

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Core theme	<u>Living In the Wider World</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Health &amp; Wellbeing</u>	<u>Health &amp; Wellbeing</u>	<u>Living in the Wider World</u>
RSE Theme		<u>Module 1</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 2</u>	

Key Events	<ul style="list-style-type: none"> <li>Disability Awareness Day</li> <li>Recycle Week</li> <li>World Mental Health Day</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Road Safety Week</li> <li>Black History Month</li> <li>Remembrance Day</li> <li>Anti-Bullying Week</li> <li>Parliament Week</li> </ul>	<ul style="list-style-type: none"> <li>International Day of Education</li> <li>National Storytelling Week</li> <li>Safer Internet Day</li> <li>Children's Mental Health Week</li> <li>First Aid training</li> </ul>	<ul style="list-style-type: none"> <li>My Money Week</li> <li>International Women's Day</li> <li>British Science Week</li> <li>World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Earth Day</li> <li>Walk to School Week</li> <li>Mental Health Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>Child Safety Week</li> <li>World Environment Day</li> <li>World Oceans Day</li> <li>Refugee Week</li> </ul>
Year 1 and Year 2	<p><b><u>Belonging to a community</u></b></p> <p><b><u>Year 1</u></b> (What rules are; caring for others' needs; looking after the environment) About examples of rules in different situations e.g. class rules, rules at home, rules outside That different people have different needs How we care for people, animals and other living things in different ways How they can look after the environment e.g. recycling.</p> <p><b><u>Year 2</u></b> Belonging to a group; roles and responsibilities; being the same and different in the community - about being part of different groups and the role they play in these groups e.g. class, teams, faith groups - about different rights and responsibilities that they have in school and the wider community - about how a community can help people from different groups to feel included - to recognise that they are all equal and ways in which they are the same and different to others in their community</p> <p><b><u>Keeping Safe</u></b></p> <p><b><u>Year 1</u></b> (How rules and age restriction help us; keeping safe online) How rules can help us to keep safe Why some things have age restrictions Basic rules for keeping safe online</p>	<p><b><u>Families and Friendships</u></b></p> <p><b><u>Year 1</u></b> (Roles of different people; families; feeling cared for) About people who care for them eg. Parents, siblings, grandparents, relatives, friends, teachers The role these different people play in children's lives and how they care for them What it means to be a family and how families are different e.g. single parents, same-sex parents etc About the importance of telling someone and how to tell them if they are worried about something in their family.</p> <p><b><u>Year 2</u></b> (Making friends; feeling lonely and getting help) How to be a good friend About different ways that people meet and make friends. Strategies for positive play About what causes arguments between friends How to positively resolve arguments between friends How to recognise and ask for help when they are feeling lonely or unhappy</p> <p><b><u>Respecting ourselves and others</u></b></p> <p><b><u>Year 1</u></b> (How behaviour affects others; being polite and respectful) What kind and unkind behaviour mean in and out of school How kind and unkind behaviour can make people feel About what respect means About class rules, being polite others, sharing and taking turns</p>	<p><b><u>Safe Relationships</u></b></p> <p><b><u>Year 1</u></b> (Recognising privacy; staying safe; seeking permission) about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (hugs, kisses, punches, tickling) how to respond if being touched makes them feel uncomfortable or unsafe. When it is important to ask for permission to touch others How to ask for and give/not give permission</p> <p><b><u>Year 2</u></b> Managing secrets; resisting pressure, getting help, recognising hurtful behaviour -How to recognise hurtful behaviour - What to do and whom to tell if they see or experience hurtful behaviour, including online. - About what bullying is and different types of bullying -How someone may feel if they are being bullied - About the difference between happy surprises and secrets that make them uncomfortable or worried. - How to resist pressure to do something that feel uncomfortable/unsafe -How to ask for help if they feel unsafe/worried and what vocab to use</p>	<p><b><u>Physical health and Mental Wellbeing</u></b></p> <p><b><u>Year 1</u></b> (Keeping healthy; food and exercise; hygiene routines; sun safety) What it means to be healthy and why it is important Ways to take care of themselves on a daily basis About basic hygiene routines About healthy and unhealthy foods, including sugar intake About physical activity and how it keeps people healthy About different types of play, including balancing indoor, outdoor and screen based play About people who can help them to stay healthy such as parents, doctors, nurses, dentist, lunch supervisors How to keep safe in the sun</p> <p><b><u>Year 2</u></b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. - About routines and habits for maintaining good physical and mental health. - Why sleep and rest are important for growing and keeping healthy - That medicines, including vaccinations and immunisations can help people stay healthy and manage allergies - The importance of and routines for brushing teeth and visiting the dentist about food and drink that affect dental health. - How to describe and share a range of feelings</p>	<p><b><u>Growing and Changing (link with transition)</u></b></p> <p><b><u>Year 1</u></b> (Recognising what makes them unique and special; feeling; managing when things go wrong) To recognise what makes them special and unique including their likes, dislikes and what they are good at How to manage and whom to tell when finding things difficult or when things go wrong How they are the same and different to others About different kinds of feelings How to recognise feelings in themselves and others How feelings can affect how people behave</p> <p><b><u>Year 2 - Mainly covered in our Science lessons (cross linked)</u></b></p> <p>Growing older; naming body parts; moving class or year - About human life cycle and how people grow from young to old - How our needs and bodies change as we grow up - To identify and name the main body parts of the body including external genitalia (penis, testicles, vagina, vulva) - About change as people grow up, including new opportunities and responsibilities - Preparing to move to a new class and setting goals for next year.