

Hopton Primary SchoolYear 1 -6 PSHE Planning overview for year

The Twinkl planning follows the new PSHE Association Programme of Study, based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each unit fits within these areas and has 6 lessons/sessions of planning and resources. Below is an outline for the order these units need to be taught throughout the year.

RSHE -The Relationship, Sex and Health Education is embedded within the wider PSHE education. All the learning objectives which relate to **Sex Education** are highlighted yellow. These are non-mandatory and children can be withdrawn from these lessons if parents wish after a discussion with school. All other learning objectives and focus come under **Relationship, Health and Wellbeing Education** and are mandatory and therefore children cannot be withdrawn.

Living in the Wider World covers elements of learning in the following units; Britain, Money Matters, Aiming High, Respecting Rights, One World and TEAM.

PANTS- Pantosaurus from the NSPCC, which helps children understand that their body belongs to them and they should tell someone they trust if anything makes them feel worried is taught in F2 and then recapped in every year group each year.

Please note that in the academic year 20-21 the Year 1, Year1/2 and Year 2 classes are all being taught the Year 1 Curriculum. The Year 3, Year 3/4 and Year 4 class are being taught the Year 3 curriculum. This is will be reviewed at the end of year and adaptations will be made to ensure learning objectives and opportunities progress or are caught up on the following year.

The best intention is to teach the units and objectives in the following order, however due to Lockdown and Covid 19 this may be delayed. Parents will also be informed prior to the teaching of any non-mandatory objectives.

YEAR 1		
Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	TEAM	<ul style="list-style-type: none"> • Together everyone achieves more To learn that they belong to various groups and communities, such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • Listening

		<p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <ul style="list-style-type: none"> • Bullying and Teasing To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others. • Brilliant Brains To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. • Making Good Choices To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people.
HT2	Be Yourself	<ul style="list-style-type: none"> • Marvellous Me To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn ways in which they are all unique; understand that there has never been and will never be another 'them'. • Feelings To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal. • Things I Like To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To understand ways in which they are all unique; understand that there has never been and will never be another 'them'. • Uncomfortable Feelings

		<p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <ul style="list-style-type: none"> • Changes To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • Speak Up! To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
HT3	Britain	<ul style="list-style-type: none"> • My School To learn that they belong to different groups and communities such as family and school. To learn how they can contribute to the life of the classroom and school. • My Community To understand that they belong to different groups and communities such as family and school. To recognise that choices can have negative and positive consequences. • My Neighbourhood To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these. To learn that people and other living things have rights and that everyone has responsibilities to protect those rights. • My Country To learn that they belong to different groups and communities such as family and school. To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • British People To learn to identify and respect the differences and similarities between people.

		<p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To discuss ways in which we are the same as all other people; what we have in common with everyone else.</p> <ul style="list-style-type: none"> • What makes me proud of Britain? <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To understand that they belong to different groups and communities such as family and school.</p>
HT4	It's My Body	<ul style="list-style-type: none"> • My body, my business <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To understand that that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <ul style="list-style-type: none"> • Active and asleep <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so good consequences.</p> <ul style="list-style-type: none"> • My Neighbourhood <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <ul style="list-style-type: none"> • Clean as a whistle <p>The importance of, and how to maintain, personal hygiene.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p>

		<p>To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <ul style="list-style-type: none"> • Can I eat it? Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. That household products, including medicines, can be harmful if not used properly.
HT5	Money Matters	<ul style="list-style-type: none"> • Money To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • Keep it safe To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • Save or spend? To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • Want or need? To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • Look after it To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.

		<p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <ul style="list-style-type: none"> • Going Shopping To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
HT6	Aiming High	<ul style="list-style-type: none"> • Star Qualities To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • Positive Learners To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. I can explain how a positive learning attitude can help me. • Bright Futures To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • Jobs For All To identify and respect the similarities and differences between people. To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class. I can understand that it is a person's interests and skills that make them suited to doing a job. • Going for Goals

		<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To think about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <ul style="list-style-type: none"> • Looking Forward <p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>
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Year 2		
Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	Think Positive	<ul style="list-style-type: none"> • Think Happy, Feel Happy! To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong. • It's Your Choice To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. To recognise that choices can have good and not-so-good consequences. • Go-Getters To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

		<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <ul style="list-style-type: none"> • Let It Out <p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <ul style="list-style-type: none"> • Be Thankful <p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <ul style="list-style-type: none"> • Be Mindful <p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p>
HT2	Respecting Rights	<ul style="list-style-type: none"> • Rights <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise ways in which we are the same as all other people; what we have in common with everyone else.</p> <ul style="list-style-type: none"> • Protecting Our Rights <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>

