

British Values	Protected Characteristic
• Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. • Tolerance - Understanding that we all don't share the same beliefs and values. • Respect - Respecting those values, ideas and beliefs of others whilst not imposing our own onto them. • Law - The need for rules to make a happy, safe and secure environment to live and work. • Individual Liberty - Protection of your rights and the rights of others around you.	• Age – protection for people of all ages • Disability - defined as, ' any physical or mental impairment that has a substantial and long-term effect on a person's ability to carry out normal day to day activities. • Marriage and civil partnership - the rights afforded by marriage or civil partnership and in this respect is generally held to be rights for people within a formal legal partnership, whether same sex or opposite sex. • Pregnancy and maternity - protection for the pregnant women from direct and indirect discrimination and for anyone caring for a newborn or very young child. • Race – protection from discrimination because of ethnicity, nationality, national identity, skin colour and caste. • Religion and belief – protection for all the recognised faith groups and also covers those who do not follow any religion or belief system. • Sex - protection of men and women. • Sexual orientation – protects all people from discrimination because of actual or perceived sexual orientation or discrimination by association. • Gender assignment - when someone decides to live in the gender they identify as rather than the gender they were assigned at birth.

	2-3s	3-4s	Reception
	Self-Regulation • Beginning to understand what is meant by happy and sad and how this makes them, and others feel. • Seeks comfort from a key adult when needed. • Finds ways to calm themselves when feeling distressed with the support of their key person. • Begins to show effortful control and resist strong impulses such as waiting for a turn or snatching toys from others. Managing Self • Explore their environment but checks in with key adult as a secure base • Understand and be comfortable separating from immediate care giver. • Begin to build a sense of self – building their own self image. • Plays with increasing confidence on their own and with others with the support of their key person. • Follows regular routines and is aware of boundaries. • Developing increasing independence with personal hygiene and safety including, eating competently, drinking from a cup, putting on/taking off simple clothing items and communicating their need for using the toilet/potty. Building Relationships • Can form relationships with special people such as their key worker and special friends in a familiar environment. • Shows empathy and concern for these special people. • Shows an interest in others play • Begins to play alongside other children engaged in the same play theme.	Self-Regulation • Can talk about feelings using words such happy, sad, angry, afraid, calm, confused and can begin to recognise these emotions in themselves and others. • Finds ways to resolve conflicts when playing including waiting their turn and sharing. • Is beginning to learn that actions have consequences show effortful control. Managing Self • Becomes more outgoing with unfamiliar people and new social situations. • Can express their ideas and make their own choices in play. • Increasing follows rules without constant reminders and understands why they are important, adapting their behaviour to different situations. • Able to tell adults their personal needs such as hungers and tiredness and is independent in addressing their toileting needs, washing their hands and dressing themselves with minimal support. • Can tolerate delay if there needs are not immediately met and understand that sometimes their wishes may not be met. • Welcomes and values praise from adults • Enjoys responsibilities with small tasks • Can choose resources needed for their activity Building Relationships • Uses their experiences of adults and children to guide their social relationships and interactions. • Shows more confidence with unfamiliar adults.	Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Use kindness for an intrinsic reward Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Explore needs, wants, interests and opinions • Understand and express when they do and do not need help • Use correct names for external genitalia and can voice that the parts of the body covered by underwear are private. • Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers.

