| Year   | <b>Term 1</b><br>Rights & Rules   | <b>Term 2</b><br>Responsibilities  | <b>Term 3</b><br>Equality   | <b>Term 4</b><br>Ethical Dilemmas  | Term 5<br>Political Systems   |
|--------|---|--|---|--|---|
|        | Respecting the Area Around us.  | Friendships and Feelings   | Differences and Gender  | Morals through   | Why Rules & Laws are made   |
|        | List a set of rules (school and<br>home), why they are needed and<br>how they different for various<br>scenarios. | To learn about people who look after<br>them and who to go to if they are<br>worried                                     | Define equality and celebrate the differences in the people around them.  | <u>Stories &amp; Fables</u><br>Using a story, children relate a right<br>or wrong decision based on the<br>actions of a character. | Sort and describe the local<br>communities order, reflecting on wh<br>these structures are in place.                                    |
|        | To recognise and celebrate their strengths and set simple but challenging goals.                                  | Caring Friendships: Recognise and<br>discuss the characteristics of a<br>healthy friendship and how to make<br>a friend. | Respectful Relationships: Compare<br>kind and unkind behaviour and how<br>this can impact someone.<br>Recognise how to treat themselves | Relate how to listen and work with<br>others cooperatively, including<br>talking and sharing a difference of<br>opinion.           | Respectful Relationships: Compare<br>kind and unkind behaviour and how<br>this can impact someone.<br>Recognise how to treat themselves |
|        | To maintain personal hygiene  | Families: Identify the different roles   | and others with respect, including showing manners and courtesy in  | Understanding what is fair and   | and others with respect, including showing manners and courtesy in  |
|        | To name and understand parts of their body and appropriate touch.   | that people play in our lives and how<br>they help them feel loved and cared   | their behaviour.  | unfair.<br>The Hare and the Tortoise   | their behaviour.  |
|        | How to prevent disease and<br>safeguard health through  | for.   | What is equality?<br>How to hold a conversation with  | The Mouse and the Lion<br>Historical Festivals e.g. St George's  | Compare the impact of making decisions based on right and wrong   |
|        | medication.   | Recognise the importance of a stable, caring home.   | different people in society.<br>Celebrating differences.  | Day.<br>Being safe: what sorts of boundaries   | choices.<br>Kings & Queens / What is the  |
|        | Online Relationships:<br>Define online risk and the rules of  | Being Safe: Begin to understand  | Safeguarding: Discrimination / Faith<br>Abuse   | are appropriate in friendships with<br>peers and others (including in a  | Monarchy? (Link to P&T)<br>The differences between right and  |
|        | safety  | about some personal dangers and basic understanding of emergency   | Respectful Relationships: The<br>importance of respecting others,   | digital context). How to respond safely and appropriately to adults  | wrong.<br>Respectful Relationships: the   |
|        | Class & school rules.<br>Growth Mindset.  | services. (On the road, with water,  | even if there are differences (e.g.   | they may encounter (in all contexts,   | conventions of courtesy and manners. Taking turns.  |
|        | Consequences.   | with fire).  | physically, in character, personality or backgrounds), or make different  | including online) whom they do not know.   | Mental wellbeing: where and how t   |
|        | Setting goals (assembly led) What<br>makes a good citizen?  | What makes a good friend?<br>How to listen to a friend.  | choices or have different preferences or beliefs. Courtesy and  | Individual liberty<br>Mutual respect and tolerance   | seek support (including recognising the triggers for seeking support),  |
| Year 1 | Learning Charter  | Caring Friendships: how important  | manners. The importance of self-  | Picture News   | including whom in school they   |
|        | Safeguarding: Peer on Peer - types<br>of teasing and bullying and how to  | friendships are in making us feel<br>happy and secure, and how people  | respect and how this links to their own happiness.  |  | should speak to if they are worried<br>about their own or someone else's  |
|        | deal with it.<br>Safeguarding & Being Safe: Railway   | choose and make friends<br>Being safe: Feeling safe and  | Rule of Law<br>Mutual respect and tolerance   |  | mental wellbeing or ability to contro<br>their emotions (including issues   |
|        | safety.   | special. Feeling proud.  | Individual liberty  |  | arising online).  |
|        | Being safe: Parts of the body and<br>appropriate touch.   | Meeting & talking with people, e.g.<br>Nurses, Police & Fire Brigade.  | Picture News  |  | Influential person case study: Quee<br>Elizabeth I  |
|        | Health & Prevention: Personal   | Basic First Aid: how to make a clear<br>and efficient call to emergency  |   |  | Democracy<br>Rule of law  |
|        | hygiene.<br>Caring friendships: Characteristics   | services if necessary  |   |  | Individual liberty  |
|        | of friendship and that healthy<br>friendships are positive  | Families & People Who Care for Me:<br>stable, caring relationships, which  |   |  | Mutual respect and tolerance<br>Picture News  |
|        | Online Relationships: ICT Sid's Top   | may be of different types, are at the  |   |  | r icture News   |
|        | Tips. The rules and principles for<br>keeping safe online, how to   | heart of happy families.<br>Online Relationships: iPad and   |   |  |   |
|        | recognise risks, harmful content,   | netbook use. The rules and   |   |  |   |
|        | and contact, and how to report them.  | principles for keeping safe online,<br>how to recognise risks, harmful   |   |  |   |
|        | Respectful relationships: about   | content, and contact, and how to   |   |  |   |
|        | different types of bullying (including<br>cyberbullying), the impact of   | report them.<br>Respectful relationships: the  |   |  |   |
|        | bullying, responsibilities of   | importance of permission-seeking   |   |  |   |
|        | bystanders (primarily reporting<br>bullying to an adult) and how to get   | and giving in relationships with<br>friends, peers and adults  |   |  |   |
|        | help.   | Mutual respect and tolerance   |   |  |   |
|        | Mutual respect and tolerance<br>Rule of law   | Picture News   |   |  |   |
|        | Picture News  |  |   |  |   |



