

	<b>Autumn Living in the Wider World</b>		<b>Spring Relationships</b>		<b>Summer Health and Well Being</b>	
<b><u>Class One</u> EYFS</b>	Understanding the World: People and Communities  Enhanced provision		Personal, Social and Emotional Development: Making Relationships, Managing Feelings and Behaviour, Self Confidence and Self Awareness  Enhanced provision		Physical Development: Health and Self Care  Enhanced provision	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Class One</u> Year 1</b>	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them <b>L3</b> To understand that people and other living things have rights and that everyone has	L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7 about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	<b>R1</b> For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond <b>R2</b> to recognise that their behaviour can affect other people <b>R3</b> To learn the difference between secrets and nice surprises (that everyone will find out about	R7 to offer constructive support and feedback to others <b>R8</b> To learn to identify and respect the differences and similarities between people <b>R9</b> For pupils to identify their special people (family, friends and carers), what makes them special and how special	<b>H1</b> To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health <b>H2</b> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health,	H9 about growing and changing and new opportunities and responsibilities that increasing independence may bring H10 the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls <b>H11</b> To learn that household products, including

	<p>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)</p> <p><b>L4</b> For pupils to learn that they belong to various groups and communities such as family and school</p> <p>L5 what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. 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.</p>	<p>eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4 to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5 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><b>R6</b> To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>people should care for one another</p> <p><b>R10</b> To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p> <p><b>R13</b> To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p><b>R14</b> To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help</p>	<p>to recognise that choices can have good and not so good consequences</p> <p>H3 to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H4</b> To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><b>H5</b> To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>medicines, can be harmful if not used properly</p> <p><b>H12</b> To learn 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</p> <p><b>H13</b> To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>H14</b> To understand about the ways that pupils can help the people who look after them to</p>
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<p><b><u>Class Two</u></b> Year 1</p>	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>	<p><b>R1</b> For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2 to recognise that their</p>	<p>R7 to offer constructive support and feedback to others</p> <p><b>R8</b> To learn to identify and respect the differences and similarities between people</p>	<p><b>H1</b> To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p>H9 about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10 the names for the main parts of the body (including</p>

	<p>understand how these rules help them</p> <p><b>L3</b> To understand 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)</p> <p><b>L4</b> For pupils to learn that they belong to various groups and communities such as family and school</p> <p>L5 what improves and harms their local, natural and built environments</p>	<p>L7 about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. 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</p>	<p>behaviour can affect other people</p> <p><b>R3</b> To learn 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</p> <p>R4 to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5 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><b>R6</b> To learn to listen to other people and play and work</p>	<p><b>R9</b> For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another</p> <p><b>R10</b> To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p> <p><b>R13</b> To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p><b>R14</b> To develop strategies to resist teasing or bullying,</p>	<p><b>H2</b> 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> <p>H3 to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H4</b> To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>external genitalia) and the bodily similarities and differences between boys and girls</p> <p><b>H11</b>To learn that household products, including medicines, can be harmful if not used properly</p> <p><b>H12</b> To learn 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</p> <p><b>H13</b> To recognise people who look after them, their family networks, who to go to if they</p>
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	<p>and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>their help, including dialling 999 in an emergency.</p>	<p>cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>if they experience or witness it, and whom to go to and how to get help</p>	<p><b>H5</b> To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>H6</b> To learn the importance of and how to maintain personal hygiene</p> <p><b>H7</b> 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>H8 about the process of growing from young to old and how people's needs change</p>	<p>are worried and how to attract their attention</p> <p><b>H14</b> To understand about the ways that pupils can help the people who look after them to more easily protect them</p> <p><b>H15</b> To recognise that they share 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><b>H16</b> To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy</p>
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**Class Two**  
Year 2

L1. how they can contribute to the life of the classroom and school  
 L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them  
**L3**  
 To understand 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)  
**L4**

L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving  
 L7 about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices  
 L8. ways in which they are all unique; understand that there has never been and will never be another 'them'  
 L9. ways in which we are the same as all other people; what we have in common with everyone else  
 L10. about the 'special people' who work in their

**R1**  
 For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond  
**R2** to recognise that their behaviour can affect other people  
**R3**  
 To learn 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  
**R4** to recognise what is fair and unfair, kind and unkind, what is right and wrong  
**R5** to share their opinions on things