		- Plays alone, side by side and also joining in with others to extend their play. - Develop and understand friendly behaviours - Talks about friends - Explore sharing and strategies of co-regulation with an adult	- Show sensitivity to their own and to others' needs. - Understand and explore taking turns and sharing - Takes into account others ideas and feelings - Take steps to resolve their own problems through strategies learnt - Talking about special people in their lives and what makes them special
	AUTUMN	SPRING	SUMMER
Year 1 Autumn PoS refs: H21, H22, H23, H25, R13, R23, L6, L14 PoS refs: L4, R1, R2, R3, R4, R5 Spring PoS refs: H1, H5, H6, H7, H10, H37 PoS refs: L10, L11, L12, L13 Summer PoS refs: H33, H35, H36, R15, R20, L5 PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<u>Living in the Wider World</u> How can we look after each other and the world? <u>Project Evolve (Computing) – self-image and identity</u> - Discuss kind and unkind behaviours and how they can affect others - Understand the responsibilities children have in and out of the classroom - Explore how people and animals needs to be looked after and cared for - Discuss what can harm the local and global environment and how themselves and others can help - Explore how people change and grow and how peoples' needs change - Discuss change and ways to manage it when moving to a new class and year group <i>Protected characteristics - sex</i> <i>British values – Respect</i> <u>Relationship</u> <u>What is the same and different about us?</u> <u>Project Evolve (Computing) – online relationships</u> - Discuss what they like/dislike and identify what they are good at. - Discuss what makes them special and how everyone has different strengths and weaknesses. - Discuss how their personal features or qualities are unique to them - Understand growing and changing from young to old and how people's need change - Identify similarities and differences to others and respecting others. - Understand that a person's body belongs to them - Use correct names for external genitalia and the parts of the body covered by underwear are private. (including the penis, vulva, vagina, testicles, scrotum, nipples) <i>Protected characteristics – Religion and belief</i> <i>British values – Respect</i>	<u>Relationship</u> <u>Who is special to us?</u> - Understand that family is one of the groups we belong to, as well as, for example school, friends, clubs - Discuss the different people in their family and those that love and care for them - Identify what their family members or special people do to make them feel loved and cared for - Appreciate that all families are different but share common features. Discuss the similarities and differences - Discuss different features of family life including what families do and enjoy together - Understand what to do if something about their family makes them feel unhappy or worried including understanding the difference between appropriate and inappropriate or unsafe physical contact. <i>Protected characteristics – Sex</i> <i>British values – Individual liberty</i> <u>Health and Wellbeing</u> <u>What helps us stay healthy?</u> <u>Project Evolve (Computing) – health, wellbeing and lifestyle</u> - Understand what healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) - Understand that things people put into and onto their bodies can affect how they feel - Understand how medicine (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy - Discuss why hygiene is important and how simple hygiene routines can stop germs from being passed on - Explore what they can do to take care of themselves on a daily basis (e.g. brushing teeth and hair, hand washing) <i>Protected characteristics - Sex</i> <i>British values – Tolerance</i>	<u>Health and Wellbeing</u> <u>Who helps to keep us safe?</u> <u>Project Evolve (Computing) –online bullying</u> - Explore different roles in the community to help keep people and themselves safe –the jobs they do and how they help people - Discuss who can help them in different places and situations: how to attract someone's attention; ask for help; what to say - Identify and practise how to respond to adults they don't know - Recap understanding the difference between appropriate and inappropriate or unsafe physical contact. - Discuss what to do if they feel unsafe or worried for themselves or others. Discuss the importance of keeping on asking for support until they are heard - Understand how to get help if there is an accident or when someone is hurt e.g. dialling 999 in an emergency and what to say. It is important of reporting incidents rather than filming them. - Personal safety - Hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code <i>Protected characteristics - Sex</i> <i>British values – Tolerance</i> <u>Living in the wider world</u> <u>What jobs do people do?</u> <u>Project Evolve (Computing) – online reputation</u> - Discuss how jobs help people earn money to pay for things they need and want - Explore a range of different jobs, including those done by people they know or work in the community. - Discuss how people have different strengths and interests that enable them to do different jobs - Discuss how people use the internet and digital devices in their jobs and everyday life <i>Protected characteristics - Age</i> <i>British values – Law</i>
Skill	Key Skill – Children can give an opinion		