		<ul style="list-style-type: none"> • Respecting Others To recognise that their behaviour can affect other people. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • Everybody's Different To identify and respect the differences and similarities between people. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise ways in which we are the same as all other people; what we have in common with everyone else. • Is It Fair? To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • Taking Part To know how they can contribute to the life of the classroom and school. To understand that they belong to different groups and communities, such as family and school.
HT3	Safety First	<ul style="list-style-type: none"> • Keeping Safe To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the ways that pupils can help the people who look after them to more easily protect them. • Staying Safe at Home

		<p>To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To know that household products, including medicines, can be harmful if not used properly. To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <ul style="list-style-type: none"> • Staying Safe Outside <p>To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency.</p> <ul style="list-style-type: none"> • Staying Safe Online <p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <ul style="list-style-type: none"> • The Underwear Rule <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <ul style="list-style-type: none"> • People Who Can Help <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>
HT4	VIPs	<ul style="list-style-type: none"> • Who Are Your VIPs?

		<p>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <ul style="list-style-type: none"> • Families To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • Friends To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond. • Falling Out To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. • Working Together To recognise that their behaviour affects other people To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • Showing You Care To communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback.
HT5	Growing Up	<ul style="list-style-type: none"> • Our Bodies To learn the names for the main parts of the body and the bodily similarities and differences between boys and girls. • Is It OK?

		<p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <ul style="list-style-type: none"> • Pink and Blue To learn ways in which we are unique. To identify and respect the differences and similarities between people. • Look at Me Now! To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • Getting Older To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. To learn about the process of growing from young to old and how people's needs change. • Changes To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
HT6	One World	<ul style="list-style-type: none"> • Families To identify and respect the differences and similarities between people. To identify their special people (family, friends and carers), what makes them special and how special people should care for one another. To understand that they belong to different groups and communities such as family and school. To understand ways in which we are the same as all other people; what we have in common with everyone else. • Homes To identify and respect the differences and similarities between people. To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).

		<ul style="list-style-type: none"> <p>• Schools</p> <p>To identify and respect the differences and similarities between people. To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>• Environments</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). To identify and respect the differences and similarities between people. I can explore places where people live which are different from where I live.</p> <p>• Resources</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>• Planet Protectors</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p>
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Year 3

Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	TEAM	<ul style="list-style-type: none"> • A New Start To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • Together Everyone Achieves More To know that their actions affect themselves and others. To work collaboratively towards shared goals. • Working Together To know that their actions affect themselves and others. To work collaboratively towards shared goals. • Being Considerate To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others. • When Things Go Wrong To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

		<ul style="list-style-type: none"> • Responsibilities To know that their actions affect themselves and others. To work collaboratively towards shared goals. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
HT2	Be Yourself	<ul style="list-style-type: none"> • Pride To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • Feelings To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To learn what positively and negatively affects their physical, mental and emotional health. To recognise and respond appropriately to a wider range of feelings in others. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. • Express Yourself To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. • Know Your Mind To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage 'dares'. • Media-Wise To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

		<p>To recognise and challenge stereotypes.</p> <ul style="list-style-type: none"> • Making It Right <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To know that their actions affect themselves and others. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>
HT3	Britain	<ul style="list-style-type: none"> • Living in Britain <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <ul style="list-style-type: none"> • Democracy <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know what democracy is and the basic institutions that support it.</p> <ul style="list-style-type: none"> • Rules, Laws and Responsibilities <p>To know why and how rules and laws that protect themselves and others are made and enforced. To understand why different rules are needed in different situations and how to take part in making and changing rules.</p> <ul style="list-style-type: none"> • Liberty <p>To understand that there are basic human rights shared by all peoples and all societies. To know that these universal rights are there to protect everyone.</p> <ul style="list-style-type: none"> • Tolerance and Respect <p>To understand that differences and similarities between people arise from a number of factors. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <ul style="list-style-type: none"> • What Does It Mean to Be British? <p>To research, discuss and debate topical issues, problems and events. To consider the lives of people living in other places, and people with different values and customs.</p>
HT4	It's My Body	<ul style="list-style-type: none"> • My Body, My Choice

		<p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that abuse is a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <ul style="list-style-type: none"> • Fit as a Fiddle <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <ul style="list-style-type: none"> • Good Night, Good Day <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <ul style="list-style-type: none"> • Cough, Splutter, Sneeze! <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p> <ul style="list-style-type: none"> • Drugs: Healing or Harmful? <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <ul style="list-style-type: none"> • Choices Everywhere <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change</p>
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<p>HT5</p>	<p>Money Matters</p>	<ul style="list-style-type: none"> <p>• Where Does Money Come From?</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>• Ways to Pay</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>• Lending and Borrowing</p> <p>To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>• Priorities</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>• Advertising</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To explore and critique how the media present information.</p> <p>• Keeping Track</p>
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		<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>
HT6	Aiming High	<ul style="list-style-type: none"> • Achievements To reflect and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information looking for help, making responsible choices and taking actions. • Goals To reflect and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information looking for help, making responsible choices and taking actions. • Always learning To reflect and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information looking for help, making responsible choices and taking actions. • Jobs and skills To think about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future. • No limit! To think about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future. To recognise and challenge stereotypes. • When I grow up To think about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