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Term 6 Sustainability, Health & Wellbeing The Human Footprint

How to make simple choices that improve their health and wellbeing.

How to prevent disease and safeguard health through medication

Recognise what improves and harms their local, natural and built environments and some of the ways people look after them.

What produce is grown in the county / locally. Water and single use plastic. Water, single use plastics Sustainable energy Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk

about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Democracy Individual Liberty Picture News

| challenging goals.Recognise the ways in which they<br>are the same and different to others.Respectful Relationships: Relate<br>how to listen and work with others<br>coperatively, including talking and<br>sharing a difference of opinion.Understanding the<br>moneyTo independently maintain personal<br>hygiene and practice basic first aid<br>for common injuries.Families: Define the common<br>features of a home (the importance<br>of a stable, caring home).Reacognise the ways in which they<br>are the same and different to others.Respectful Relationships:<br>how to listen and work with<br>others cooperatively, including<br>talking and sharing a difference of<br>opinion.Respectful Relationships:<br>how to listen and work with others<br>operatively, including<br>talking and sharing a difference of<br>opinion.Respectful Relationships:<br>how to listen and work with others<br>sharing a difference of opinion.Understanding the<br>moneyOnline Relationships:<br>Sequence how to keep personal<br>importance of privacy.Learn about what being responsible<br>means.<br>Growing old.Learning about similarities and<br>differences between people.The Cat & The Fox.<br>beating skills.Nental wellbeing:<br>wellsen and conflicts<br>triggers for seekin<br>including woh<br>beating with<br>common injuries, including headMeeting & talking with people.<br>Basic First Aid: concepts of basic<br>first aid, for example dealing with<br>common injuries, including headRespectful relationships: theRespectful relationships:<br>school and in wider society they canUnderstanding the<br>moneySeeking and giving permission inCommon injuries, including headRespectful relationships: theRespectful relationships: theRespectful relationships: theRespectful relationsh   |        | Making the Right Choices in           | Taking and Sharing                    | Discrimination                        | Rights & Wrongs                       | Money                                 |
|---|--------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Verar 2       Define and contrast the difference between an use and a law, understanding the consequences of these sources and called the consequences of these sources and called the consequences of the control line and to the sources of the sources of the sources of the control line and to the impact of this control line and to the impact of the importance of of the importence of the importance of the importance of t  |        | Class, School & Home                  | Responsibilities                      |                                       |                                       |                                       |
| Wear 2     Detween and end alw,<br>uncertaining the consequence of<br>these.     In brazed initiation of state g1, read state).<br>To independently maintin personality<br>praintent integen and garced state).<br>To independently maintin personality<br>praintent integen and garced state).<br>To independently maintin personality<br>praintent integen and garced state).     Data addition ad  |        |                                       |                                       |                                       |                                       | · · · · · · · · · · · · · · · · · · · |
| Year 2       understanding the consequences of the sector sector of the sector of the sector of the se  |        |                                       |                                       |                                       |                                       |                                       |
| Year 2     Caring Fieldships: Practice<br>specific fieldships: how inportant<br>protection private and the<br>culture operation<br>to common hypes.     To independently maintain personal<br>for common hypes.     Doline discrimination and dentify<br>and reason discreption<br>to common hypes.     Lat tacks to reached<br>and reached<br>to common hypes.     Lat tacks to reached<br>and reached<br>to common hypes.     Lat tacks to reached<br>and reached<br>to common hypes.     Lat tacks to reached<br>to to reached<br>to common hypes.     Lat tacks to reach   |        |                                       |                                       | community.                            | making decisions.                     |                                       |
| Year 2       To recognise and celebrate their strengts and set simple but challenging post.       To independently maintain personal for response that they share a maintain a heatty linesplate and proceed basic first all for common injuries.       An account desceptedful sectionsity is a maintain personal for response that they share a maintain a heatty linesplate and proceed basic first all for common injuries.       Cance Relationships is common injuries.       Cance Relationshi   |        |                                       | Sale e.g. Ioau Salety.                | Define discrimination and identify    | List tactics to resolve arguments     | Wallt.                                |
| Year 2       To recognise and celebrate their<br>challenging goals.       To recognise that they share a<br>transmith a healty lices that<br>maints a healty lices that<br>positive function of the solution<br>positive function of the solution of the solution of the solution<br>positive function of the solution of the solution<br>positive function of the solution of the solution<br>positive function of the solution of the solution<br>postream of the solution of the solution of th   |        |                                       | To independently maintain personal    |                                       |                                       | Describe the differe                  |
| Year 2     strengths and sat simple but<br>callenging pasks.     To recognise that they share a<br>marking of healthy licelyte<br>and packed beach<br>for common injuries.     To recognise that they share a<br>marking of healthy licelyte<br>and packed beach<br>for common injuries.     Respectful Relationships: Relate<br>how to listen and work with others<br>compared by interpret<br>and the share and afflerent to others.     Respectful Relationships: Relate<br>how to listen and work with others<br>compared by interpret<br>and the share and afflerent to others.     Respectful Relationships:<br>Second the relative and start<br>for common injuries.     Respectful Relationships:<br>Second the relative and start<br>for common injuries.     Respectful Relationships:<br>Second the relative and<br>start and start and by interpret<br>and start and start<br>for common injuries.     Respectful Relationships:<br>Second the relative and<br>for common injuries.     Respectful Relationships:<br>Second the   |        | To recognise and celebrate their      |                                       |                                       |                                       |                                       |
