

Year 1	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
<p>Relationships</p> <p><i>Families and Friendships</i></p>	<p>From ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>R1, R2,R3, R4 ,R5</p>	<p><i>Roles of different people; families; feeling cared for.</i> That all families are different (single parents, same-sex parents etc) All of these people care for us and are important in our lives – parents, siblings, grandparents, relatives, friends and teachers.</p> <p>Know that if you are worried about something in your family, you can tell the people above to try and help make it better for you.</p>	<p>Family different Friends relationships Worried Important Parents Tell care</p>
<p><i>Safe Relationships</i></p>	<p>Recognise people we know and trusted adults.</p>	<p>R10, R13,R15,R16,R17</p>	<p><i>Recognising privacy; staying safe; seeking permission:</i> To remember that your body belongs to you, and you can choose what happens with your body.</p> <p>The parts of our body under our underwear are private. That means no one should be allowed to see or touch them without permission.</p> <p>When someone's body or feelings might be hurt, and we feel unsafe we should tell the adults we trust. Some forms of touch are appropriate like hugs, tickling and kisses but it is important to know the difference between what is appropriate and inappropriate.</p> <p>That we respect others by allowing them to keep their body parts private. We should ask for permission before we touch others. That we have the right to say 'no' to unwanted touch.</p>	<p>Hurt private Touch trust Appropriate No permission Safe/unsafe inappropriate</p>

<p><i>Respecting ourselves and others.</i></p>	<p>Being confident and trying new activities – show independence, resilience and perseverance in the face of a new challenge. Explain the reasons for rule, know right from wrong and try to behave accordingly.</p>	<p>R21,R22</p>	<p><i>Recognising privacy; staying safe; seeking permission:</i> That our star qualities make us special. We are all different and that is something to be celebrated.</p> <p>Respect means treating other people and their beliefs with care and understanding. Telling a friend what we appreciate about them makes them feel good. This is called a compliment.</p> <p>Being kind makes people happier.</p> <p>You can never run out of kindness. Kindness is like a boomerang, when we give it, it usually comes back to us.</p> <p>That our behaviour can affect other people. It is important to be polite, share and take turns when working with others or as part of a team.</p> <p>We learn best by listening, seeing things or doing things.</p>	<p>Special happier Polite compliment Team behaviour Respect Share Kind/unkind</p>
<p>Living in the Wider World <i>Belonging to a community</i></p>	<p>Talk about members of their immediate family and community.</p>	<p>L1, L2, L3</p>	<p><i>What rules are; caring for others' needs; looking after the environment:</i> That rules are there to keep people safe. There are rules for different situations, e.g class rules, rules at home, rules outside.</p> <p>That it is important that we look after the environment e.g recycling.</p> <p>That we care for people, animals and other living things in different ways.</p> <p>That we should acknowledge that different people have different needs.</p>	<p>Safe Recycling Animals Laws Care Different Environment People special</p>

			That Britain is a multicultural country. This means it has lots of different people with different backgrounds and beliefs. We are all different. That's what makes us special.	
<i>Media Literacy and Digital Resilience</i>		L7, L8	<p>Using the internet and digital devices; communicating online: The internet is the collection of computers and other electronic devices that are connected across the world.</p> <p>That the World Wide Web is part of the Internet. Lots and lots of information is stored on these. The internet lets you find things out in seconds.</p> <p>It can help you do your homework and find new facts.</p> <p>That we can send emails and keep in touch with people all round the world. It is used by people who do all sorts of different jobs.</p> <p>That we must communicate safely with others online.</p>	<p>Internet Information World Connected Emails Safely Computers Communicate online</p>
<i>Money and Work</i>	Show interest in different occupations.	L14, L16, L17	<p>Strengths and interests; jobs in the community:</p> <p>That people earn money when they have a job.</p> <p>That everyone has different strengths, in and out of school. Different strengths and interests are needed to do different jobs.</p> <p>That a community is made up of a place and people who live and work in it.</p> <p>These are the people whose job it is to help us in the community: Builder, Nurse, Police Officer,</p>	<p>Money Bank Strengths Job Live Interests Help Work community</p>

			Fire fighter, Doctor, Postal worker, Teacher, Electrician, Refuse Collector and many more!	
Health and Wellbeing <i>Physical Health and Mental wellbeing</i>	Develop skills they need to manage the school day successfully – lining up and queuing – mealtimes. Becoming increasingly independent as they get dressed and undressed. Putting on coats, doing up zips etc.	H1, H2, H3, H5, H8, H9, H10	<i>Keeping healthy; food and exercise; hygiene routines; sun safety.</i> That a relaxing bedtime routine can help you get a good night’s sleep. 5-year-olds need 10 to 13 hours sleep. 6–7-year-olds need 9-12 hours sleep. You need to brush your teeth twice a day. The best drinks for children are water and milk. That children need to exercise for one hour every day to stay healthy. You need to have five portions of fruit and vegetables every day. That making a choice between healthy and unhealthy foods can change the way you feel. That you are responsible for keeping yourself clean e.g washing your hands. That we need to put on sunscreen and a hat to keep safe in the sun. Doctors, nurses, dentists, lunch supervisors and parents are people who can help you stay safe.	Healthy Responsible Sunscreen Unhealthy Clean Hat Exercise Bedtime Fruit vegetable
<i>Growing and Changing</i>	See themselves as a valuable individual Express feelings and consider feelings of others. Identify and moderate own feelings socially and emotionally. Managing own needs e.g personal hygiene Having a good sleep routine.	H11, H12, H13, H14, H15, H21, H22, H23, H24	<i>Recognising what makes them unique and special; feelings; managing when things go wrong.</i> Our likes, dislikes and what we are good at make us special and unique. We share similarities and have differences with others. That change helps us grow and can bring great things to our lives. Change and loss can feel uncomfortable and that it is ok. When you are finding things difficult or when things go wrong, you can talk to a family member, teachers or a trusted adult. Sometimes we have different feelings. We can feel happy, sad, worried, angry, excited, scared, shy, confused etc.	Likes/dislikes Similarities Uncomfortable Special Differences Goals Unique Change perseverance

