

<p>Myself & My Relationships Beginning and Belonging (BB 5/6)</p> <ul style="list-style-type: none"> • What are my responsibilities for making sure everyone in school feels happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we make people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS 	<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Networks of support • Online sources of support 	<p>Citizenship Rights, Rules & Responsibilities (RR 5/6)</p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others & how can I show respect? IS • Why is it important to keep my personal information private, especially online? OR • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • Are there places or times when I have to behave differently? RR • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • Can I take part in a debate and listen to other people's views? RR 	<ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class & school • School and class councils • Social and moral issues
<p>Myself & My Relationships My Emotions (ME 5/6)</p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW 	<ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support 	<p>Myself & My Relationships Family and Friends (FF 5/6)</p> <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR 	<ul style="list-style-type: none"> • Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities
<p>Citizenship Working Together (WT 5/6)</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR 	<ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation 	<p>Myself & My Relationships Anti-bullying (AB 5/6)</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 	<ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support
<p>Citizenship Diversity and Communities (DC 5/6)</p> <ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? 	<ul style="list-style-type: none"> • Influences on my identity • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability 	<p>Economic Wellbeing Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? 	<ul style="list-style-type: none"> • Earnings & deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities
<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? 	<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents 	<p>Healthy & Safer Lifestyles Drug Education (DE 5/6)</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT 	<ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations
<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR • What are the principles for my contact and conduct online, including when I am anonymous? OR • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR • How might the media shape my ideas about various issues and how can I challenge or reject these? OR • Can I explain some ways in which information and data is shared and used online? OR • How can online content impact on me positively or negatively? OR • What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS • What are some ways of reporting concerns and why is it important to persist in asking? IS • Can I identify, flag and report inappropriate content? IS 	<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting 	<p>Healthy & Safer Lifestyles Personal Safety (PS 5/6)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS 	<ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk
<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP 	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families
<p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6)</p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS 	<ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions 	<p>Myself & My Relationships Managing Change (MC 5/6)</p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW 	<ul style="list-style-type: none"> • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition

