintain it HIO. how medicines. when used responsibly contribute to health; that some diseases can be prevented by vaccinations and

and their achievements: set goals to help achieve personal outcomes L26, that there is a broad range of different jobs/careers that people can have; that people often have more than one career type of job during their life L27. about communities in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and regotiation

communication and feelings with a Trusted negotiation adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth H29, about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded

people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about communities: how they can regatively influence behaviours and attitudes towards others; strategies for challenging communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing R29, where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves: that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to

improve or support

immunisations: how allergies can be managed HII. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) HI2. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer HI4. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H38. how to predict, assess and manage risk in different situations H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3 H46, about the risks and effects of legal drugs

common to everyday life

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university

				countrous normathyl	(e.g. cigarettes, e-	1
				courteous, respectful		
				relationships	cigarettes/vaping, alcohol	
				L4. the importance of	and medicines) and their	
				having compassion	impact on health;	
				towards others; shared	recognise that drug use	
				responsibilities we all	can become a habit	
				have for caring for other	which can be difficult to	
				people and living things;	break	
				how to show care and	H48. about why people	
				concern for others	choose to use or not use	
				LII. recognise ways in	drugs (including nicotine,	
				which the internet and	alcohol and medicines);	
				social media can be used	R18. to recognise if a	
				both positively and	friendship (online or	
				negatively	offline) is making them	
				L16. about how text and	feel unsafe or	
				images in the <mark>media</mark> and	uncomfortable; how to	
				on social media can be	manage this and ask for	
				manipulated or invented;	support if necessary	
				strategies to evaluate the	R25. recognise different	
				reliability of sources and	types of physical contact;	
				identify misinformation	what is acceptable and	
					unacceptable; strategies	
					to respond to unwanted	
					physical contact	
					R26. about seeking and	
					giving permission	
					(consent) in different	
					situations	
					R27. about keeping	
					something confidential or	
					secret, when this should	
					(e.g. a birthday surprise	
					that others will find out	
					about) or should not be	
					agreed to, and when it is	
					right to break a	
					confidence or share a	
					secret	
Year 4	Powerful Earth	Brilliant minds.	Treasure Island	The Empire strikes	Mesoamerica	Swinging 60s.
		21		11.00 2.1.450 0 30 0003	11.00001101000	01, 4 July 2003.

LKS2 VIPs RI. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsale, and how to seek help or advice RIO. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing RII. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty,

LKS2 Safety First H35, about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury

risks and keep sale

importance of taking

safely, (e.g. following

instructions carefully)

unfamiliar places (rail,

H41. strategies for

environment or

H40. about the

decision making. LKS2 One World R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. or risk in the home and physically, in personality or background what they can do reduce R34. how to discuss and debate topical issues, respect other people's medicines correctly and point of view and using household products constructively challenge those they disagree with L2. to recognise there are human rights, that are keeping safe in the local there to protect everyone L3. about the relationship between rights and water, road) and firework responsibilities safety; safe use of digital L4. the importance of having compassion

Enrichment - First aid:

how it could be put it

that they have choices.

don't always have to

blame someone but we

need to consider what

the risks are before we

Demonstrate that they

know the process for

do something.

Understand that

Understand the skill and

into practice. Understand

accidents happen and we

The children learn about the invasion of the Romans. Compare the rules, laws and ways of life with present day democracy and society in Britain, Children to learn about the importance of rules. They are to reflect on those that are in our classrooms, school and within our society, learning to recognise how this helps our world get along.

backl

LKS2 Money Matters

LKS2 Digital Wellbeing HI3. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for

keeping safe online,

L17. about the different ways to pay for things class, women and and the choices people have about this L18. to recognise that LKS2 Growing Up people have different attitudes towards saving and spending money; time and range in what influences people's intensity decisions; what makes something 'good value for money L19. that people's expressing feelings spending decisions can affect others and the to use when talking environment (e.g. Fair trade, buying single-use different ways plastics, or giving to H20. strategies to charity) respond to feelings, L20. to recognise that people make spending including intense or decisions based on priorities, needs and wants L21. different ways to different situations keep track of money L22. about risks associated with money (e.g. money can be won, biological sex lost or stolen) and ways of keeping money safe H30. to identify the L23, about the risks involved in gambling; different ways money can be won or lost

through gambling-related

activities and their

impact on health,

How attitudes have changed towards social technology since 1960.