</p>	<p><b><u>Media literacy and Digital resilience</u></b></p> <p><b><u>Year 1</u></b> (Using the internet and digital services; communicating online) How and why people use the internet The benefits of using the internet and digital services How people find things out and communicate safely with others online.</p> <p><b><u>Year 2</u></b> The internet is everyday life, online content and information The ways in which people can access the internet e.g phone, tablets, computers To recognise the purpose and value of the internet in everyday life To recognise that some content on the internet is factual and some is for entertainment e.g news, games, videos That information online might not always be true</p> <p><b><u>Money and work</u></b></p> <p><b><u>Year 2</u></b> What money is; needs and wants; looking after money About what money is and its different forms e.g coins, notes, ways of paying for things How money can be kept and looked after About getting, keeping and spending money That people are paid money for the job they do How to recognise the difference between needs and wants</p>

	<p>Whom to tell if they see something online that makes them feel unhappy, worried or scare</p> <p><b>Year 2</b></p> <p>(some covered in Road Safety Week in Autumn 2)</p> <p>Safety in different environments; risk and safety at home; emergencies.</p> <p>How to recognise risk in everyday situations e.g. road, water and rail safety measures.</p> <p>How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and "out and about"</p> <ul style="list-style-type: none"> <li>- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</li> </ul> <p>How to help to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>About things that people can put into their body or onto their skin and how these can affect how people feel.</p> <p>How to respond if there is an accident and someone is hurt</p> <ul style="list-style-type: none"> <li>- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</li> </ul>	<p><b>Respecting ourselves and others</b></p> <p><b>Year 2</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p> <p>About things they have in common with their friends</p> <p>How friends can both have similarities and differences.</p> <p>How to play and work cooperatively in different groups and situations (Covered in Families and Friendships in first session on transition R24)</p> <p>How to share their ideas and listen to others, take part in discussions and give reasons for their views.</p>		<ul style="list-style-type: none"> <li>- Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>- How to manage big feelings including those associated with change, loss and bereavement.</li> <li>- When and how to ask for help and how to help others with their feelings</li> </ul>		<p>How people make choices about spending money, including thinking about needs and wants.</p>
<p>Year 3 and Year 4</p>	<p><b>YEAR 3:</b> <b>Belonging to a Community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <ul style="list-style-type: none"> <li>• The reasons for rules and laws in wider society</li> <li>• The importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• What human rights are and how they protect people</li> <li>• To identify basic examples of human rights including the rights of children</li> <li>• About how they have rights and also responsibilities</li> <li>• That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p><b>YEAR 3&amp;4:</b> <b>Relationships:</b></p> <p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong . That there are different types of relationships including those between acquaintances, friends, relatives and family.</p> <p>That good friendship is when both people enjoy each other's company and also want what is truly best for the other.</p> <p>The difference between a group of friends and a 'clique'.</p> <p>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.</p> <p>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p><b>YEAR 3&amp;4:</b> <b>Relationships:</b></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community. Self-confidence arises from being loved by God (not status, etc). They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p><b>YEAR 4 ONLY:</b> What the term puberty means.</p> <p>When they can expect puberty to take place. That puberty is part of God's plan for our bodies.</p> <p>Correct naming of genitalia.</p> <p>What changes will happen to boys during puberty.</p> <p>What changes will happen to girls during puberty</p>	<p><b>YEAR 3</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• About the things that affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language</li> <li>• To recognise how feelings can change overtime and become</li> </ul>	<p><b>YEAR 3</b> <b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make</li> <li>• To recognise how strengths and interests form part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b>Keeping safe:</b></p> <ul style="list-style-type: none"> <li>• To identify a wide range of factors that maintain a balanced,</li> </ul>	<p><b>YEAR 3:</b> <b>Money and work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <ul style="list-style-type: none"> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common misconceptions and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>