			<p>That goals are things we work towards to achieve. It is helpful to have goals for the future.</p> <p>That perseverance means not giving up.</p> <p>A positive learning attitude helps us learn from mistakes and improve.</p>	
<p><i>Keeping Safe</i></p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>H28, H34</p>	<p><i>How rules and age restrictions help us; keeping safe online.</i></p> <p>That rules are guides for how to behave or act – we need rules to keep us safe.</p> <p>If there were no rules, lots of things would go wrong.</p> <p>Rights are things that you need to live and that you can claim. Rights are different from things we want.</p> <p>That some things have age restrictions to keep us safe e.g films, games, toys etc.</p> <p>That we need to follow the rules to keep safe online.</p> <p>That sometimes we might see something online that makes them feel unhappy, worried, or scared. You should tell your parents, carer, teacher or a trusted adult.</p>	<p>Rules</p> <p>Diseases</p> <p>Age restrictions</p> <p>Safe</p> <p>Behave</p> <p>Act</p> <p>Rights</p> <p>Emergency</p> <p>Trusted adult</p>

Year 2	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
<p>Relationships</p> <p><i>Families and Friendships</i></p>	<p>Roles of different people; families; feeling cared for.</p>	<p>R6,7,8,9,24</p>	<p><i>Making friends; feeling lonely and getting help:</i></p> <p>That a good friend is someone who looks after our feelings, listens to our worries, helps us to feel safe and someone who is honest.</p> <p>That by paying your friend a compliment when they are feeling down will cheer them up.</p> <p>That we can play positively with others by joining in and including others.</p> <p>That caring for others is good for our wellbeing and helps us feel happier and calmer.</p> <p>That we understand what causes disagreements and can work them out with others positively. When we are feeling lonely or unhappy, we should always tell a friend or a trusted adult.</p>	<p>Friend Caring Agree Compliment Wellbeing Lonely positively Disagreement honest</p>
<p><i>Safe Relationships</i></p>	<p>Recognising privacy; staying safe; seeking permission:</p>	<p>R11,12,14,18,19,20</p>	<p><i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour:</i></p> <p>That we need to be aware of strangers when we are using online content or tools.</p> <p>To make sure you tell a trusted adult if you need help or see something online that worries, scares or upsets you.</p> <p>That secrets are not the same as surprises. If a secret upsets you, you should tell an adult you trust.</p> <p>That bullying is purposely hurting someone else. Bullying is repetitive – which means it happens again and again. Bullying can be physical, verbal or mental.</p>	<p>True/untrue Trusted adult Bullying Strangers Secrets Repetitive Online Trust physical</p>

			Know that often, someone who is being bullied feels very alone, sad and scared. Smiling, talking or including them in something could mean the world to them.	
<i>Respecting ourselves and others.</i>	Recognising privacy; staying safe; seeking permission:	R23,24,25	<p><i>Recognising things in common and differences; playing and working cooperatively; sharing opinions:</i></p> <p>That we all belong to different groups and communities. Groups and communities help us to feel included.</p> <p>That we are all unique and special. People have different beliefs, families and ages, come from different places, wear different clothes, have different abilities and interests, look different and do things in different ways.</p> <p>That friends can have both similarities and differences.</p> <p>That it is important to treat all people with kindness and respect.</p> <p>That we should share ideas and listen to others, take part in discussions, and give reasons for our views.</p> <p>That cooperating with others means working together, sharing, listening, helping others and looking after everyone's feelings.</p>	Belong Special Cooperate Community Similarities Respect Unique Differences share
Living in the Wider World <i>Belonging to a community</i>	What rules are; caring for others' needs; looking after the environment:	L2, L4, L5, L6	<p><i>Belonging to a group; roles and responsibilities; being the same and different in the community:</i></p> <p>That a community is a group of people who live or work in the same place. We all belong to different groups and communities.</p>	Community Role Equal Belong Rights Beliefs Included

			<p>A community can help people from different groups to feel included.</p> <p>That we are part of different groups and we play different roles in these groups e.g class, teams, faith groups.</p> <p>In school and the wider community, we have different rights and responsibilities.</p> <p>That we are all equal. We can be the same and different to others in our community.</p> <p>That people have different beliefs, families, ages, come from different places, wear different clothes, have different abilities and interests, look different and do things in different ways.</p>	Responsibility ability
<i>Media Literacy and Digital Resilience</i>	Using the internet and digital devices; communicating online	L8, L9	<p><i>The internet in everyday life; online content and information:</i></p> <p>That people can access the internet in lots of different ways – computers, ipads/tablets, mobile phones etc.</p> <p>That some content on the internet is factual and some is for entertainment e.g news, games, videos.</p> <p>That the information online might not always be true. Be careful and look at the source of the information.</p> <p>That the internet has a purpose and is a valuable tool in our everyday life.</p>	Access Tablets Information Internet Factual Online Computers Entertainment source
<i>Money and Work</i>	Strengths and interests; jobs in the community	L10, L11, L12, L13, L15	<i>What money is; needs and wants; looking after money:</i>	Job Pound Save

			<p>That when people have a job, they are employed. When people are employed, they are usually paid wages. This is the amount of money that is normally paid each month.</p> <p>In the UK, the money system we use is called pounds and pence. We use money that is either coins or notes.</p> <p>That there are different ways of paying for things e.g debit cards and electronic payments.</p> <p>That if you want to save money, you can go to the bank. You can open a bank account to keep your money safe.</p> <p>That our wants and needs change as we grow older. For example, we want a new toy, we want sweets, but we need food, air, shelter, water and clothing.</p>	<p>Employed Pence Bank Wages Coins/notes wants/needs</p>
<p>Health and Wellbeing <i>Physical Health and Mental wellbeing</i></p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety.</p>	<p>H4, H6, H7, H16, H17, H18, H19, H20</p>	<p><i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</i></p> <p>To grow into a healthy adult, we must eat the right amount of the right types of foods, exercise regularly and maintain good hygiene. Sleep and rest are important for growing and keeping healthy.</p> <p>Brush your teeth twice a day for 2 minutes. We should visit the dentist every 6 months for a check-up. Brushing properly removes plaque. Plaque can cause cavities, toothache, gum disease and even our teeth to fall out.</p> <p>Washing our hands with clean, warm water and soap will kill off the germs and keep our hands clean.</p>	<p>Healthy Hygiene Medicine Exercise Germs Vaccine Sleep Dentist plaque</p>