**R7** to offer constructive support and feedback to others  
**R8**  
 To learn to identify and respect the differences and similarities between people  
**R9**  
 For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another  
**R10**  
 To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond  
**R13**

**H1**  
 To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  
**H2**  
 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  
**H3** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals  
**H4**

**H9** about growing and changing and new opportunities and responsibilities that increasing independence may bring  
**H10** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls  
**H11** To learn that household products, including medicines, can be harmful if not used properly  
**H12**  
 To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in

	<p>For pupils to learn that they belong to various groups and communities such as family and school</p> <p>L5 what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>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.</p>	<p>that matter to them and explain their views through discussions with one other person and the whole class</p> <p><b>R6</b> To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p><b>R14</b> To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help</p>	<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><b>H5</b> To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>H6</b> To learn the importance of and how to maintain personal hygiene</p> <p><b>H7</b> how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop</p>	<p>the environment, rail, water and fire safety</p> <p><b>H13</b> To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>H14</b> To understand about the ways that pupils can help the people who look after them to more easily protect them</p> <p><b>H15</b> To recognise that they share 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><b>H16</b></p>
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					<p>simple skills to help prevent diseases spreading</p> <p>H8 about the process of growing from young to old and how people's needs change</p>	<p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy</p>
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Class Three and Four	Autumn Living in the Wider World		Spring Relationships		Summer Health and Well Being	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Three</b> Year Three	<p>L1 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>L2 why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</p> <p>L3 to understand that there are basic human rights shared by all peoples and all societies and that children have their</p>	<p><b>L10</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11 to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12 to consider the lives of people living in other places, and people with different values and customs</p> <p>L13 about the role money plays in their own and others' lives, including how to manage their</p>	<p><b>R2</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4</b> to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p><b>R5</b> that civil partnerships and</p>	<p><b>R10</b> 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> <p><b>R11</b> To work collaboratively towards shared goals</p> <p><b>R12</b> to develop strategies to resolve disputes</p>	<p><b>H1</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2</b> 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><b>H3</b> to recognise opportunities and develop the skills to make their own choices about food, understanding what might</p>	<p><b>H13</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14</b> to recognise when they need help and to develop the skills to ask for help</p> <p><b>H15</b> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><b>H17</b> which, why and how, commonly available substances and drugs (including</p>

	<p>own special rights set out in the United Nations Declaration of the Rights of the Child L4 that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5 to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6 to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies</p>	<p>money and about being a critical consumer L14 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) L15 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 L16 what is meant by enterprise and begin to develop enterprise skills L17 To explore and critique how the media present information</p>	<p>marriage are examples of 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 R7 that their actions affect themselves and others R8 to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond R9 the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right</p>	<p>and conflict through negotiation and appropriate compromise R14 to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R16 to recognise and challenge stereotypes R18 to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R21 to understand personal boundaries; to</p>	<p>influence their choices and the benefits of eating a balanced diet H4 to recognise how images in the media (and online) do not always reflect reality H6 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 H7 to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H12 that bacteria and viruses can affect health and that following simple</p>	<p>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 H18 how their body will, and their emotions may, change as they approach and move through puberty H19 human reproduction H20 about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact (H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>
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	<p>for getting support for themselves or for others at risk  L7 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  L8 to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices  L9 what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p><b>L18</b> 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</p>	<p>to 'break a confidence' or 'share a secret'</p> <p>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>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>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>routines can reduce their spread</p> <p>(H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>	
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<p><b>Class Three</b> <b>Year Four</b></p>	<p>L1 to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people  <b>L2</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations    L3 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  L4 that these universal rights are</p>	<p><b>L10</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing  <b>L11</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  <b>L12</b> to consider the lives of people living in other places, and people with different values and customs  <b>L13</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  <b>L14</b> to develop an initial understanding of the concepts of</p>	<p><b>R2</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  <b>R3</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  <b>R4</b> to recognise different types of relationships, including those between acquaintances, friends, relatives and families  <b>R5</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love</p>	<p><b>R10</b> 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    <b>R11</b> To work collaboratively towards shared goals    <b>R12</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise  <b>R14</b> to realise the nature and</p>	<p><b>H1</b> what positively and negatively affects their physical, mental and emotional health  <b>H2</b> 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'  <b>H3</b> 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  <b>H4</b> to recognise how images in the media (and online)</p>	<p><b>H13</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media  <b>H14</b> to recognise when they need help and to develop the skills to ask for help  <b>H15</b> school rules about health and safety, basic emergency aid procedures, where and how to get help  <b>H17</b> 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</p>
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	<p>there to protect everyone and have primacy both over national law and family and community practices L5 to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) <b>L6</b> 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 L7 that they have different kinds of responsibilities, rights and duties at</p>	<p>‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) L15 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 L16 what is meant by enterprise and begin to develop enterprise skills <b>L17</b> To explore and critique how the media present information <b>L18</b> to critically examine what is presented to them in social media and why it is important to do so; understand how information</p>	<p>and care for each other and want to spend their lives together and who are of the legal age to make that commitment <b>R7</b> that their actions affect themselves and others <b>R8</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond <b>R9</b> 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>consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) <b>R16</b> to recognise and challenge stereotypes <b>R18</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) <b>R21</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and</p>	<p>do not always reflect reality <b>H6</b> 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 <b>H7</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these <b>H12</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread  (H5, H8, H9, H10, H11, H16, H21,</p>	<p>some are illegal to own, use and give to others <b>H18</b> how their body will, and their emotions may, change as they approach and move through puberty <b>H19</b> human reproduction <b>H20</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact <b>H25</b> 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>
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	<p>home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8 to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9 what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p>contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>that we all have rights to privacy</p> <p>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>H22, H23 also available)</p>	<p>(H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>
<p><b><u>Class Four</u></b> <b>Year Four</b></p>	<p>L1 to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations</p>	<p><b>L10</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p><b>R2</b>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and</p>	<p><b>R10</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and</p>	<p><b>H1</b> what positively and negatively affects their physical, mental and emotional health <b>H2</b></p>	<p><b>H13</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including</p>