YEAR 2 Autumn PoS refs: R6, R7, R8, R9, R25 PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25 Spring PoS refs: L15, L16, L17, L7, L8 PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9 Summer PoS refs: H1, H2, H3, H4, H8, H9 PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	Health and wellbeing EFS work How do we recognise our feelings? Project Evolve (Computing) – self image and identity - Discuss how to recognise, describe and label a range of feelings - Discuss what helps them feel good or better when they are not feeling good - Explore how different times, things and experiences can bring different feelings for different people (e.g. loss, change, bereavement or moving to new classes/year groups). Discuss that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition - Describe how feelings can affect people in their bodies and their behaviour - Explore ways to manage big feelings and the importance of sharing their feelings with someone they trust - Discuss how to recognise when they might need help with feelings and how to ask for help when they need it. Protected characteristics - Age British values – Respect Relationship What is Bullying? Project Evolve (Computing) – online bullying - Discuss how words and actions can affect how people feel - Discuss and practise how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel unsafe - Discuss why name calling, hurtful teasing, bullying and deliberately excluding others is unacceptable - Discuss and practise how to respond if this happens in different situations - Explore how to report bullying and other hurtful behaviour, including online, to a trusted adult and the importance of doing so Protected characteristics – Gender assignment British values – Tolerance	Relationship What makes a good friend? Project Evolve (Computing) – online relationships - Explore and practise how to make friends with others - Discuss how to recognise when they feel lonely and what they can do about it - Discuss how people behave when they are being friendly and what makes a good friend - Explore how to resolve arguments that can occur in friendships - Discuss and practise how to ask for help if a friendship is making them unhappy Protected characteristics – Marriage and civil partnership British values – Democracy Health and Wellbeing What helps us to stay safe? Project Evolve (Computing) – online reputation - Discuss how rules and restrictions help them to keep safe (e.g. basic road safety, fire, cycle, water safety; in relation to medicines household products and online) - Discuss how to identify risk and potentially unsafe situations (in familiar and unfamiliar environments including online). Explore taking steps to avoid or remove themselves from them - Discuss how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets - Discuss how not everything they see online is true or trustworthy and that people can pretend to be someone they are not - Explore how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them - People should be respectful in online interactions, and the same principles apply to online relationships as face to face relationships. Protected characteristics - Age British values – Law	Health and wellbeing What can help us grow and stay healthy? Project Evolve (Computing) – health, wellbeing and lifestyle - Understand what constitutes as a healthy diet (including calories and other nutritional content) - Discuss that different things help their bodies to be healthy including food and drink, physical activity, sleep and rest, and personal hygiene (germs, bacteria, viruses, how they are spread and the importance of hand washing) - Understand the risks of unhealthy choice affect the body (oral hygiene) - Explore ways to be physically active and how much rest and sleep they should enjoy every day and the benefits of building regular routines. - Understand there are different ways to learn and play; how to know when to take a break from screen time - Discuss the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health and wellbeing - Discuss how sunshine helps bodies to grow and how to keep safe and well in the sun Protected characteristics - Age British values – Tolerance Living in the Wider World What can we do with money? - Explain what money is and that money comes in different forms - Understand how money is obtained (e.g. earned, won, borrowed, presents) - Discuss how people make choices about what to do with money including spending and saving - Discuss the differences between needs and wants – that people may not always be able to have things they want. - Discuss how to keep money safe and the different ways of doing this - how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people - They know or people who work in their community - How people have different strengths and interests that enable them to do different jobs - How people use the internet and digital devices in their jobs and everyday life Protected characteristics - Sex British values – Law
Skill	Key Skill – Children can give an opinion and ask questions		
YEAR 3 Autumn	Relationship How can we be a good friend? Project Evolve (Computing) – online relationships Discuss how friendships supports wellbeing and the importance of seeking support if feeling lonely and excluded.	Relationship What are families like? Project Evolve (Computing) – online reputation Discuss how families differ from each other (including that not every family has the same structure e.g. single parent,	Health and wellbeing Why should we eat well and look after our teeth? Project Evolve (Computing) – health, wellbeing and lifestyle

PoS refs: R10, R11, R13, R14, R17, R18 PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 Spring PoS refs: R5, R6, R7, R8, R9 PoS refs: R32, R33, L6, L7, L8 Summer PoS refs: H1, H2, H3, H4, H5, H6, H11, H14 PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	Acknowledge that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • Recognise if others are feeling lonely and excluded and explore strategies to include them • Discuss how to build good friendships including identifying qualities that contribute to positive feelings • Understand that friendships sometimes have difficulties and how to managed when there is a problem or an argument between friends, resolved disputes and reconcile differences Protected characteristics -Sex British values – Respect Living in the wider world What makes a community? • Discuss how they belong to different groups and communities e.g. friendship, faith, clubs, classes, school and community • Explain what is meant by a diverse community; how different groups make up the wider/local community around the school • Explore how the community helps everyone feel safe and included and how to value the different contributions that people make • Discuss how to be respectful towards people who may live or be different to them. Protected characteristics – Religion and belief British values – Religion	same sex parents, step-parents, blended families, foster and adoptive parents) • Discuss common features of positive family life often include shared experiences