| Were 2       Drescopies that they share and different to others cooperatively, including taking and different contexts to improve the start in an and different to others cooperatively, including taking and different contexts.       Reaconise the ways in which they are the same and different to others cooperatively, including taking and they asole.       Reaconise the ways in which they are the same and different to others cooperatively, including taking and they asole.       Reaconise the ways in which they are the same and different to others.       Reaconise the ways in which they are the same and different to others.         Online Relationships: Cooperatively, including taking and different cooperatively, including taking and different scenarios.       Real about what being responsibility for keeping about similarities and they asole.       Reaconise the ways in which they are they are they and different to others.       Reaconise the ways in which they are they are they and different to others.         Sequence how to keep personal information personal information personality.       Reading about which they are ways different to others.       Reading about which they are ways different to others.       Reading about which they are ways different to others.       Reading about which they are ways different to others.         Section of privacy.       Section and out we apperisonal information personal information personalinformation personal information personal information pe  |        |                                       |                                       | Respectful Relationships:             |                                       | money                                 |
| How to make mindful choices that<br>positive mental wellbeing.       responsibility for keeping<br>temesters and chars safe.<br>To independently maintain parsonal<br>positive mental wellbeing.       responsibility for keeping<br>temesters and chars safe.<br>Section and property.       Relate how to listen and work with<br>taking and shring a difference of opino.       To understand the rights and<br>positive mental wellbeing.       To understand the rights and<br>there common injuries.       To understand the rights and<br>positive mental wellbeing.       To understand the rights and<br>positive mental wellbeing.       To understand the rights and<br>there common injuries.       To understand the rights and<br>positive mental wellbeing.       To understand the rights and<br>there common injuries.       To understand the rights and<br>there common injuries.       To understand the rights and<br>there common injuries.       To understand the rights and<br>differences between people.       To understand the rights and<br>there common injuries.       To understand the right safe<br>there common injuries.       The cast a The for.       The cast a The for. <td< td=""><td></td><td></td><td></td><td></td><td>Respectful Relationships: Relate</td><td></td></td<>   |        |                                       |                                       |                                       | Respectful Relationships: Relate      |                                       |
| Year 2       maintain a healthy iffestyle and practice basic first aid of the status of a home (the importance of privacy.) To independently maintain personal hygiene and practice basic first aid or a stable, carring home).       Relate how to listen and work with taking and sharing a difference of opinion. To understand the rights and work with taking and sharing a difference of opinion.       To understand the rights and work with their own and to opinion.       To understand the rights and work with their own and to opinion.       To understand the rights and work with their own and to opinion.         Online Relationships:       Sequence how to keep personal information private and the importance of privacy.       Earning about similarities and differences between people.       Sading with people.       Sadi   |        |                                       | To recognise that they share a        | are the same and different to others. | how to listen and work with others    | Understanding the in                  |
| Year 2       positive mental wellbeing.<br>To independently maintain personn<br>hydrose and practice basic first all:<br>common injuries.       Families: Define the common<br>datures of a home (the importance<br>of a stable, carring home).<br>Sequence how to keep personn<br>information private and the<br>montance of privacy.       Charle Relationships: the<br>montance of privacy.       Charle Relationships: the<br>montance of privacy.       Which items are low.<br>The class the regulation of the<br>montance of privacy.       Which items are low.<br>The class the regulation of the<br>montance of privacy.         Year 2       Charle Relationships: the<br>montance of privacy.       Learn about what being responsible<br>montance of privacy.       Learn about what being responsible<br>montance of privacy.       The class the responsible<br>montance of privacy.       Which items are low.<br>The class the responsible<br>montance of privacy.         Year 2       Caring Finedahips: Practice<br>inclusion by recognising when<br>setting and screepest.<br>School and propery.<br>Caring Finedahips: Practice<br>inclusion by recognising when<br>setting goes (assembly red)<br>Safeguarding. Beeping Mice commitments<br>from the montance of persons when they are very different<br>recores to here and breat responsibly of<br>safeguarding. Beeping Mice commitments<br>for the montance of persons when they are very different<br>recores to here and how persons<br>for the montance of persons when they are very different<br>redificult, precens making us feel<br>happy and secure, and how persons<br>for the montance of persons when they are very different<br>redificult, precens making us feel<br>happy and secure, and how persons<br>for the montance, and how to report<br>them, Mudual Respect these finands, being<br>were committed from their family, but that<br>they should respect these induces and shour were<br>beaking when seas allow.<br>Caring friendahips: how important<br>friendships:  |        |                                       |                                       | ,                                     |                                       | money.                                |