	<p>to appropriate people  <b>L2</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</p> <p>L3 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  L4 that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>L11 to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  L12 to consider the lives of people living in other places, and people with different values and customs  L13 about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  L14 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)  L15 that resources can be allocated in</p>	<p>healthy relationships  <b>R3</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  <b>R4</b> to recognise different types of relationships, including those between acquaintances, friends, relatives and families  <b>R5</b> that civil partnerships and marriage are examples of 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>care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R11</b>  To work collaboratively towards shared goals</p> <p><b>R12</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise  <b>R14</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based</p>	<p>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'  <b>H3</b> 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  <b>H4</b> to recognise how images in the media (and online) do not always reflect reality  <b>H6</b> to deepen their understanding of good and not so good feelings, to extend their</p>	<p>people they know and the media  <b>H14</b> to recognise when they need help and to develop the skills to ask for help  <b>H15</b> school rules about health and safety, basic emergency aid procedures, where and how to get help  <b>H17</b> 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  <b>H18</b> how their body will, and their emotions may, change as they</p>
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	<p>L5 to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p><b>L6</b> 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>L7 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</p>	<p>different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>L16 what is meant by enterprise and begin to develop enterprise skills</p> <p><b>L17</b> To explore and critique how the media present information</p> <p><b>L18</b> 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</p>	<p><b>R7</b> that their actions affect themselves and others</p> <p><b>R8</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p> <p><b>R9</b> 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>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>language, 'trolling', how to respond and ask for help)</p> <p><b>R16</b> to recognise and challenge stereotypes</p> <p><b>R18</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p><b>R21</b> 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>(R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H12</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>(H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>	<p>approach and move through puberty</p> <p><b>H19</b> human reproduction</p> <p><b>H20</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p><b>H25</b> 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>(H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>
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	<p>exercise these responsibilities</p> <p>L8 to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9 what being part of a community means, and about the varied institutions that support communities locally and nationally</p>					
<p><b><u>Class Four</u></b> Year Five</p>	<p>L1 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>L2 why and how rules and laws that protect them and others are made</p>	<p><b>L10</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11 to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p><b>R2</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3</b> to recognise ways in which a relationship can be unhealthy and</p>	<p><b>R10</b> 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</p>	<p><b>H1</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2</b> how to make informed choices (including recognising that choices can have positive, neutral and negative</p>	<p><b>H13</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14</b> to recognise when they need help and to develop the skills to ask for help</p>

