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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. |
| **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 |
| **Living in the Wider World** | **Rights and Responsibilities**  To know why rules are important in society  To 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 above  Y6 as above  Y3   * 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 |

10 lessons per topic