e.g. celebrations, special days, holidays • Explore how people within families should care for each other and the different ways they demonstrate this • Discuss how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe Protected characteristics – Sexual orientation British values – Law Health and wellbeing What keeps us safe? Project Evolve (Computing) – online bullying • Recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves and other safe. • Discuss how to help keep their body protected and safe e.g. wearing a seatbelt, protective clothing, stabilisers • Understand that their bodies belong to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • Recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • Explore how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines e.g. allergies and asthma, and other household products, responsibly) • Discuss and practise how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns Explain what to do in an emergency including calling for help and speaking to the emergency services. Protected characteristics - Age British values – Law	• Discuss how to eat a healthy diet and the benefits of nutritionally rich foods • Explore how to maintain good oral hygiene (including regularly brushing and flossing) and the importance of visiting the dentist regularly • Discuss how not eating a balanced diet can affect health including the impact of a poor diet and the risk associated with unhealthy eating (obesity and tooth decay) and other behaviours (alcohol) • Understand the principles of planning and preparing a range of healthy meals) Discuss the importance of a healthy relationship with food. • Discuss how people make choices about what to eat and drink, including who and what influences these e.g. families, friends, adverts, packaging Protected characteristics - Age British values – Individual liberty Health and wellbeing Why should we keep active and sleep well? Project Evolve (Computing) – self image and identity Discuss how regular physical activity benefits bodies and feelings Explore how to be active on a daily and weekly basis – how to balance time online with other activities Discuss how to make choices about physical activity including what and who influences decisions Discuss how the lack of physical activity can affect health and wellbeing Discuss how the lack of sleep can affect the body and mood and simple routines that support good quality sleep Explore how to seek support in relation to physical activity, sleep, rest and who to talk to if they are worried Protected characteristics - Age British values – Law
Skill	Key Skill – Children can give an opinion, ask questions and identify who would be the best able to answer the question		
YEAR 4 Autumn PoS refs: H27, H28, H29, L25 PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10 Spring PoS refs: H17, H18, H19, H20, H23	Health and wellbeing How can we manage our feelings? Project Evolve (Computing) – online relationships • Discuss how everyday things can affect our feelings • Discuss how feelings change over time and can be experienced at different levels of intensity • Discuss the importance of expressing feeling and how they can be expressed in different ways • Respond proportionately to and manage feelings in different circumstances • Explore ways to managing feelings at times of loss, grief and change • Understand how to access advice and support to help manage their own or others' feelings Protected characteristics – Sex British values – Respect	Health and wellbeing What makes up our identity? Project Evolve (Computing) – self image and identity • Recognise and respect similarities and differences between people and what they have in common with others • Understand that there are a range of factors that contribute to a person's identity e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes • Explain how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond to their biological sex) • Understand about stereotypes and how they are not always accurate and can negatively influence behaviour and attitudes towards others • Discuss how to challenge stereotypes and assumptions about other Protected characteristics – Sexual orientation	Living in the wider world How can our choices make a difference to others and the environment? Project Evolve (Computing) – online reputation • Discuss how people have a shared responsibility to help protect the world around them • Discuss how everyday choices can affect the environment • Explore what people choose to buy or spend money on can affect others and the environment (e.g. Fairtrade, single use plastics, giving to charity) • Introduce the skills and vocabulary to share their thoughts, ideas, opinions in discussions about topical issues • Understand how to show care and concern for others (people and animals) • Understand how to carry out personal responsibilities in a caring and compassionate way Protected characteristics - Age British values – Respect

PoS refs: H31, H32, H34 Summer PoS refs: L4, L5, L19, R34 PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	Relationship How do we treat each other with respect? Project Evolve (Computing) – online bullying - Discuss how people's behaviour affects themselves and others including online - Model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return - Discuss the relationship between rights and responsibilities - Discuss the right to privacy and how to recognise when a confidence or secret should be kept (e.g. birthday surprises) or not agreed to and when to tell (e.g. if someone is feeling uncomfortable or being hurt/upset). Explore how to pay attention to the needs and preferences of others, including in families and friendships, and discuss how we balance the needs and wishes of different people in relationships and why this can be complicated - Explain the rights that children have and why it is important to protect these - Discuss that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination - Respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns. Discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Protected characteristics – Disability British values – Tolerance	British values – Individual liberty Health and wellbeing What strengths, skill and interests do