	<p>and enforced, why different rules are needed in different situations</p> <p>L3 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>L4 that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5 to know that there are some cultural practices which are against British law and universal human rights, such as</p>	<p>L12 to consider the lives of people living in other places, and people with different values and customs</p> <p>L13 about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14 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)</p> <p>L15 that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of</p>	<p>whom to talk to if they need support</p> <p><b>R4</b> to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p><b>R5</b> that civil partnerships and marriage are examples of 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><b>R7</b> that their actions affect themselves and others</p> <p><b>R8</b> to judge what kind of physical</p>	<p>challenge others' points of view</p> <p><b>R11</b> To work collaboratively towards shared goals</p> <p><b>R12</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p><b>R14</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p><b>R16</b> to recognise and challenge stereotypes</p>	<p>consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H3</b> 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> <p><b>H4</b> to recognise how images in the media (and online) do not always reflect reality</p> <p><b>H6</b> 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</p>	<p><b>H15</b> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><b>H17</b> 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> <p><b>H18</b> how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b>H19</b> human reproduction</p> <p><b>H20</b> about taking care of their body,</p>
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	<p>female genital mutilation (FGM)  <b>L6</b> 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  L7 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  L8 to resolve differences by looking at alternatives, seeing and respecting others' points of</p>	<p>the environment across the world  L16 what is meant by enterprise and begin to develop enterprise skills  <b>L17</b>  To explore and critique how the media present information  <b>L18</b> 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</p>	<p>contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond  <b>R9</b> 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'   (R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p><b>R18</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  <b>R21</b> 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   (R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p><b>H7</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  <b>H12</b>  that bacteria and viruses can affect health and that following simple routines can reduce their spread   (H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>	<p>understanding that they have the right to protect their body from inappropriate and unwanted contact   <b>H22</b>  strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others   <b>H23</b>  about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe   <b>H24</b></p>
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	view, making decisions and explaining choices L9 what being part of a community means, and about the varied institutions that support communities locally and nationally					the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)  <b>H25</b> 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  (H5, H8, H9, H10, H11, H16, H21 also available)
<b><u>Class Five</u></b> Year Six	L1 to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	<b>L10</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11 to appreciate the range of	<b>R2</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	<b>R10</b> 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	<b>H1</b> what positively and negatively affects their physical, mental and emotional health <b>H2</b> how to make informed choices (including	<b>H13</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

	<p><b>L2</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</p> <p><b>L3</b> 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><b>L4</b> that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p><b>L5</b> to know that there are some cultural practices</p>	<p>national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>L12</b> to consider the lives of people living in other places, and people with different values and customs</p> <p><b>L13</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><b>L14</b> 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)</p> <p><b>L15</b> that resources can be allocated in different ways and that these</p>	<p><b>R3</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4</b> to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p><b>R5</b> that civil partnerships and marriage are examples of 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><b>R7</b> that their actions affect</p>	<p>and to try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R11</b> To work collaboratively towards shared goals</p> <p><b>R12</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p><b>R14</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling',</p>	<p>recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H3</b> 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> <p><b>H4</b> to recognise how images in the media (and online) do not always reflect reality</p> <p><b>H6</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the</p>	<p><b>H14</b> to recognise when they need help and to develop the skills to ask for help</p> <p><b>H15</b> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><b>H17</b> 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> <p><b>H18</b> how their body will, and their emotions may, change as they</p>
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	<p>which are against British law and universal human rights, such as female genital mutilation (FGM) <b>L6</b> 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 <b>L7</b> 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 <b>L8</b> to resolve differences by</p>	<p>economic choices affect individuals, communities and the sustainability of the environment across the world <b>L16</b> what is meant by enterprise and begin to develop enterprise skills <b>L17</b> To explore and critique how the media present information <b>L18</b> 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</p>	<p>themselves and others <b>R8</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond <b>R9</b> 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' (R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>how to respond and ask for help) <b>R16</b> to recognise and challenge stereotypes <b>R18</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) <b>R21</b> 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 (R1, R6, R13, R15, R17, R19, R20 also available)</p>	<p>range and intensity of their feelings to others <b>H7</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these <b>H12</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread (H5, H8, H9, H10, H11, H16, H21, H22, H23 also available)</p>	<p>approach and move through puberty <b>H19</b> human reproduction <b>H20</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact <b>H22</b> strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others <b>H23</b> about the people who are responsible for helping them stay healthy and</p>
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	<p>looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices  L9 what being part of a community means, and about the varied institutions that support communities locally and nationally</p>					<p>safe; how they can help these people keep them healthy and safe</p> <p><b>H24</b>  the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <p><b>H25</b> 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>(H5, H8, H9, H10, H11, H16, H21 also available)</p>
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