HI7. to recognise that feelings can change over H18. about everyday things that affect feelings and the importance of HI9. a varied vocabulary about feelings; about how to express feelings in conflicting feelings; how to manage and respond to feelings appropriately and proportionately in H26. that for some people gender identity does not correspond with their external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-toface relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries² H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including

towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home: how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about communities: how they can regatively influence behaviours and attitudes towards others; strategies for challenging communities L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report

concerns and get support

wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions L26, that there is a broad range of different jobs/careers that people can have; that people often have more than one career type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet (ampanh H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for 1 H34. about where to get more information, help and advice about growing and changing, especially about puberty R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be

attracted to someone

and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online): 25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26, about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise

that others will find out

about) or should not be

RI9. about the impact of

bullying, including offline

alcohol and smoking/vaping H50, about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing R29, where to get advice and report concerns if worried about their own

or someone else's

R21, about discrimination: what it means and how to challenge it R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29, where to get advice and report concerns if worried about their own or someone else's personal safety (including online) LII. recognise ways in which the internet and

social media can be used

emotionally, romantically and sexually; that people may be <mark>attracted</mark> to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability

	agreed to, and when it is	personal safety (including		both positively and		
	right to break a	online)		negatively		D0 T TI
	confidence or share a	or wite)		L12. how to assess the		R8. to recognise other
	secret			reliability of sources of		shared characteristics of
				* * *		healthy family life,
	R30. that personal			information online; and		including commitment,
	behaviour can affect			how to make safe,		care, spending time
	other people; to recognise			reliable choices from		together; being there for
	and model respectful			search results		each other in times of
	behaviour online			L13. about some of the		difficulty
	L10. about prejudice; how			different ways		
	to recognise			information and data is		
	behaviours/actions which			shared and used online;		
	discriminate against			including for commercial		
	others; ways of			purposes		
	responding to it if			L14. about how		
	witnessed or experienced			information on the		
				internet is ranked,		
				selected and targeted at		
				specific individuals and		
				groups; that connected		
				devices can share		
				information		
				L15. recognise things		
				appropriate to share and		
				things that should not be		
				shared on social media;		
				rules surrounding		
				distribution of images		
				L16. about how text and		
				images in the media and		
				on social media can be		
				manipulated or invented;		
				' '		
				strategies to evaluate the		
				reliability of sources and		
				identify misinformation		
 Year 5	Sun God	The Outback	Shakespeare Whodu	Let Battles	Out of this World	#hashtag
i edir J	Juli 400	The Outback			Can of this violation	#Tustuay
			nit	Commence!		

P4C: Stimulus-First two verses of 'I think just how my shape will rise' BY Emily Dickinson

UKS2 TEAM

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement RIO. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing RII. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-toface relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded;

P4C:Stimlus - Harmony Day in Australia - Tolerance and Respect

UKS2 Growing Up

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it HI7. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings HI9. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

P4C: Stimulus - is the way we deal with crime today, better than in the past? History link

UKS2 Diverse Britain

R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32, about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to lister and respond respectfully to a wide range of people, including those whose traditions, beliefs and

P4C:Stimulus - Story of the Lindisfame invasions/raids

UKS2 Be Yourself

H3. about choices that support a healthy HI. how to make lifestyle, and recognise what might influence these HI7. to recognise that feelings can change over time and range in intensitu H18. about everyday things that affect feelings and the importance of expressing feelings HI9. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H28. to identify personal strengths, skills, achievements and

P4C: Stimulus - Laika the dog and her doomed space

UKS2 It's My Body

informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits <mark>mental</mark> and physical health (e.g. walking or cycling to school, daily active mile); P4C: Stimulus (Animation -The Scarecrow)

http://www.literacyshed.com /a-shed-full-ofanimations.html Food and Cultivation issues

UKS2 Aiming High

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one careen type of job during their life L27. about communities in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which

strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely RI9. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with