Year 4

Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	Think Positive	<ul style="list-style-type: none"> • Happy Minds - Happy People To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. • Thoughts and Feelings To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. • Changes To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • Keep Calm and Relax! To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To learn how their body will, and their emotions may, change as they approach and move through puberty. • You're the Boss To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To understand what positively and negatively affects their physical, mental and emotional health. • Always Learning To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

		<p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>
HT2	Respecting Rights	<ul style="list-style-type: none"> <p>• Rights</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>• Are All Rights Equal?</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>• Rules</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To know what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>• Rights without Responsibilities?</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>I understand that human rights are not dependent on responsibilities.</p> <p>• Respect</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>

		<ul style="list-style-type: none"> • Are We so Different? To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes.
HT3	Safety First	<ul style="list-style-type: none"> • New Responsibilities To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. • Risks, Hazards and Danger To differentiate between the terms, 'risk', 'hazard' and 'danger'. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To learn strategies for keeping physically and emotionally safe. To recognise, predict and assess risks in different situations and decide how to manage them responsibly. To learn school rules about health and safety, basic emergency aid procedures, where and how to get help. • Under Pressure To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage 'dares'. • Road Safety To have strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety). To differentiate between the terms, 'risk', 'hazard' and 'danger'. To learn strategies for keeping physically and emotionally safe.

		<ul style="list-style-type: none"> • Dangerous Substances To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. I know about dangerous substances and how they affect the human body. • Stay Safe Online To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.
HT4	VIPs	<ul style="list-style-type: none"> • Making Friends To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others. • Staying Friends To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • Is This a Good Friend? To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

		<ul style="list-style-type: none"> • Falling Out To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • Bullying To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • Anti-Bullying To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
H5/6	One World	<ul style="list-style-type: none"> • Chiwa and Kwende To consider the lives of people living in other places and people with different values and customs. To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. • Chiwa's Dilemma (1) To recognise and challenge stereotype. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • Chiwa's Dilemma (2) To consider the lives of people living in other places, and people with different values and customs.

		<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <ul style="list-style-type: none"> • Chiwa's Sugar To consider the lives of people living in other places, and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • Chiwa's World To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • Charity for Chiwa To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
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Year 5

Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	TEAM	<ul style="list-style-type: none"> • Together Everyone Achieves More To know that their actions affect themselves and others. To work collaboratively towards shared goals. • Communicate To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. To recognise and respond appropriately to a wider range of feelings in others. • Collaborate To know that their actions affect themselves and others. To work collaboratively towards shared goals. • Compromise To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. • Care To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

		<ul style="list-style-type: none"> • Shared Responsibilities To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
HT2	Be Yourself	<ul style="list-style-type: none"> • You are Unique To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. • Let It Out! To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. • Uncomfortable Feelings To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • The Confidence Trick To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • Do the Right Thing To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

		<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To learn to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <ul style="list-style-type: none"> • Making Amends <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>
HT3	Britain	<ul style="list-style-type: none"> • Identities <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies.</p> <ul style="list-style-type: none"> • Communities <p>To understand what being part of a community means. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.#</p> <ul style="list-style-type: none"> • Respecting the Law <p>To understand why and how rules and laws that protect themselves and others are made and enforced. To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities. To learn what democracy is, and about the basic institutions that support it locally and nationally.</p> <ul style="list-style-type: none"> • Local Government <p>To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies.</p> <ul style="list-style-type: none"> • National Government <p>To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies.</p>

		<ul style="list-style-type: none"> • Making a Difference <p>To understand what being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p>
HT4	<p>It's My Body (Taken from Yr 4 Scheme of work)</p> <p>This teaching links with the Science curriculum of Life Cycle cycles in Humans and will be taught together.</p>	<ul style="list-style-type: none"> • Human Reproduction <p>To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born including contraception and how babies need to be cared for.</p> <ul style="list-style-type: none"> • Changes in Boys and Girls <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>To learn about where to get more information, help and advice about growing and changing, especially about puberty</p> <ul style="list-style-type: none"> • Changing Emotions <p>To recognise that feelings can change over time and range in intensity</p> <p>To learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>To use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>To learn about where to get more information, help and advice about growing and changing, especially about puberty</p> <ul style="list-style-type: none"> • Relationships and Families <p>To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p>