we have? - Recognise personal qualities and individuality - Develop self-worth by identifying positive things about themselves and their achievements - Understand how their personal attributes, strengths, skills and interests contribute to their self-esteem - Understand how their personal attributes, strengths, skills and interests contribute to their self-esteem Protected characteristics - Disability British values – Individual liberty	Health and Wellbeing How can we manage risk in different places? Project Evolve (Computing) – health, wellbeing and lifestyle - Recognise, predict, assess and manage risk in different situations - Discuss how to keep safe in the local environment and less familiar locations (rail, water, road; fire/fireworks; sun safety and the safe use of digital devices when out and about) - Understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence - Discuss how peoples' online actions can impact on other people - Explain how to keep safe online including managing requests for personal information and what is and is not appropriate to share online - Discuss how to report concerns including inappropriate content and contact - Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law Protected characteristics - Sex British values – Law
Skill	Key Skill – Children can explain their ideas and verbalise how issues may affect people in different ways		
YEAR 5 Autumn PoS refs: H25, H26, H27, R32, L9 PoS refs: R34, L17, L18, L20, L21, L22, L24 Spring PoS refs: H43, H44 PoS refs: R1, R18, R24, R26, R29, L11, L15 Summer	Relationships How can friends communicate safely? Project Evolve (Computing) – self-image and identity - Explain the different types of relationships people have in their lives - Understand how family and friends communicate together; how the internet and social media can be used positively - Explain how knowing someone online is different from knowing them face-to-face - Recognise risk in relation to friendships and keeping safe - Understand about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family. Explain that they have rights in relation to sharing personal data, privacy and consent - Understand how to respond if a friendship is making them feel worried, unsafe or uncomfortable - Explain how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety Protected characteristics – Marriage and civil partnership British values – Law	Health and wellbeing How can we help in an accident or emergency? - Explain how to carry out basic first aid including burns, scalds, cuts, bleeds, choking, asthma attack or allergic reactions - Understand that if someone has a head injury, they should not be moved - Understand when it is appropriate to use first aid and the importance of seeking adult help - Understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services Protected characteristics - Sex British values – Respect Health and wellbeing How will we grow and change? (HHkids)	Health and wellbeing How can drugs common to everyday life affect health? Project Evolve (Computing) – online bullying - Understand how drugs common to everyday life (including smoking/vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing - Understand that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal - Understand laws surrounding the use of drugs exist to protect them and others - Understand why people choose to use or not use different drug - Explain how people can prevent or reduce the risks associated with them - Understand that for some people, drug use becomes a habit which is difficult to break - Understand how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use - Understand how to ask for help from a trusted adult if they have any worries or concerns about drugs Protected characteristics - Age British values – Law

PoS refs: H1, H3, H4, H46, H47, H48, H50 PoS refs: L26, L27, L28, L29, L30, L31, L32	<u>Living in the wider world</u> <u>What decisions can people make with money?</u> <u>Project Evolve (Computing) – online relationships</u> - Discuss how people make decisions about spending and saving money and what influences them - Understand how we keep track of money so people know how much they have to spend or save - Explore how people make choices about ways of paying for things they want or need e.g. current accounts; saving; store or credit cards; loans - Recognise what makes something 'value for money' and what this means to them - Understand there are risks associated with money – it can be won, lost or stolen- and how money can affect people's feelings and emotions <i>Protected characteristics – Age</i> <i>British values – Law</i>	<u>Project Evolve (Computing) – health, wellbeing and lifestyle</u> - Understand key facts about puberty and the changing adolescent body particularly from age 9 through to 11. - Discuss how the adolescent body changes physically - Discuss how puberty can affect emotions and feelings - Discuss how personal hygiene routines change during puberty - Understand menstrual wellbeing including key facts about the menstrual cycle - Explain how to ask for advice and support about growing and changing and puberty <i>Protected characteristics – Pregnancy and maternity</i> <i>British values – Respect</i>	<u>Living in the wider world</u> <u>What jobs would we like?</u> <u>Project Evolve (Computing) – online reputation</u> - Understand that there is a broad range of different jobs and people often have more than one job during their careers and over their lifetime - Understand that some jobs are paid more than others and some may be voluntary - Explore the skills and attributes, qualifications and training need for different jobs - Explain that there are different ways into jobs and careers including college, apprenticeships and university - Understand how people choose a career/job and what influences their decisions including skills, interests and pay - Explore how to question and challenge stereotypes about the types of jobs people can do - Explore how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decision <i>Protected characteristics – Disability</i> <i>British values – Individual liberty</i>
Skill	Key skill - Children verbalise how issues may affect people in different ways and explore issues with opposing views.		