H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of Self-worth H30. to identify the external genitalia and internal reproductive organs in males and lemales and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth

as part of the human life

lifestyle are different to their own L1. to recognise reasons for rules and laws; consequences of not adhering to rules and L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what

it means; the benefits of

interests and how these contribute to a sense of Self-worth H29, about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another RII. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-toface relationships RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile

recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it HIO. how medicines. when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed HII. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices,

stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30, about some of the skills that will help them in their future <mark>careers</mark> e.g. teamwork, communication and regotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34, how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and L4. the importance of having compassion towards others; shared responsibilities we all

have for caring for other

people and living things;

cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for! H34. about where to get more information, help and advice about growing and changing, especially about puberty RI. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be

lifelong

R4. that forcing anyone

will is a crime; that help

and support is available

to marry against their

living in a diverse community; about valuing diversity within communities L9. about communities; how they can regatively influence behaviours and attitudes towards others; strategies for challenging communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Cg, what democracy is, and about the basic institutions that support it locally and nationally;

differences positively and safely R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sur damage and sun/heat stroke and reduce the risk of skin cancer HI4. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3 H46, about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L30. about some of the skills that will help them in their future careers e.g. teamwork. communication and negotiation

to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact L9. about communities; how they can regatively influence behaviours and attitudes towards others; strategies for challenging communities LII. recognise ways in which the internet and social media can be used both positively and negatively LI6. 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

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49, about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission

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survive Canadian Wilderness

http://www.dailymail.co.u k/news/article-2483950/Hiker-lorcedeat-dog-stranded-Canadian-wilderness-3months.html

UKS2 VIPs

RI. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family

UKS2 Salety First

HI4. how and when to

seek support, including which adults to speak to in and outside school, if they are worried about their health H35, about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

UKS2 One World

L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

UKS2 Digital Wellbeing

HI3. about the benefits of the internet: the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R19. about the impact of bullying, including offline and online, and the consequences of hurtful

behaviour

Dictatorship - stem from Ancient Greece

UKS2 Money Matters

L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that <mark>habits</mark> can have both positive and negative effects on a healthy lifestyle

HI5. that mental health. just like physical health, is part of daily life; the importance of taking care of mental health HI6. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H18. about everyday things that affect <mark>feelings</mark> and the importance of expressing feelings HI9. a varied vocabulary to use when talking about feelings; about how

members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice RII. what constitutes a positive healthy friendship (e.g. mutual respect, Trust, truthfulness, Loyalty, Kindness, Generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-toface relationships RI5. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43, about what is meant by first aid; basic techniques for dealing with common injuries² H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about Privacy and personal Boundaries; what is appropriate in friendships and wider relationships (including online) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report

concerns

R24. how to respond

safely and appropriately to adults they may

encounter (in all contexts

including online) whom

R28. how to recognise

pressure from others to do something unsafe or

that makes them feel

uncomfortable and

they do not know

activities and their to express feelings in impact on health, different ways wellbeing and future H20. strategies to aspirations respond to feelings, L24. to identify the ways including intense or that money can impact on people's feelings and emotions and proportionately in different situations and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a Trusted adult H24. problem-solving strategies for dealing

conflicting feelings; how to manage and respond to feelings appropriately H21. to recognise warning signs about mental health with emotions, challenges and change, including the transition to new schools H29, about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded R30. that personal behaviour can affect

differences positively and other people; to recognise strategies for managing and model respectful safely this R18. to recognise if a LII. recognise ways in behaviour online friendship (online or which the internet and offline) is making them social media can be used feel unsafe or both positively and uncomfortable; how to negatively manage this and ask for L12. how to assess the support if necessary reliability of sources of R22. about Privacy and information online; and personal Boundaries; how to make safe, what is appropriate in reliable choices from friendships and wider search results relationships (including L13. about some of the different ways online); R26. about seeking and information and data is giving permission shared and used online, (consent) in different including for commercial situations purposes R27. about keeping L14. about how something confidential or information on the secret, when this should internet is ranked, (e.g. a birthday surprise selected and targeted at that others will find out specific individuals and about) or should not be groups; that connected agreed to, and when it is devices can share right to break a information confidence or share a L15. recognise things appropriate to share and secret things that should not be R28. how to recognise pressure from others to shared on social media; do something unsafe or rules surrounding that makes them feel distribution of images uncomfortable and L16. about how text and strategies for managing images in the media and on social media can be this R29. where to get advice manipulated or invented; and report concerns if strategies to evaluate the reliability of sources and worried about their own or someone else's identify misinformation

personal safety (including		
online)		
R30. that personal		
behaviour can affect		
other people; to recognise		
and model respectful		
behaviour online		
R33. to listen and		
respond respectfully to a		
wide range of people,		
including those whose		
traditions, beliefs and		
lifestyle are different to		
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