| Year 2       Families: Define the common furthers.       Tabilities: Define the common for a stable, carring home).       taking and sharing a difference of opinion.       To understand the rights and the rights and the rights and there on many sharing the respect of a stable, carring home).       The carl & The cark & The Fox.       The care of more yais and there may sharing the respect of a stable, carring home).       Learning about similarities and difference of opinion.       The cark & The Fox.       The cark & The Fox.         Seeking and giving permission in difference shores for the protocol of privacy.       Caring Friendshige: Pretice individual taking with people.       Stability family life, commitment to a stable, carring for shore dia to privacy.       Stability family life, commitment to a stable, carring for shore dia to protocol on the stable dia to privacy.       The cark at the rights and the rights and there wands and the form many and there wands and to privacy.         Year 2       Caring Friendshige: Pretice individual to respect.       Stability family life, commitment to a carb other, including in the characteristic sto improve or submers of the shore the respect that a different context to improve or submers of the shore the respect that a different context to improve or submers of the shore the respect that a different context to improve or submers of the shore the respect that a different context to improve or submers of the shore the respect that a different context to improve or submers of the shore the respect that a different contex to improve or submers of the shore the shore the respec  |        |                                       | themselves and others safe.           |                                       | sharing a difference of opinion.      | Where does it cor                     |
| Year 2       To independently maintain personal hydroen and practice basic first all constructions in formation private and the importance of privacy.       To independently maintain personal hydroen and practice basic first all constructions in formation private and the importance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       To independently maintain personal biological matching the inportance of privacy.       The class of the importance of privacy.       The class of th  |        | positive mental wellbeing.            |                                       |                                       |                                       |                                       |
| Year 2       Projenie and princice basic linst aid<br>for common injuries.       of a stable, caring horing).       Idealing the stable, caring horing).       Making the right docision. Thinking<br>abuilty docision. Thinking<br>abuilty. The characteristics of<br>healthy family life, comminements<br>on characteristics of<br>healthy family life, comminements<br>of children and other family memory<br>assign and property.<br>Growth Mindset.       Making whe right docision. Thinking<br>abuilty. The characteristics of<br>healthy family life, comminements<br>of the abuilty. The characteristics of<br>healthy family life, comminements<br>of the abuilty. The characteristics of<br>healthy family life, comminements<br>of children and other family memory<br>assign and property.<br>Growth Mindset.       Making whe right docision. Thinking<br>abuilty. The characteristics of<br>healthy family life, comminements<br>of children and other family memory<br>assign and property.<br>Sateguarding & Being Sale: Railway<br>assign adding: Charter<br>Sateguarding & Being Sale: Railway<br>assign docisies of the low people<br>choose and make fineds, being<br>welcoming towards others, not<br>making others led lowers, and<br>making others  |        |                                       |                                       |                                       |                                       | 2                                     |
| Year 2       Importance of privacy.       Learn about what being responsible means.       Learning to keep personal information private and the importance of privacy.       Learning to keep personal.       Learning to keep personal.       Learning to respect.       Seeking and giving permission in different scenarios.       Definition private and the importance of privacy.       Basic First Aid. concepts to basic importance of privacy.       Respectful relationships: the scenarios.       Respectful relationships: the scenarios.       Respectful relationships: the scenarios.       Respectful relationships: the scenarios.       Triggers to seaking and giving permission.         Caring Friendships: Practice inclusion by recording the p.       Learning to respect.       School and in wide scolery the year to the scenarios.       Respectful relationships: the importance of persoc.       Respectful relationships: the importance of persoc.       Respectful relationships: the communent inter of the scolery the year to the scenario of the scoler the year to the scoler the year to the scoler to the scoler the year to the scoler the year to the   |        |                                       | · · · ·                               | opinion.                              |                                       |                                       |
| Year 2       Chaine Relationships:<br>Sequence how to keep personal<br>information private and the<br>importance of privacy.       Lear about what being responsible<br>importance of privacy.       Iffee in the same we<br>have.       The Cat A The Fox.       The Cat A The Fox.         Seeking and giving permission in<br>different cost costs.       Seeking and giving permission in<br>different costs to importance of privacy.       Seeking and giving permission in<br>different costs to importance of privacy.       The Cat A The Fox.       The Cat A The Fox.         Caring Friendships: Practice<br>inclusion by recognising when<br>somen is lonely and strategies to<br>help.       Caring Friendships: Practice<br>inclusion by recognising when<br>somen is lonely and strategies to<br>help.       Families & People Who Care for Me:<br>Families & People Who Care for Me:<br>Families & People Who Care for Me:<br>Families & People Who Care for the<br>softem or some different contexts to importance of<br>hell/fram and other framily members.<br>Online Relationships: the<br>stating poals (assembly led)<br>Safeguarding: Deer on Peer<br>Safeguarding & Being Safe: Raitway<br>safety<br>Caring finedships: How important<br>friendships are in making us fet<br>happy and secure, and how vepopit<br>choose and make fineds, being<br>welcoming towards others, not<br>making other feel lonely and<br>excluded.       Nutual respect and tolerance<br>happy and secure, and how vepopit<br>choose and make fineds, being<br>welcoming towards others, not<br>making other feel lonely and<br>excluded.       Nutual respect and tolerance<br>happy and secure, and how to report<br>them.       Nutual respect and tolerance<br>handrower and built report the<br>cohose and make fineds, being<br>welcoming towards others, not<br>making other feel lonely and<br>corticer, and how to report<br>them.       Nutual respect and tolerance<br>hard contet, and how to report<br>them.       N   |        |                                       | or a stable, caring nome).            | Learning about similarities and       |                                       |                                       |