			<p>We need medicine to combat germs or viruses and get better. We are vaccinated to avoid getting diseases.</p> <p>Know that some ways to help us feel good or calm down are playing outside, listening to music or spending time with others.</p> <p>That when we are feeling down and not ourselves, we should ask for help and share those feelings with a trusted adult.</p>	
<i>Growing and Changing</i>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong.</p>	H20, H25, H26, H27	<p><i>Growing older; naming body parts; moving class or year.</i></p> <p>The human life cycle is the process from birth to old age and finally death.</p> <p>Human beings are growing and changing all the time. As we grow up, our needs and bodies change. We also have new opportunities and responsibilities.</p> <p>Know that you are different now to how you were a year ago, and a year from now, you will be different again!</p> <p>That the differences between boys' and girls' bodies are hidden under our underwear. Boys have body part called a penis. this is its scientific name. Behind the penis are the testicles. These body parts are only on males – that's boys and men. Females – girls and women, have a vulva on the outside. this is a scientific name.</p> <p>We need to prepare to move to a new class and setting goals for next year.</p>	<p>Young Opportunities Responsibility Old Male Female Change Life cycle</p>
<i>Keeping Safe</i>	<p>How rules and age restrictions help us; keeping safe online</p>	H29, H30, H31, H32, H33, H35, H36, H37	<p><i>Safety in different environments; risk and safety at home; emergencies.</i></p> <p>Know that 999 is the emergency number to call in the UK. Some people that keep us</p>	<p>Emergency Zebra crossing Pedestrian Safe Familiar</p>

			<p>safe are police, fire brigade, doctors and nurses.</p> <p>Know that safe places to cross the road include zebra crossings and pedestrian crossings.</p> <p>That wearing a helmet when riding a bike or scooter will protect you from a serious head injury.</p> <p>That we need to be safe in familiar and unfamiliar environments, such as in school, online and 'out and about'.</p> <p>We need to keep ourselves safe at home e.g around electrical appliances and medicines/household products.</p>	<p>Unfamiliar Medicine Electrical appliance</p>
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Year 3	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
Relationships	Making friends; feeling lonely and getting help.	R1,6,7,8,9	<p><i>What makes a family; features of family life:</i></p> <p>That there are different types of families, including single parents, same sex parents, step-parents, blended families and adoptive parents.</p> <p>Being part of a family provides support, stability and love.</p> <p>That families can support you in times of difficulty and also encourage you in the things you do.</p>	<p>Single parent Foster parents Same-sex Step-parents Stability Adoptive Encourage Support relationships</p>
<i>Families and Friendships</i>				

			<p>That being part of a family means you can spend time with the people you love and care for each other.</p> <p>That if family relationships are making you feel unhappy or unsafe you should talk to a trusted adult.</p>	
<p><i>Safe Relationships</i></p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p>	<p>R19,22,24,30</p>	<p><i>Personal boundaries; safely responding to others; the impact of hurtful behaviour:</i></p> <p>That it is important to be a good friend and know the impact of hurtful behaviour. Bullying is hurtful behaviour and is unacceptable in any situation.</p> <p>That there are different types of bullying. Bullying online is called cyber-bullying.</p> <p>That keeping safe online is very important. We must only use trusted sites and have adult supervision.</p> <p>That we all need privacy and have personal boundaries. Check your privacy settings and make sure only people you know can see your posts.</p> <p>Never to post personal details about yourself online.</p> <p>That there are some things which are appropriate/inappropriate to share with friends, classmates and family.</p>	<p>Unacceptable Cyber-bullying Inappropriate Privacy Personal Never Online Appropriate impact</p>

			That it is important to speak to someone we trust if we have a worry about ourselves or someone we know.	
<i>Respecting ourselves and others.</i>	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	R30,31	<p><i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite:</i></p> <p>That it is important to be polite and always use your manners. That everybody deserves to be treated with respect.</p> <p>Respect means that you interact with someone in a way that shows that you care about their well-being and how they feel. You should help others, include others and be responsible.</p> <p>That we should model respectful behaviour in different situations e.g at home, at school and online.</p> <p>That it is important to have self-respect and to be treated respectfully by others.</p> <p>When you respect someone, you treat them kindly and use good manners.</p> <p>The ways in which people show respect and courtesy in different cultures and in wider society can differ.</p>	<p>Polite</p> <p>Good manners</p> <p>Self-respect</p> <p>Respect</p> <p>Model</p> <p>Courtesy</p> <p>Behaviour</p> <p>Kindly</p> <p>cultures</p>
Living in the Wider World	Belonging to a group; roles and	L1, L2, L3	<i>The value of rules and laws; rights, freedoms and responsibilities:</i>	<p>Rules</p> <p>Human rights</p>

<p><i>Belonging to a community</i></p>	<p>responsibilities; being the same and different in the community.</p>		<p>That we have rules in society to keep us safe and ensure our rights.</p> <p>Important rules are called laws. If we break them, there may be serious consequences, such as being made to pay a fine or being arrested.</p> <p>That some rules, such as those at school, are informal. We are expected to follow them and there may be a consequence if we don't.</p> <p>That these rules teach us the difference between right and wrong and how our actions can affect other people.</p> <p>That human rights are laws set by governments to ensure humans are treated fairly and given certain rights.</p> <p>That some of the most basic rights are the right to live and the right to believe what one chooses.</p> <p>That with every right there is also a responsibility, e.g the right to an education and the responsibility to learn.</p>	<p>Live Safe Fairly Responsibility Rights Believe wrong</p>
<p><i>Media Literacy and Digital Resilience</i></p>	<p>The internet in everyday life; online content and information.</p>	<p>L11, L12</p>	<p><i>How the internet is used; assessing information online:</i></p> <p>That the internet can be used positively for leisure, for school and for work.</p> <p>The images and information online can be altered or adapted. This is through apps and software. Some do this to improve their images or for entertainment or to be unkind.</p>	<p>Internet Apps Suitable Positively Software Reliable Information Accurate Report.</p>

			<p>There are strategies you can use to recognise whether something they see online is true or accurate.</p> <p>That we should check whether a game is suitable to play or a website is appropriate for our age-group.</p> <p>That we must make safe, reliable choices from search results.</p> <p>We can report something seen or experienced online that concerns them e.g images or content that worry you, unkind or inappropriate communication. There is a button to report and block. Also tell a trusted adult.</p>	
<i>Money and Work</i>	What money is; needs and wants; looking after money.	L25, L26, L27, L30	<p><i>Different jobs and skills; job stereotyped; setting personal goals:</i></p> <p>That people may have jobs from different sectors e.g teachers, business people or charity work.</p> <p>That people can have more than one job at once or over their lifetime.</p> <p>That there are common myths and gender stereotyped related to work e.g all teachers are female/</p> <p>That it is important to challenge stereotypes and become a role model in different fields of work.</p> <p>That if you work hard and remain focused you can do any job you set your mind to.</p>	<p>Jobs</p> <p>Role models</p> <p>Skills</p> <p>Sector</p> <p>Interests</p> <p>Achievements</p> <p>Gender</p> <p>Stereotypes</p> <p>goals</p>

			<p>What are your interests, skills and achievements? How these might link to future jobs.</p> <p>How can we set goals that you would like to achieve this year? Sometimes your hobby can become your job too.</p>	
<p>Health and Wellbeing <i>Physical Health and Mental wellbeing</i></p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety.</p>	<p>H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<p><i>Health choices and habits; what affects feelings; expressing feelings:</i></p> <p>Mental wellbeing is an individual's level of psychological wellbeing which can affect a person's mood and their thoughts and can sometimes dictate their behaviour.</p> <p>Physical health is defined as the condition of your body.</p> <p>It is critical for overall well-being, and can be affected by: lifestyle, diet, level of physical activity, and behaviour.</p> <p>It is important to identify healthy and unhealthy choices e.g in relation to food, exercise and sleep.</p> <p>It is important to be aware of what can help people to make healthy choices and what might negatively influence them.</p> <p>A habit is a usual way of behaving, something that a person does often in a regular way.</p> <p>Regular exercise such as walking or cycling has positive benefits for both our mental and physical health.</p> <p>A healthy balanced diet should be eaten regularly to keep us both physically and mentally fit and strong.,</p> <p>Feelings can change over time and become more or less powerful.</p>	<p>Mental health Physical health Balanced diet Mood Feelings Habit Influence Activity Behaviour</p>

<p><i>Growing and Changing</i></p>	<p>Growing older; naming body parts; moving class or year.</p>	<p>H27, H28, H29</p>	<p><i>Personal strengths and achievement; managing and reframing setbacks:</i> We are all unique and this should be celebrated. Everybody has valuable contributions to make. Strengths and interests form part of a person's identity. It is important to voice our thoughts and feelings. This can help us manage our emotions and responses to situations. Self-confidence is how secure you feel about yourself and your abilities. We should recognise common challenges to our self-worth (finding schoolwork difficult, friendship issues).</p>	<p>Self-confidence Self-worth Celebrated Unique Valuable Strengths Interests Emotions feelings</p>
<p><i>Keeping Safe</i></p>	<p>Safety in different environments; risk and safety at home; emergencies.</p>	<p>H38, H39, H41</p>	<p><i>Risks and hazards; safety in the local environment and unfamiliar places:</i> A hazard is a potential source of danger. It is important to follow safety rules from parents and other adults in order to keep safe. It is important to know how to predict, assess and manage risk in everyday situations e.g crossing the road, running in the playground, in the kitchen. It is important to know where to get help and who to ask for help Sometimes, you might have to ask for help from an adult in a position of trust e.g a shop worker or a security guard. In an emergency, you would need to get specialist help. For example, from a paramedic, a police officer or a firefighter. As we grow up and experience the world around us, we learn about hazards and how to keep ourselves and others safe. We need to be aware of fire safety at home; the need for smoke alarms.</p>	<p>Position of trust Specialist Fire safety Teach Hazard Experience Danger Rules predict</p>

			Even experiences that put us in danger or situations where we were harmed, teach us something about how to stay safe in the future.	
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Year 4	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
Relationships	What makes a family; features of family life.	R10,11,12,13,18	<p><i>Positive friendships, including online:</i></p> <p>That a healthy relationship needs to be fair – it should never be one person doing all the giving and the other person taking.</p> <p>That trust, mutual respect and kindness make a good friendship.</p> <p>That disagreements can lead to arguments with friends. It is important to co-operate and work it out properly.</p> <p>That when we communicate online we should always be respectful.</p> <p>That knowing someone online differs from knowing someone face-to-face. There are risks in communicating with someone you don't know.</p> <p>That if we are ever uncomfortable about someone's behaviour or something they have said (face-to-face or online) we should tell an adult we trust.</p> <p>That websites and apps have report and block functions to help protect us.</p>	<p>Fair</p> <p>Trust</p> <p>Mutual respect</p> <p>Co-operate</p> <p>Report</p> <p>Risk</p> <p>Communicate</p> <p>Friendship</p> <p>block</p>
<i>Families and Friendships</i>				

<p><i>Safe Relationships</i></p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p>	<p>R20,23,27,28</p>	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online: That people may push us to follow or do the same things as them. This is called peer pressure.</p> <p>That bullying can take many forms – verbal, physical, emotional and cyber.</p> <p>That anyone can be a victim of bullying and it can happen at any age.</p> <p>That there is a difference between playful teasing, hurtful behaviour and bullying, including online.</p> <p>That victims of bullying need support. Bullies need help to change their behaviour.</p> <p>That if a secret upsets you, you should tell and adult you trust.</p> <p>That you should talk to an adult you trust if you are being bullied or are worried about someone else being bullied either face-to-face or online.</p> <p>That cyber-bullying is bullying and report it straight away. Use the report functions on websites and apps and speak with an adult you trust.</p>	<p>Peer pressure Cyber-bullying Verbal Trust Victim Physical Secret Support emotional</p>
<p><i>Respecting ourselves and others.</i></p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p>R32,33</p>	<p>Respecting differences and similarities; discussing differences sensitively: That we don't have to have all the same interest to be friends with someone.</p> <p>That everyone deserves to be treated with respect, even if they are not our friend.</p>	<p>Respect Sexual orientation Aspirations Faith Values Express Gender Beliefs</p>

			<p>That everyone is different, people have different backgrounds, faith, gender and sexual orientations.</p> <p>That people also have similarities. We may have the same likes and dislikes, the same values or aspirations.</p> <p>That when talking about our beliefs and ideas with others we should take care to speak respectfully and learn the correct vocabulary to express our thoughts.</p>	similarities
<p>Living in the Wider World</p> <p><i>Belonging to a community</i></p>	The value of rules and laws; rights, freedoms and responsibilities.	L4, L6, L7	<p><i>What makes a community; shared responsibilities:</i></p> <p>That we all belong to different communities. We belong to our school community but may belong to others such as faith groups or clubs.</p> <p>That working together as a community can help care and support others who are in need.</p> <p>People do volunteer work. This is showing compassion towards others and the shared responsibilities of caring for other.</p> <p>Some people may have jobs that support the community e.g health care, education and caring for animals.</p> <p>That we can make a difference in the way we treat others and need to think about our responsibilities in caring for them.</p>	<p>Belong</p> <p>Clubs</p> <p>Care</p> <p>Community</p> <p>Support</p> <p>Responsibilities</p> <p>School</p> <p>Compassion</p> <p>volunteer</p>
<p><i>Media Literacy and Digital Resilience</i></p>	How the internet is used; assessing information online.	L13, L14	<p><i>How data is shared and used:</i></p> <p>That whenever we post online this leaves a digital footprint.</p>	<p>Online</p> <p>Digital footprint</p> <p>Search results</p> <p>Advert</p> <p>Information</p>

			<p>That we need to take care that we don't share personal information including accidentally include our school logo or door number in a photograph.</p> <p>That we can use the search engines to find information on the internet.</p> <p>Search results are ordered based on the popularity of the website and this can affect what information people access.</p> <p>That information that we share, websites we visit or searches we make may be used to show us adverts of things we might like to buy.</p> <p>Online adverts can pop up on our screens.</p>	<p>Pop-up Search engine Internet websites</p>
<i>Money and Work</i>	Different jobs and skills; job stereotyped; setting personal goals.	L17, L19, L20, L21	<p><i>Making decisions about money; using and keeping money safe:</i></p> <p>That we can plan how we spend our money, this is called budgeting.</p> <p>That we can prioritise money. What we need to spend money on and what we want to spend money on.</p> <p>That people make different spending decisions based on their budget, values and needs.</p> <p>That there are different ways we can pay for goods, such as cash, debit cards, credit card, cheques and e-payments.</p> <p>That checking the balance in a bank account, helps keep track of how much money you have left.</p>	<p>Budgeting Needs/wants e-payments Prioritise Balance Debit/credit Values Cheques Bank account</p>

			<p>That keeping track of money helps people to know they have kept to their budget and haven't overspent.</p> <p>That how we spend our money can have positive and negative effects. Giving to a charity can be positive. Buying single use cups can be negative.</p>	
<p>Health and Wellbeing</p> <p><i>Physical Health and Mental wellbeing</i></p>	<p>Health choices and habits; what affects feelings; expressing feelings.</p>	<p>H2, H5, H11</p>	<p><i>Maintaining a balanced lifestyle; oral hygiene and dental care.</i></p> <p>Having enough sleep, exercise and eating a healthy balanced diet help keep us physically and mentally well.</p> <p>The right diet, exercise and sleep help us to stay well and fight illness.</p> <p>What does good physical health mean and how to recognise early signs of physical illness? Common illnesses can be quickly and easily treated with the right care (ask for advice from a pharmacist or visiting the doctor when necessary.)</p> <p>Good oral hygiene includes brushing our teeth twice a day for 2 minutes and floss correctly. Foods and drinks that contain lots of sugar can damage our teeth and cause cavities.</p> <p>Visiting the dentist every 6 months helps us protect the health of our teeth. The dentist can spot any problems early and give us advice.</p>	<p>Physical health</p> <p>Mental health</p> <p>Physical illness</p> <p>Oral hygiene</p> <p>Pharmacist</p> <p>Treated</p> <p>Floss</p> <p>Dentist</p> <p>Protect.</p>
<p><i>Growing and Changing</i></p>	<p>Personal strengths and achievement; managing and reframing setbacks.</p>	<p>H30, H31, H32, H34</p>	<p><i>Personal identity; recognising individuality and different qualities; mental well-being.</i></p> <p>Everyone has their own unique, personal identity. This can be influenced from various factors including race, gender, faith, culture and hobbies.</p> <p>For some people, their gender identity does not correspond to their biological sex.</p>	<p>Personal identity</p> <p>Gender identity</p> <p>Biological sex</p> <p>Mood</p> <p>Feeling</p> <p>Well-being</p> <p>Hobbies</p> <p>Activities</p>