<p><b><u>Media literacy and digital resilience</u></b> How the internet is used; assessing information online</p> <p>How the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• Strategies to recognise whether something they see online is true or accurate</li> <li>• To evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• To make safe, reliable choices from search results</li> <li>• How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.</li> </ul> <p><b><u>YEAR 4:</u></b> <b><u>Belonging to a Community</u></b> What makes a community; shared Responsibilities</p> <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p><b><u>Media literacy and digital resilience</u></b> How data is shared and used</p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> </ul>			<p>more or less powerful</p> <p><b><u>YEAR 4</u></b> <b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• What good physical health means and how to recognise early signs of physical illness</li> <li>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>healthy lifestyle, physically and mentally</p> <ul style="list-style-type: none"> <li>• What good physical health means and how to recognise early signs of physical illness</li> <li>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p><b><u>YEAR 4</u></b> <b><u>Growing and Changing</u></b> Covered through RSE scheme (puberty, external genitalia)</p> <p><b><u>Keeping safe:</u></b></p> <ul style="list-style-type: none"> <li>• The importance of taking medicines correctly and using household products safely</li> <li>• To recognise what is meant by a 'drug'</li> <li>• That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• To identify some of the risks associated with drugs common to everyday life</li> <li>• That for some people using drugs can become a habit which is difficult to break</li> <li>• How to ask for help or advice</li> </ul>	<p><b><u>YEAR 4:</u></b> <b><u>Money and work</u></b> Making decisions about money; using and keeping money safe</p> <ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>
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	<ul style="list-style-type: none"> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>					
Year 5 and Year 6	<p><b>YEAR 5:</b> <b>Belonging to a Community</b> Protecting the environment; compassion towards others</p> <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul> <p><b>Media Literacy and digital resilience</b> How information online is targeted; different media types, their role and impact</p> <ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul> <p><b>YEAR 6:</b> <b>Belonging to a Community</b> Valuing diversity; challenging discrimination and stereotypes</p> <ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> </ul>	<p><b>YEAR 5&amp;6:</b> <b>Relationships:</b> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community. Self-confidence arises from being loved by God (not status, etc). That human beings are different from other animals. About the unique growth and development of humans, and the changes that girls and boys will experience during puberty. About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately. The need for modesty and appropriate boundaries. How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc</p>	<p><b>YEAR 5&amp;6:</b> <b>Relationships:</b> That pressure comes in different forms, and what those different forms are. That there are strategies that they can adopt to resist pressure. What consent and bodily autonomy means. Different scenarios in which it is right to say 'no'. How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships.</p>	<p><b>YEAR 5:</b> <b>Physical Health and Wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul> <p><b>YEAR 6:</b> <b>Physical Health and Wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> </ul>	<p><b>Year 5</b> <b>Growing and changing</b> <b>Covered through RSE scheme</b> Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p> <ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FG</li> </ul> <p><b>YEAR 6:</b> <b>Growing &amp; Changing</b> Human reproduction and birth; increasing independence; managing transitions</p> <p><b>Covered through RSE scheme (see Relationships).</b></p> <p><b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> </ul>	<p><b>YEAR 5:</b> <b>Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul> <p><b>YEAR 6:</b> <b>Money &amp; Work</b> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <ul style="list-style-type: none"> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul> <p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online</p> <ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>			<ul style="list-style-type: none"> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and who</li> </ul>	<ul style="list-style-type: none"> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	
Skills coverage	<p>Know that people have different jobs within school and the community. Be able to name different jobs that people do and give a simple explanation of that job.</p> <p>Know that people have different jobs within school and their community. Be able to name different jobs that people do and give an explanation of that job.</p> <p>Understand the term 'identity' and can describe what makes them unique. Recognise discrimination and bullying. Can suggest ways of how to respond to them and ask for help.</p> <p>Demonstrate a growing understanding of self-identity at school and in the wider world. Recognise discrimination and</p>	<p>Be able to name the adults who look after them at home and at school. Identify who else may be special to them - grandma / grandpa etc</p> <p>Identify people who are special to them, adults, friends at home or at school. Begin to describe why they are special and how people care for them.</p> <p>Identify people who are special to them, explaining why they are special. Describe how people care for them and recognise how they show care for people special to them.</p> <p>Understand roles and responsibilities in familiar settings and contexts. Able to follow a set of social cues for home and school life and offer respect and support to friends and family.</p> <p>Understand roles and responsibilities</p>	<p>Recognising their own and others' feelings (matching emotions to faces)</p> <p>Following adult guidance on how to resolve and avoid conflict</p> <p>Starting to exploring how other people may feel, with guidance</p> <p>Starting to make good choices, with adult guidance. Saying sorry, when prompted</p> <p>Exploring how other people may feel, with guidance</p> <p>Making good choices, with adult guidance. Saying sorry</p> <p>Starting to show some understanding of another's feelings</p> <p>Acting upon suggested approaches to self-resolve conflict</p> <p>Showing some understanding of another's feelings</p> <p>Choosing, from suggested ideas, appropriate approaches to self-resolve conflict</p>	<p>Recognising basic human needs (hunger, thirst, tiredness) and articulating them</p> <p>Understanding basic human needs (hunger, thirst, tiredness) and articulating them. Starting to ask for support in response</p> <p>Articulating basic human needs (hunger, thirst, tiredness). Able to ask for support in response</p> <p>Articulating basic human needs (hunger, thirst, tiredness), recognising more complex needs. Able to ask for support in response, starting to find own solutions</p> <p>Articulating basic human needs, Understanding more complex needs. Finding own solutions and /or asking for help as required</p>	<p>Children are able to make choices within the classroom or outdoor area as to activities to complete. They are starting to take measured risks within the learning environment for their own safety. Children are aware of the school / class rules and are starting to make decisions based on these rules. Children are starting to show an awareness of how to stay safe and know what to do if they feel unsafe.</p> <p>Children are able to follow the school / class rules and understand the consequences if these are not followed. Children show understanding of how to keep themselves safe and are able to explain what they need to do if they feel unsafe in a situation.</p>	<p>Simple ideas of what they'd like to do/achieve</p> <p>Encouraged to 'keep going'</p> <p>Simple ideas of what they'd like to do/achieve, with some idea of why</p> <p>Show some independent resilience</p> <p>Clearer ideas of what they'd like to achieve, with some idea of improvement</p> <p>Show increasing independent resilience</p> <p>Clear ideas of achievements and improvements in curriculum areas</p> <p>Show independent resilience</p> <p>Ideas of achievements and improvements, with 'how' included</p> <p>Resilience starting to be based on prior experiences</p> <p>Articulate goals, with 'how' included in clear steps</p>

	<p>bullying and its consequences. Can suggest ways of how to respond to them and ask for help. Demonstrate an understanding of personal and social identity in a multicultural society. Recognise discrimination and bullying across different contexts and its consequences. Can suggest ways of how to respond to them and ask for help. Be aware of tolerance as a British value.</p> <p>Possess a clear understanding of personal and social identity in a multicultural society. Recognise discrimination and bullying across a wide range of contexts and its consequences and know how to respond to them and ask for help. Understand the importance of tolerance as a British value.</p>	<p>within different settings and contexts. Able to follow social cues and offer respect and support to friends and family. An awareness of how confidence can affect social situations. Understand roles and responsibilities within different settings and contexts. Able to follow social cues and offer respect and support and understanding. Acknowledge ways to build their own confidence levels and the confidence of others. Understand roles and responsibilities within a wide range of settings and contexts. Able to follow social cues and offer mutual respect, support and understanding. Able to reflect on actions and responses in social situations and know ways to build their own confidence levels and the confidence of others.</p>	<p>Understand and simply articulate another person's potential perspective Starting to use appropriate approaches to self-resolve conflict Understand and articulate another person's perspective and feelings Demonstrating appropriate approaches to self-resolve (or avoid) conflict</p>	<p>Articulating basic and complex human needs. Consistently and independently finding own solutions (asking for help if required)</p>	<p>Children are able to follow the school / class rules and understand the consequences if these are not followed. They understand that ourselves and our belongings need to be kept safe from danger and crime. They know the role of others in protecting us from danger and crime. Children are able to follow the school / class rules and understand the consequences if these are not followed. Have a growing understanding of safety concerns relevant to them in school and at home. Identify possible dangers and risks and know steps to take when at risk in certain situations. Understand where help can be obtained for safety issues at home and at school. Children are able to follow the school / class rules and understand the consequences if these are not followed. An understanding of safety concerns in school and the wider world. Identify possible dangers and risks and know steps to take in certain situations. Understand where help can be obtained for safety issues. Children are able to follow the school / class rules and understand the consequences if these are not followed. Recognise potential dangers across a wide range of environments and develop strategies for harm reduction in these situations. Understand where help can be obtained if it is needed in any situation.</p>	<p>Resilience grows, based on prior experiences Clarity of goals and approaches. Demonstrates a will to succeed. Wants to grow and develop - shown through ambition and intentions in and beyond the curriculum</p>
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