YEAR 6 Autumn PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10 Spring PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23 Summer PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<u>Health and wellbeing</u> <u>How can we keep healthy as we grow?</u> <u>Project Evolve (Computing) – health, wellbeing and lifestyle</u> - Understand how mental and physical health are linked - Understand how positive friendships and being involved in activities such as clubs and community groups support wellbeing - Explore how to make choices that support a healthy balanced lifestyle including: how to plan a healthy meal; how to stay physically active; how to maintain good dental health including oral hygiene, food and drink choices; how to benefit from and stay safe in the sun; understand how and why to balance time spent online with other activities; how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep; how to manage the influence of friends and family on health choices - Understand that habits can be healthy or unhealthy. Explore strategies to help change or break an unhealthy habit or take a new healthy one. Strategies that support good quality sleep, including understanding the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom - Explore risks associated with an inactive lifestyle (obesity, tooth decay, diabetes) - Understand how legal and illegal drugs can affect health and how to manage situations involving them - Recognise early signs of physical or mental ill-health and what to do about this including whom to speak to in and outside school - Understand that health problem, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on - Explain that anyone can experience mental ill health and to discuss concerns with a trusted adult	<u>Living in the wider world</u> <u>How can the media influence people?</u> <u>Project Evolve (Computing) – online reputation and online relationships</u> - Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions - Understand that not everything should be shared online or social media and that there are rules about this, including distribution of images. Recognise that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up - Explain that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions - Understand how text and images can be manipulated or invented. Explore strategies to recognise this - Evaluate how reliable different types of online content and media are e.g. videos, blogs, news, reviews, adverts - Recognise unsafe or suspicious content online and what to do about it - Understand how information is ranked, selected targeted to meet interests of individuals and groups and can be used to influence them - Explain how to make decisions about the content they view online or in the media and know if it is appropriate for their age range. Understand that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact - Explain how to respond to and if necessary, report information viewed online which is upsetting frightening or untrue	<u>Relationships</u> <u>What will change as we become more independent?</u> <u>Project Evolve (Computing) – self image and identity and online bullying</u> - Understand that people have different kinds of relationships in their lives, including romantic or intimate relationships - Understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another - Explain that adults can choose to be part of a committed relationship or not, including marriage or civil partnership - Understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime - Explain how puberty relates to growing from childhood to adulthood - Explain about the reproductive organs and process – how babies are conceived and born and how they need to be cared for - Understand that there are ways to prevent a baby being made - Discuss how growing up and becoming more independent comes with increased opportunities and responsibilities - Discuss how friendships may change as they grow and how to manage this - Explore how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing. <i>Protected characteristics – Pregnancy and maternity/ Race</i> <i>British values – Law</i>

	- Understand that physical and mental health difficulties can usually be resolved or managed with the right strategies and support and how to seek help if they are worried about their health - Explain about puberty and how bodies change during puberty including menstruation and menstrual wellbeing, erections and wet dreams (HHKIDS DELIVERY) Protected characteristics - Age British values – Tolerance	- Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. Understand the risks relating to video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive - Discuss and debate what influences peoples' decisions taking into consideration different viewpoints Protected characteristics - Age British values – Law	
Skill	Key skill - Children can discuss and debate topical and controversial issues.		

** All year groups complete Money week in the summer term **