		<p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>I understand that there are many different types of relationships and families.</p> <ul style="list-style-type: none"> • Where Do I Come From? <p>To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born including contraception and how babies need to be cared for.</p>
HT5	Money Matters	<ul style="list-style-type: none"> • Look After It! <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <ul style="list-style-type: none"> • Critical Consumers <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <ul style="list-style-type: none"> • Value for Money <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <ul style="list-style-type: none"> • Budgeting <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>

		<ul style="list-style-type: none"> • Borrowing and Saving To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). • Money in the Wider World To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).
HT6	Living in the Wider World	<ul style="list-style-type: none"> • You Can Achieve Anything! To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. • Breaking Down Barriers To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. • Future Focus To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. • Equal Opportunities To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To recognise and challenge stereotypes. • Innovation and Enterprise To understand what is meant by enterprise and begin to develop enterprise skills. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

		<p>To work collaboratively towards shared goals.</p> <ul style="list-style-type: none"> • Onwards and Upwards <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>
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Year 6		
Term Breakdown	Unit Title	<ul style="list-style-type: none"> • Focus Learning Objectives
HT1	Think Positive	<ul style="list-style-type: none"> • The Cognitive Triangle <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. I understand the link between thoughts, feelings and behaviours.</p>

		<ul style="list-style-type: none"> • Thoughts Are Not Facts To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. • Facing Your Feelings To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health. • Choices and Consequences To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To learn that their actions affect themselves and others. • Being Present To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health. • Yes, I Can! To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To consider what positively and negatively affects their physical, mental and emotional health.
HT2	Respecting Rights	<ul style="list-style-type: none"> • Know Your Rights To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice. • Do Human Rights Apply to Everyone? To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice. To know that there are some cultural practices which are against British law and universal human rights.

		<p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</p> <ul style="list-style-type: none"> • Are Everyone's Rights Met? <p>To know that these universal rights are there to protect everyone and have primacy both over national law and community practice.</p> <p>To know that there are some cultural practices which are against British law and universal human rights.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To know that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>To know that there are some cultural practices which are against British law and universal human rights. To consider the lives of people living in other places, and people with different values and customs.</p> <ul style="list-style-type: none"> • Are You Rights-Respecting? <p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <ul style="list-style-type: none"> • Do Human Rights Change? <p>To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities.</p> <p>I can identify how and why ideas about human rights have changed.</p> <ul style="list-style-type: none"> • Human Rights Heroes
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HT3	Safety First	<ul style="list-style-type: none"> • You Are Responsible To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To differentiate between the terms, 'risk', 'danger' and 'hazard'. • What Are the Risks? To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To identify strategies for keeping physically and emotionally safe. • Making Your Mind Up To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise and manage 'dares'. • In an Emergency To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. To identify strategies for keeping physically and emotionally safe. • Keep IT Safe

		<p>To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.)</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <ul style="list-style-type: none"> • Click Safe, Click Happy <p>To recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.</p>
HT4	VIPs	<ul style="list-style-type: none"> • Family and Friends <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <ul style="list-style-type: none"> • Think Before You Act <p>To recognise that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <ul style="list-style-type: none"> • It's OK to Disagree <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>

		<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. I understand that people have different opinions that should be respected.</p> <ul style="list-style-type: none"> • You Decide To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • Secrets To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • False Friends To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
HT5	One World	<ul style="list-style-type: none"> • Global Citizens To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights. • Global Warming To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment.

		<p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <ul style="list-style-type: none"> • Energy To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment. To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • Water To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment. To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • Biodiversity To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment. To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • In Our Hands To know that they have different kinds of responsibilities, rights and duties at home, in school and the community and the environment. To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
HT6	Growing Up	<ul style="list-style-type: none"> • Changing Bodies To learn how their bodies will change as they approach and go through puberty. To understand that they have the right to protect their body from inappropriate and unwanted contact. • Emotional changes To learn the ways in which puberty can affect us emotionally.

	<ul style="list-style-type: none"> • Just the way you are To understand the influences around us that affect body image and the way we see ourselves. • Relationships To learn about the difference between sex, gender identity and sexual orientation and the terms associated with them. To learn that forcing anyone to marry is a crime, that support is available to protect people and prevent people from being forced into marriage and to know how to get support for themselves or others. • Let's talk about sex To understand the term 'sexual relationship'. • Human Reproduction To learn about human reproduction. • Your Body is Your Own To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that certain actions constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. I know that my body belongs to me and that I have control over what happens to it. • Sleep Well, Be Well To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • Taking Care of Our Changing Bodies To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • Harmful Substances
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		<p>To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To understand what is meant by the term 'habit' and why habits can be hard to change. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. I understand the harmful effects of using drugs, including alcohol and tobacco.</p> <ul style="list-style-type: none"> • How We Think and Feel About Our Bodies To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To recognise and challenge stereotypes. • Healthy Choices To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To explore and critique how the media present information.
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