| Year 2       Online Relationships:<br>Sequence how to keep persons<br>information private and the<br>importance of privacy.       means.       Safeguarding: Discrimination / Faith<br>Abuse;       The Cat & The Fox.       Dehaling skills,<br>the means.       Health: Where and<br>abuse;         Seeking and giving permission<br>different scenarios.       Seeking and giving permission<br>different scenarios.       Meeting 8 taiking with people.       Safeguarding head<br>injuries.       The Cat & The Fox.       Dehaling skills,<br>the means.       Health: Where and<br>abuse;         Year 2       Seeking and giving permission<br>different scenarios.       The Seeking and giving permission<br>different scenarios.       Safeguarding head<br>injuries.       The Cat & The Fox.       Dehaling skills,<br>the abuse;       Health: Where and<br>school and head<br>injuries.         Year 2       Caring Friendships: Tracities<br>inclusion by recogning when<br>school and property.<br>School and property.<br>Schoo  |        | for common injunes.                   | Learn about what being responsible    |                                       | u u u u u u u u u u u u u u u u u u u |                                       |
| Year 2       Sequence how to keep personal information privates and the importance of privacy.       Growing old.       Meeting & taiking, with people.       Rescient action information privates and the people.       Seeking and giving permission in different scenarios.       Debating stillis.       Debating stillis.       Resolve disputes and conflicts including privace of respecting others, including head in inclusion by recognising when scheme s   |        | Online Relationships:                 |                                       |                                       |                                       | health. Where and h                   |
| Year 2       information private and the<br>importance of privacy.       Meeting & taking with people.<br>If st aid, for example dealing with<br>offferent scenarios.       Reacism       Resolve disputes and conflicts<br>through negotiations<br>school and property.<br>Grand property.<br>G |        | · · · · · · · · · · · · · · · · · · · |                                       |                                       |                                       |                                       |
| Year 2Importance of privacy.<br>Seeking and giving permission<br>different scenarios.Basic First Aid: concepts of basic<br>first Aid: for example dealing with<br>common injuries, including head<br>injuriesWords that harm.<br>Standing up for yourself and others.<br>The percent of altitions in prace of respecting others,<br>and there so the treated with respect to<br>school and property.<br>Growth Mindset.<br>Rewards and Consequences.<br>Learning Charter<br>Setting only and strategists to<br>charter fired ships: The others.<br>The phy and scruepts of basic<br>Caring Friendships: That in<br>the characteristics of<br>heads/ promitiment to<br>each other, including in times of<br>children and other family members.<br>Drine Relationships: Keeping<br>safety caring friendships: The on Peer<br>Safeguarding 2 Being Safe: Railway<br>safety<br>Caring friendships: The origin the people<br>choose and make friends, being<br>welcoming towards others, not<br>make firences, and how tracepoint options of<br>the ecoprise risks, harmulu content,<br>and contact, and how to report<br>them.<br>Mutual respect and tolerance.<br>Proture NewsBasic First Aid: concepts ob basic<br>tomation and care of the provide safe options of<br>safety care of the safe options of<br>the ecoprise risks, harmulu content,<br>and contact, and how to report<br>them.Basic First Aid: concepts ob basic<br>tomation and care of the safety  |        |                                       |                                       | Racism                                |                                       |                                       |
| Year 2       Seeking and giving permission in<br>different scenarios.       common injuries, including head<br>injuries       common injuries, including head<br>injuries       Respectful relationships: the<br>importance of respecting others,<br>someone is tonely and strategies to<br>help.       school and in wider society they can<br>inclusion by recognising when<br>someone is tonely and strategies to<br>help.       about their own or s<br>importance of<br>their emotions of<br>authority. The importance of<br>difficulty, protection and care for<br>difficulty, protection and care for<br>difficulty, protection and care for<br>difficulty. protection and care for<br>children and other family members.       school and in wider society they can<br>including those in positions of<br>authority. The importance of<br>persiston-seeking and giving in<br>relationships: the<br>montance of<br>healthy family life, commitment<br>oblices and toner, preventione<br>stepsection calculations are online.       school and in wider society they can<br>including those in positions of<br>authority. The importance of<br>their emotions afte online<br>personal informations afte online.       school and in wider society they can<br>authority of<br>healthy family life, commitment<br>oblices on have different<br>online Relationships: keeping<br>personal informations afte online.       school and in wider society they can<br>authority of<br>healthy family life, commitment<br>of healthy family life, commitment<br>of<br>stepsection and care for<br>the relationships. Whith<br>a stepsection and care for<br>whutual respect and tolerance.       school and number<br>personal information safe online.       school and in wider society they can<br>authority of<br>healthy family life, commitment<br>of different contexts to improve<br>of astractive.       school and in wider society they can<br>authority of<br>healthy family life, commitment<br>of different contexts to improve<br>of astractive.       school and<br>authority family<br>school ad authority famil  |        | · · · · · · · · · · · · · · · · · · · |                                       | Words that harm.                      | through negotiations                  | including whom in s                   |
| Year 2       Injuries       i   |        |                                       | first aid, for example dealing with   | Standing up for yourself and others.  | Respectful relationships: That in     | should speak to if the                |
| Year 2Families & People Who Care for Me.<br>Samiles & People Who Care for Me.<br>Isomeone is lonely and strategies to<br>heip.<br>Learning to respect.<br>School and property.<br>Growth Mindset.<br>Rewards and Consequences.<br>Learning goals (assembly led)<br>Safeguarding: Peer on Peer<br>Safeduarding: Peer on Peer<br>Safeguarding: Statistic Peer on Peer<br>Safeguarding: Peer on Peer<br>Safeguarding: Peer on Peer<br>Safeguarding: Statistic Peer on Peer<br>Safeguarding: Statistic Peer on Peer<br>Safeguarding: Statistic Peer on Peer<br>Safeguarding: Statistic Peer Peer<br>Safeguarding: Statistic Peer on Peer<br>Safeguarding: Statistic Peer Peer<br>Safegua  |        | Seeking and giving permission in      | , , , , , , , , , , , , , , , , , , , |                                       |                                       | about their own or so                 |
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and tolerance News

