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|  | **Knowledge** | Skills |
| **Health and Wellbeing** | **Healthy Lifestyles**To recognise opportunities to make their own healthy choices**Growing and Changing**To know how to celebrate achievements.To know how to recognise good and not so good feelings**Keeping Safe** To know how to keep physically and emotionally safe | Y3 * Explain what makes a balanced diet
* Recognise when they have the opportunity to make choices about food
* Identify what influences their food choices
* Understand the term habit and why habits can hard to change

Y4 as above and* Explain what makes a balanced lifestyle
* Recognise that choices made can have an positive, neutral, negative consequence
* Identify common drugs (medicine, caffeine, alcohol, tobacco)
* Explain how to stop infection spreading

Y5 as above and* Explain why and how rules/laws are made
* Understand the need to enforce rules and laws
* Understand the term anti-social behaviour and how to handle, challenge or respond to it
* Resolve differences by respecting others view points and making own decisions

Y6 as above and* Recognise images in media can distort reality
* Recognise the risks and effects of using some legal/illegal drugs

Y3 * Recognise achievements and strengths
* Set aspirational goals for the future
* Recognise that people can have conflicting feelings at the same time
* Explain the range of intensity of feelings to others

Y4 as above and* Recognise the changes that happen during puberty

Y5 as above and* Explore different ways of achieving personal goals
* Further describe the range of intensity of their feelings to others
* Manange complex or conflicting emotions

Y6 as above and* Further recognise the changes that happen during puberty
* Identify the stages of the human lifecycle (Science)
* How a baby is made
* Recognise the roles and responsibilities of Parents/Carers
* Recognise that pregnancy can be prevented

Y3 * Recognise the importance of school rules for Health and safety
* Explain what to do in an emergency and where to get help

Y4 as above and* Develop strategies for keeping physical and emotionally safe in the environment (online safety, bikeability, road safety etc)

Y5 as above and* What they should do before sharing pictures of themselves online
* How to use a mobile phone safely

Y6 as above and * Differentiate between the term risk, danger, hazard
* Recognise inflences on behaviour including peer pressure, media influence.
* Understand that FGM and physical abuse is illegal
* Identify where they can access help, advice and support.
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| **Relationships** | **Feelings and Emotions**To know how to recognise and respond to a wider range of feelings appropriately, including in others.**Healthy Relationships**To know what constitutes an positive healthy relationship**Valuing Difference****To know the consequences of discrimination, aggressive behaviours and bullying** | Y3 * Identify different types of behaviour and how this make others feel
* Identify how bodies and feelings can hurt

Y4 as above and* Understand the concept of confidentiality
* Recognise when not to keep a secret
* Recognise and manage dares

Y5 as above and* Respond appropriately to a wider range of feelings in others

Y6 as above and* Decide when it is necessary to beak confidence

Y3 * Recognise what a positive healthy relationship is
* Understand the terms acquaintance, friend, relative and family
* Recognise what you should do to form and maintain a positive healthy relationship
* Discuss appropriate and inappropriate touching and what it is and what to do if it is happening
* Explain how to respond to teasing and bullying

Y4 as above and* Recognise the difference between acceptable and unacceptable physical contact
* Respond appropriately to acceptable/unacceptable physical contact
* Solve disputes and conflict

Y5 as above and* Recognise the consequence their actions can have on themselves and others
* Work collaboratively to achieve a shared goal
* Understand the term negotiate and compromise
* Give helpful feedback and support others

Y6 as above and* Understand that civil partnerships and marriage are examples of stable, loving relationships and a demonstration of commitment between two people
* Understand that people who are in stable, loving relationships do not have to be in a civil partnership or married
* Recognise how to keep personal boundaries
* Recognise the right to privacy

Y3 * Understand the terms discrimination, aggressive behaviours, bullying and consequence
* Use language associated with the above including cyberbullying, trolling, prejudice language
* Identify what you should do to ask for help if the above is happening

Y4 as above and* Listen and respond respectfully to a wide range of people

Y5 as above and* Respectfully listen to others but be confident to challenge points when necessary

Y6 as above and* Recognise and challenge stereotypes
* Use the terms sex, gender, identity and sexual orientation
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| **Living in the Wider World** | **Rights and Responsibilities**To know why rules are important in societyTo know what being part of a community means**Environment**To recognise their roles and responsibilities within the environment**Money**To know what is meant by enterprise and develop enterprise skills | Y3 * Discuss and debate topical issues, problems or events that are of concern to them
* Make recommendations to appropriate people
* Find out what community groups support locally and nationally

Y4 as above and* Appreciate the range of national, regional, religious and ethnic identities in the UK

Y5 as above and* Understand the need to enforce rules and laws
* Understand the term anti-social behaviour and how to handle, challenge or respond to it

Y6 as above and* Appreciate the importance of human rights including the rights of the child
* Recognise which harmful practices are against British Law (FGM/Forced Marriage)
* Critically analyse the information they read in the media and decide what is truthful to pass on to others.

Y3 * Identify their responsibilities , rights and duties at school, home, community, towards the environment
* Exercise their responsibilities in the above environments

Y4 as above and* Identify how resource allocation can affect individuals and communities across the world

Y5 as aboveY6 as aboveY3 * Understand the term enterprise
* Spending and saving and the importance of them

Y4 as above and* Begin to understand the concepts of interest, loan, debt and tax (VAT)

Y5 as above and* What managing loans and debts means and how to do this
* What tax people pay and how it contributes to society

Y6 as above and* What it takes to set up an enterprise
* What enterprise means for work and society
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10 lessons per topic