			<p>It is important to respect people and recognise that everyone has their own identity. Sometimes people need support to help boost their mood. It is good to talk to people about how we are feeling and help think of ways to look after our well-being. We can often help our well-being by being active, taking part in events or learning new hobbies and interests.</p>	<p>Interest</p>
<p><i>Keeping Safe</i></p>	<p>Risks and hazards; safety in the local environment and unfamiliar places.</p>	<p>H10, H38, H40, H46</p>	<p><i>Medicines and household products; drugs common to everyday life.</i> A drug is something that when it goes into our body changes how we think and feel. Medicines are legal drugs given to you by a doctor. You should take medicine exactly as the doctor says and never take anyone else's. Taking medicine incorrectly or that is not prescribed for you can make you very ill and be very dangerous. Tobacco, alcohol and caffeine drinks are drugs and can damage our health. Drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines) can affect health and well-being. All drugs have side effects for example smoke from cigarettes can worsen asthma and lead to lung diseases. We use cleaning products to help keep our homes clean. These contain chemicals that can cause harm to us if used incorrectly. Many drugs are addictive, the more you have the more you want. If you are worried about drug use, ask for help or advice from a trusted adult.</p>	<p>Drug Prescribed Side effect Illegal Addictive Medicine Legal Well-being Chemicals.</p>

Year 5	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
<p>Relationships</p> <p><i>Families and Friendships</i></p>	<p>Positive friendships, including online</p>	<p>R14,15,16,17,18,26</p>	<p><i>Managing friendships and peer influence:</i></p> <p>That friendships can change over time. There are benefits of having new and different types of friends.</p> <p>That a healthy friendship should make you feel safe, included and happy.</p> <p>That it is common for friendships to experience challenges. There are strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>That if a friendship is making you feel unsafe, worried or uncomfortable, always look for support and advice from someone you trust.</p> <p>Make sensible decisions. Know that peer pressure can make us choose the wrong decisions.</p> <p>That there are strategies to manage peer influence and the need for peer approval e.g exit strategies and assertive communication.</p>	<p>Safe/unsafe Peer pressure Assertive Disputes Decisions Friendship Reconcile Influence communicate</p>
<p><i>Safe Relationships</i></p>	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online.</p>	<p>R9,25,26,27,29</p>	<p><i>Physical contact and feeling safe:</i></p> <p>That in different situations, physical touch can be acceptable, unacceptable, wanted or unwanted.</p> <p>That we have the right to give or not give permission for physical contact.</p>	<p>Physical Permission Childline Acceptable Wanted Touch Unacceptable Unwanted body</p>

			<p>That we must always ask someone for permission before physical contact.</p> <p>That we must consider how it feels in a person's mind and body when they are uncomfortable.</p> <p>That it is never someone's fault if they have experienced unacceptable contact.</p> <p>That no one should ask you to keep a secret that makes you feel uncomfortable or try to persuade you to keep a secret they are worried about.</p> <p>If they are concerned about unwanted or unacceptable physical contact, speak to someone you trust or call Childline.</p>	
<p><i>Respecting ourselves and others.</i></p>	<p>Respecting differences and similarities; discussing differences sensitively.</p>	<p>R20,21,31,33</p>	<p><i>Responding respectfully to a wide range of people; recognising prejudice and discrimination:</i></p> <p>That good friends will be respectful to each other and accept them for who they are. Accept differences and celebrate individuality.</p> <p>That we are all equal. Everyone should be treated fairly, with respect, kindness and given the same opportunities.</p> <p>That there are different types of discrimination e.g racism, sexism, homophobia etc.</p> <p>That online bullying and discrimination of groups or individuals is called trolling and harassment.</p>	<p>Accept Trolling Sexism Individuality Harassment Homophobia Discrimination Racism equal</p>

			<p>That we can safely challenge discrimination and report discrimination online.</p> <p>That it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own.</p>	
<p>Living in the Wider World</p> <p><i>Belonging to a community</i></p>	<p>What makes a community; shared responsibilities.</p>	<p>L4, L5, L19</p>	<p><i>Protecting the environment; compassion towards others.</i></p> <p>That we can think about helping our community including looking after the environment by litter picking, recycling, helping elderly people with their shopping and volunteering.</p> <p>It is important to protect the environment; our everyday actions can either support or damage it.</p> <p>That we need to show compassion for the environment, animals and other living things. Know that the way money is spent, affects the environment.</p> <p>That it is important to express our own opinions about our responsibility towards the environment.</p> <p>The way in which resources are allocated to our local area has an effect on individuals, communities and the environment.</p>	<p>Recycling Environment Compassion Protect Animals Express Resources Responsibility opinions</p>
<p><i>Media Literacy and Digital Resilience</i></p>	<p>How data is shared and used.</p>	<p>L12, L14</p>	<p><i>How information online is targeted; different media types, their role and impact.</i></p> <p>Media is the name we give to any type of communication that carries a message. We see and hear information from the media every day.</p> <p>That there are different types of media and they all have different purposes e.g to entertain, inform, persuade or advertise. Some media and online content promote stereotypes.</p>	<p>Message Inform Reliable Media Persuade Biased Entertain Advertise suspicious</p>

			<p>When using the internet, we must assess which search results are more reliable than others.</p> <p>That there are ways to assess whether content online (e.g research, news, reviews, blogs) is based on fact, opinion or is biased.</p> <p>That we can recognise unsafe or suspicious content online.</p> <p>That electronic devices store and share information.</p>	
<i>Money and Work</i>	Making decisions about money; using and keeping money safe.	L27, L28, L29, L31, L32	<p><i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</i></p> <p>That we can begin to think about jobs that we might want to do in the future.</p> <p>That ambition can play a key role in achieving a future career.</p> <p>Other factors can influence people’s decisions about a job or career, such as pay, working conditions, personal interests, strengths, qualities, family and values.</p> <p>That there is a great importance of diversity and inclusion to promote people’s career opportunities.</p> <p>That many people can experience stereotyping in the workplace. It is important to challenge it.</p> <p>That there is a variety of routes into work e.g college, apprenticeships, university, training etc.</p>	<p>Ambition</p> <p>Diversity</p> <p>Apprenticeship</p> <p>Career</p> <p>Inclusion</p> <p>Training</p> <p>Strengths</p> <p>College</p> <p>university</p>
Health and Wellbeing	Maintaining a balanced lifestyle; oral hygiene and dental care.	H8, H9, H10, H12	<p><i>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</i></p> <p>On average, children aged between 7-12 need around 10 or 11 hours of sleep each night.</p> <p>Children need around an hour of moderate exercise every day.</p> <p>The blue light that is used in devices with screens, such as laptops and mobile phones, makes it harder to fall asleep.</p>	<p>Exercise</p> <p>Sun-damaged</p> <p>Table</p> <p>Prescribed</p> <p>Skin cancer</p> <p>Powder</p> <p>Sunstroke</p> <p>Sunburn</p> <p>liquid</p>
<i>Physical Health and Mental wellbeing</i>				