# Fair Trade

To define and compare mental and physical wellbeing.

Identify and discuss what improves and harms international trade in relation to the environment.

Identifying Fair trade products. Where does chocolate come from? Mental wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Democracy Picture News

|        | <b>Rights to an Education</b>   | Taking Responsibility in School.   | Children in the Past   | <u>Disability</u>  | Democracy – T   |
|--------|---|--|--|--|---|
| Year 3 | <ul> <li>Understand how the application of rules can help build a stable and caring community, in and out of school.</li> <li>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</li> <li>Identify how their choices contribute to a healthy lifestyle. Understanding the need for good hygiene, activity and relaxation.</li> <li>They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).</li> <li>Online Relationships: Observe what constitutes a positive relationship and that the same principles apply to online friendships as to face-to-face relationships.</li> <li>Caring Friendships: Examine and reason why friendships have ups and downs; apply strategies to resolve disputes and reconcile differences positively and safely</li> <li>What it means to be a good citizen inside and outside of school. Our nightmare school v. our dream school. Growth Mindset. Learning Charter Setting goals (assembly led)</li> <li>Safeguarding &amp; Being Safe: Road Safety - Road Safety Officer, Railway safety</li> <li>Caring friendships: ups and downs, working through problems to repair friendships</li> <li>Mental Well-being &amp; Physical Health &amp; Fitness: The benefits of exercise Online Relationships.</li> </ul> | <ul> <li>Reason why we are responsible for our own actions and how this impact others. Reflecting on the consequences of our action.</li> <li>Families: Combine their understanding of safety and caring relationships to act should they feel unhappy or unsafe at home.</li> <li>Online Relationships: Observe what constitutes a positive relationship and that the same principles apply to online friendships as to face-to-face relationships.</li> <li>Being Safe: Have an awareness of which adults they can trust and who can help them.</li> <li>Understand the safety concerns relevant to them in school and at home.</li> <li>Safeguarding: Peer on Peer - understand why we are responsible for our actions and behaviour. Being safe: Why and how rules are enforced in school-who can help me in school (including safeguarding officers).</li> <li>Plastic in the world – making our own choices (link to S&amp;T)</li> <li>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Same principles apply to online relationships, including the importance of respect for others online including when we are anonymous.</li> <li>Safeguarding: Grooming &amp; Sexting Mutual respect and tolerance Rule of law Picture News</li> </ul> | Explore the two sides of a<br>personal/relatable ethical dilemma<br>and what choices there are to make.<br>Relate the choices of an ethical<br>dilemma to the stories in history and<br>eras of time.<br>Families: Combine their<br>understanding of safety and caring<br>relationships to act should they feel<br>unhappy or unsafe at home.<br>Compare the different types of<br>families including those different<br>from their own and evaluating how<br>to respect this.<br>Understanding different sides of an<br>ethical dilemma and what choices to<br>make.<br>The workhouse, Victorian<br>matchmakers, link to Cliveden<br>House (P&T)<br>Individual Liberty<br>Mutual respect and tolerance<br>Picture News<br>Being safe: about the concept of<br>privacy and the implications of it for<br>both children and adults; including<br>that it is not always right to keep<br>secrets if they relate to being safe. | Explain causes and consequences<br>of equality and discrimination<br>because of disability barriers.<br>Apply solutions to unjust treatment<br>of others due to their differences.<br>Respectful Relationships: Evaluate<br>and model the importance of<br>manners and courtesy in<br>relationships. Giving strategies to<br>improve and support this behaviour.<br>Recognise the importance of self-<br>respect and how this can affect their<br>thoughts and feelings about<br>themselves.<br>Safeguarding: Discrimination / Faith<br>Abuse<br>Recognising the barriers people with<br>disabilities might experience and<br>explore solutions that might help.<br>Respectful Relationships: the<br>conventions of courtesy and<br>manners. The importance of self-<br>respect and how this links to their<br>own happiness.<br>Influential person case study: Tanni<br>Grey Thompson<br>Mutual respect and tolerance<br>Individual liberty<br>Picture News | Explore and define the<br>local demode<br>Being Safe: Have any<br>which adults they can<br>can help the<br>Understand the safe<br>relevant to them in a<br>home.<br>What is demode<br>What is demode<br>What are the basic<br>locally and nat<br>The different types of<br>in the UK<br>The General Election,<br>right to vote, how can<br>parties gain votes<br>happens once<br>What is a Dicta<br>Respectful relate<br>the importance of<br>seeking and giving in<br>with friends, peers<br>Democra<br>Individual Li<br>Picture Net |



# - The Vote

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an awareness of can trust and who them.

afety concerns in school and at ne.

nocracy? sic institutions ationally? of elections held UK. on, exploring: our candidates and es and what e elected. ctatorship? lationships of permissionin relationships ers and adults racy Liberty

News

# Deforestation

They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).

Examine what improves and harms international environments and some of the ways people look after them.

Respectful Relationships: Evaluate and model the importance of manners and respect in relationships. Giving strategies to improve and support this behaviour.

Recognise the importance of selfrespect and how this can affect their thoughts and feelings about themselves.

Effects of deforestation alternative use for the rainforest link to Neolithic/Mesolithic Time Period (link to P&T) – Then & Now Palm oil use Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Mutual respect and tolerance Picture News

|        | Tolerance & Overcoming   | Our Duties to the Wider                      | Gender Stereotypes                    | Charities & Poverty                   | Democracy – Politi   |
|--------|--|--|---------------------------------------|---------------------------------------|----------------------|
|        | Disagreements  | Community                                    |                                       | <u></u>                               | Hierarch             |
|        | biologi comonto  | <u>oommunity</u>                             | Debate and reason the stereotypes     | Examine the choices in a range of     | Interaction          |
|        | Classify the attributes of good team                           | To learn about people who are                | placed upon people from around the    | ethical dilemmas and how this         | Examine the proto    |
|        | work.  | responsible for helping them stay            | world.                                | relates to charity and poverty.       | democracy and the in |
|        |  | healthy and safe and ways that they          |                                       |                                       | their local com      |
|        | Reflect on their achievements and                              | can support these people.                    | Explore and analyse the impact of     | They can identify the elements that   |                      |
|        | analyse the outcomes. Showing                                  |  | how media represents stereotypes      | affect emotional health and well-     | Caring Friendships:  |
|        | self-reflection and awareness when                             | Families: Examine and respond that           | and communicates information.         | being and begin to make informed      | contrast healthy a   |
|        | setting new targets.   | a feature of positive family life is         |                                       | decisions based on these factors.     | friendship           |
|        |  | caring relationships; about the              | Respectful Relationships: Define      |                                       |                      |
|        | Relate their personal responsibility                           | different                                    | equality and examine how this         | Relate their personal responsibility  | Sequence how to se   |
|        | to sustaining a healthy lifestyle and                          | ways in which people care for one            | translate into stereotypes.           | to sustaining a healthy lifestyle and | feeling lonely or    |
|        | begin to understand the variety of                             | another.                                     |                                       | begin to understand the variety of    | ,                    |
|        | choices available.   |  | Families: Examine and respond that    | choices available.                    | How democrac         |
|        |  | Online Relationships: Critically             | a feature of positive family life is  |                                       | The importance       |
|        | They can identify the elements that                            | consider what it means to 'know              | caring relationships; about the       | Understanding the differences         | How general elec     |
|        | affect emotional health and well-                              | someone online' and how this differs         | different                             | between wants and needs.              | How the public can   |
|        | being and begin to make informed                               | from knowing someone face-to-face;           | ways in which people care for one     | Exploring poverty (including child    | democratic process a |
|        | decisions based on these factors                               | risks of communicating online with           | another.                              | poverty in the UK).                   | in how the coun      |
|        |  | others not known face-to-face.               |                                       | The British Red Cross                 | Democra              |
|        | Online Relationships: Critically                               |  | Gender discrimination                 | Charities.                            | Rule of la           |
|        | consider what it means to 'know                                | Being Safe: understand that                  | Challenge stereotypes.                | UK diseases, bacteria and viruses v   | Individual Li        |
|        | someone online' and how this differs                           | ourselves and our belongings need            | The effects of social media: Explore  | foreign diseases, bacteria and        | Picture Ne           |
|        | from knowing someone face-to-face;                             | to be kept safe from crime. Link the         | and critique how media can portray    | viruses (ink to S&T)                  |                      |
|        | risks of communicating online with                             | role of the emergency services and           | information.                          | Respectful relationships: practical   |                      |
|        | others not known face-to-face.                                 | helplines for keeping us safe and            | Respectful relationships: what a      | steps they can take in a range of     |                      |
|        |  | protecting society from crime.               | stereotype is, and how stereotypes    | different contexts to improve or      |                      |
|        | Caring Friendships: Compare and                                |  | can be unfair, negative or            | support respectful relationships.     |                      |
|        | contrast healthy and trusting                                  | Identifying what is in the local             | destructive. The importance of        | That in school and in wider society   |                      |