			<p>It is important that we take care of ourselves when in the sun. We should look after our skin by wearing a hat, covering up, seeking shade and applying sun cream with an SPF of at least 30.</p> <p>Sun-damaged skin could lead to skin cancer, rough, blotchy skin, sunburn or sunstroke.</p> <p>Medicines help us when we don't feel well. They can come in tablet, powder or liquid form. These medicines can be prescribed by a doctor or bought over the counter in a pharmacy. Every medicine comes with instructions on how and when to take it – you must not take more medicine than the amount recommended. Never take any tablets you find lying around.</p>	
<p><i>Growing and Changing</i></p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p>	<p>H16, H25, H26, H27</p>	<p><i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</i></p> <p>Boys and girls have different genitalia and reproductive organs. It is important we know what these are called so we understand our bodies.</p> <p>It is important to know our bodies change during puberty. Girls start to develop breasts. Both boys and girls start to grow hair in their armpits and around their pubic areas. Boys' voices break (deepen) and they start to grow facial hair.</p> <p>During puberty girls start to have periods (menstruate). During puberty boys start to have erections and 'wet dreams'.</p>	<p>Genitalia Reproductive Puberty Organs Change Hormones Deodorant Emotions pubic</p>

			<p>Puberty changes the hormones in our bodies. It is important that we wash regularly and maybe use deodorant to stay clean and fresh. Puberty can affect our emotions. Some emotions, like feeling anxious, jealous or angry can be uncomfortable. It is important to acknowledge our emotions. You should discuss the challenges of puberty with a trusted adult.</p>	
<i>Keeping Safe</i>	Medicines and household products; drugs common to everyday life.	H38, H43, H44, H45	<p><i>Keeping safe in different situations, including responding in emergencies, first aid and FGM</i></p> <p>We need to identify when situations are becoming risky, unsafe or an emergency. There may be occasions where you can help take responsibility for your own safety. We need to differentiate between positive risk taking (e.g trying a challenging new sport) and dangerous behaviour. We can deal with common injuries using basic first aid techniques. In an emergency we need to: stay calm, find an adult to help you, ring 999 and explain what has happened and ask for the police, fire brigade, ambulance or coastguard.</p> <p>Female genital mutilation (FGM) is against British Law. If you think you or someone you know might be at risk of FGM, speak to a trusted adult.</p>	<p>Risks</p> <p>Unsafe</p> <p>Emergency</p> <p>Responsibility</p> <p>Female genital mutilation (FGM)</p> <p>Positive risk-taking</p>

Year 6	Prior Learning	PoS Refs:	What key knowledge will be acquired?	Key Vocabulary
Relationships				Legal declaration

<p><i>Families and Friendships</i></p>	<p>Managing friendships and peer influence.</p>	<p>R1,2,3,4,5,7</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage:</p> <p>That there are different kinds of loving relationships.</p> <p>That people love each other can be of any gender, ethnicity or faith. Everyone has a right to be loved.</p> <p>Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different.</p> <p>That sexual orientation is the emotional, romantic, or sexual attraction that a person feels toward another person.</p> <p>That couples show their love and commitment to one another in many different ways, including those who are not married or who live apart.</p> <p>Marriage and civil partnership means that two adults make a legal declaration of commitment.</p> <p>That people have the right to choose whom they marry or whether to get married. Forcing someone to get married is illegal.</p>	<p>Sexual orientation Civil partnership Gender Faith Illegal Ethnicity Commitment marriage</p>
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<p><i>Safe Relationships</i></p>	<p>Physical contact and feeling safe.</p>	<p>R26,28,29</p>	<p><i>Recognising and managing pressure; consent in different situations:</i></p> <p>That one of the biggest signs of an unhealthy friendship is one which makes you feel bad about yourself rather than good about yourself.</p> <p>That threats or black-mailing are signs of an unhealthy friendship.</p> <p>Keeping a secret can be very stressful, especially if it leads to telling lies.</p> <p>That daring someone to do something is unfair and unkind.</p> <p>Peer pressure can cause someone to do something dangerous and can lead to self-doubt and having lower self-esteem. There is a shared responsibility.</p> <p>There are strategies to respond to pressure from friends e.g how to assess the risk of different online ‘challenges’ and ‘dares’ and how to respond to pressure from others to do something unsafe or uncomfortable.</p> <p>Make sure you always know who to tell if you are unhappy or uncomfortable about one of your relationships.</p>	<p>Threats Black-mailing Unhealthy Daring Self-doubt Self-esteem Challenges Dares Peer pressure</p>
<p><i>Respecting ourselves and others.</i></p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>R30,34</p>	<p><i>Expressing opinions and respecting other points of view, including discussing topical issues:</i></p> <p>Sometimes people disagree because we process information differently from each</p>	<p>Disagree Unique Point of view Opinions Special Disputes</p>

			<p>other. Sometimes people disagree because they have been exposed to different facts which support their differing opinion.</p> <p>That you can respect someone else's opinions without having to agree with them.</p> <p>Within society people don't always get along, and sometimes people forget that it is other people's differences that make them unique and special.</p> <p>We should discuss issues respectfully, listening carefully to the other person's point of view.</p> <p>That we should constructively challenge points of view that we do not agree with.</p> <p>That we need to use effective techniques to resolve disputes in discussions online and manage conflict or disagreements.</p>	<p>Respect Conflict constructively</p>
<p>Living in the Wider World <i>Belonging to a community</i></p>	<p>Protecting the environment; compassion towards others.</p>	<p>L8, L9, L10, L21</p>	<p><i>Valuing diversity; challenging discrimination and stereotypes:</i> That prejudice means an unfavourable opinion or feeling judged beforehand or without knowledge, thought or reason. That discrimination is against the law. That means that nobody has the right to treat you badly or differently because of your race, ethnicity, ability, gender, sex, orientation, religion, physical appearance, employment status or age. That prejudice is an attitude or belief, and discrimination as an action or behaviour. Unfortunately, there are people in the Uk</p>	<p>Prejudice Behaviour Unfavourable Discrimination Stereotypes Nelson Mandela Attitude Challenge subject</p>

			<p>who are the subject of prejudice and discrimination.</p> <p>Know that it is important to safely challenge discrimination and stereotypes. Stereotypes can have an influence on attitudes and understanding of different groups.</p>	
<i>Media Literacy and Digital Resilience</i>	How information online is targeted; different media types, their role and impact.	H37, L11, L13, L15, L16	<p>Evaluating media sources; sharing things online:</p> <p>Learning, connecting and communicating are benefits of safe internet. Images online might be manipulated, altered or faked by using apps and other software. Don't always believe what you see or read.</p> <p>That there are some risks and challenges people face when choosing to communicate through social media. Social media sites have age restrictions and regulations for use. This is because some media and online content is appropriate for children.</p> <p>Online content can be designed to manipulate people's emotions and encourage them to read or share things. If we post something online, it is very difficult to get rid of it.</p> <p>That there are things which are appropriate/inappropriate to share online. Most sites/apps have a report and block tab.</p>	<p>Online content</p> <p>Altered faked</p> <p>Communicate</p> <p>Social media</p> <p>Emotions</p> <p>Manipulate</p> <p>Encourage connect</p>
<i>Money and Work</i>	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	L18, L22, L23, L24	<p>Influences and attitudes to money; money and financial risks:</p> <p>That banks and building societies lend money to people who need it for things like cars and houses (these are called loans and mortgages)</p>	<p>Financial risk</p> <p>Building society</p> <p>Critical consumer</p> <p>Interest</p> <p>Scams</p> <p>Well-being</p>

			<p>The government makes rules for banks to ensure people's money is handled safely. Interest is always mentioned when you apply for a loan, a credit card or a savings account.</p> <p>Companies encourage customers to buy things – it is important to be a critical consumer.</p> <p>Money can be gained or lost (stolen, scams or gambling). This can put people at financial risk.</p> <p>Common risks associated with money include debt, fraud and gambling and can put people at financial risk.</p> <p>Having or not having money can impact on a person's emotions, health and well-being. Money plays a big role in people's lives, attitudes towards it and influences decisions.</p>	<p>Loan Savings lend</p>
<p>Health and Wellbeing <i>Physical Health and Mental wellbeing</i></p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p>	<p>H13, H14, H15, H20, H21, H22, H23, H24</p>	<p><i>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online:</i></p> <p>Mental health is just as important as physical health and they both need looking after. Anyone can be affected by mental ill-health and difficulties can be resolved with help and support.</p> <p>Negative experiences such as being bullied or feeling lonely can affect mental well-being.</p> <p>There are situations when someone may experience mixed or conflicting feelings. If someone experiences feelings that are not so good (most or all of the time) help and support is available.</p> <p>Changes that may occur in life including death, can cause conflicting feelings. Changes can mean people experience</p>	<p>Mental health Well-being Balancing Conflicting Death Habit Negative Grief Manage</p>

			<p>feelings of loss or grief. There is a process to grieving. There are strategies to help us with change or loss.</p> <p>Balancing time online with other activities helps to maintain our health and well-being. We need to manage time spent online and foster positive habits e.g switching our phone off at night.</p>	
<p><i>Growing and Changing</i></p>	<p>Personal identity; recognising individuality and different qualities; mental well-being.</p>	<p>H24, H33, H35, H36</p>	<p>Human reproduction and birth; increasing independence; managing transitions: When we go through puberty, our bodies sweat more which means we need to wash more often. Testosterone is the hormone that causes most of the changed in a boy's body during puberty.</p> <p>On average a woman's menstrual cycle lasts 28 days.</p> <p>A fertilised egg in mammals (including humans) becomes known as an embryo. It develops into a foetus in the womb and is nourished by the mother, through the placenta. It takes 40 weeks for the baby to develop in the uterus.</p> <p>Contraception is the use of certain methods or techniques to prevent pregnancy.</p> <p>Sexually transmitted diseases (STD's) are diseases that are passed on from one person to another through sexual contact, and sometimes by genital contact.</p>	<p>Puberty Fertilised Placenta Testosterone Embryo Contraception Hormone Womb transition</p>

			<p>Transition to secondary school may affect our feelings. Relationships may change as we grow up or move to secondary school.</p>	
<p><i>Keeping Safe</i></p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p>	<p>H37, H42, H46, H47, H48, H49, H50</p>	<p><i>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media:</i></p> <p>We must protect personal information online. There is a potential risk of personal information being misused. Images and text can be quickly shared with others, even when you only sent it to one person.</p> <p>Report the misuse of personal information or sharing of upsetting content/images online.</p> <p>It is illegal to smoke cigarettes under the age of 18 in the UK.</p> <p>In the UK, you have to be 18 or above to buy alcohol. Alcohol slows down your reaction time and can affect your mood.</p> <p>Illegal drugs are also called recreational drugs. Unlike medicines, which are used to treat illness or disease, these drugs are taken by choice. They are illegal to buy, take or sell.</p> <p>People who sell drugs are known as ‘drug dealers’ and are criminals.</p> <p>A drug is any substance that has an effect on your body when it enters your system.</p>	<p>Personal Report Criminal Information Illegal Legal Dealers Misuse Substance Drugs</p>