| Year 4 | friendships  | community                                    | permission-seeking and giving in      | they can expect to be treated with    |                      |
|        |  | Identify our Christmas Charity.              | relationships with friends, peers and | respect by others, and that in turn   |                      |
|        | Understanding the meaning of                                   | How we can help in the local                 | adults.                               | they should show due respect to       |                      |
|        | tolerance  | community.                                   | Families & People Who Care for Us:    | others, including those in positions  |                      |
|        | Learning Charter   | Being Safe: Where can we get help?           | that others' families sometimes look  | of authority.                         |                      |
|        | Respecting others.   | NSPCC, child line, Fire Service,             | different from their family, but that | Influential person case study: Dr     |                      |
|        | Setting goals (assembly led) Growth                            | Ambulance, Police, etc.                      | they should respect those             | Barnado                               |                      |
|        | Mindset.   | Families & People Who Care for Me:           | differences and know that other       | Mutual respect and tolerance          |                      |
|        | Being part of a team.  | Families give love, security &               | children's families are also          | Picture News                          |                      |
|        | Safeguarding: Peer on Peer - to                                | stability. How to recognise if family        | characterised by love and care.       |                                       |                      |
|        | understand and manage feelings in                              | relationships are making them feel           | Safeguarding: Discrimination / Faith  |                                       |                      |
|        | disagreements  | unhappy or unsafe, and how to seek           | Abuse                                 |                                       |                      |
|        | Safeguarding & Being Safe: Railway                             | help or advice from others if needed         | Individual Liberty                    |                                       |                      |
|        | safety   | Online Relationships: Cyberbullying.         | Mutual respect and tolerance          |                                       |                      |
|        | Caring friendships: recognising who                            | How to critically consider their online      | Picture News                          |                                       |                      |
|        | to trust and who not to trust, and                             | friendships and sources of                   |                                       |                                       |                      |
|        | how to seek help or advice from                                | information including awareness of           |                                       |                                       |                      |
|        | others.  | the risks associated with people             |                                       |                                       |                      |
|        | Mental Well-being strand.                                      | they have never met.                         |                                       |                                       |                      |
|        | Online Relationships: ICT Sid's Top                            | Safeguarding: Grooming & Sexting             |                                       |                                       |                      |
|        | Tips. The rules and principles for keeping safe online, how to | Mutual respect and tolerance<br>Picture News |                                       |                                       |                      |
|        | recognise risks, harmful content and                           | FICILIE NEWS                                 |                                       |                                       |                      |
|        | contact, and how to report them.                               |  |                                       |                                       |                      |
|        | Mutual respect and tolerance                                   |  |                                       |                                       |                      |
|        | Individual liberty (people's right to be                       |  |                                       |                                       |                      |
|        | what they want to be)  |  |                                       |                                       |                      |
|        | Picture News   |  |                                       |                                       |                      |
|        | Covid-19 Hygiene and safety                                    |  |                                       |                                       |                      |
|        | measures   |  |                                       |                                       |                      |
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seek for help if or excluded.

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# Is Cheapest Always Best?

They can identify the elements that affect emotional health and wellbeing and begin to make informed decisions based on these factors.

Compare what improves and harms international trade in relation to the environment and the media.

Comparing food products and prices. Discussing Fairtrade and where we shop. Coffee, milk, battery chickens. How media present information. Mental Wellbeing strand. Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Individual liberty Picture News

|        | Consequences of Anti-Social &  | How to Cope with Peer Pressure  | Tolerance & Cultural History   | Long-standing Ethical Dilemmas  | Democracy – W   |
|--------|--|---|--|---|---|
|        | Evaluate the rewards and<br>consequences of your decisions,<br>using a 'growth mindset' when faced<br>with a challenge.  | Demonstrate effective ways of<br>resisting negative pressure,<br>including from their peers (for<br>example knowing where to get help,<br>knowing that there is an option to  | Investigate and contrast the vast<br>differences of citizens in the UK,<br>from economic to regional identities.<br>Debate the impact of judging people  | Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long term actions and laws the world undertake to help others.   | Cabine<br>Describe how the Uk<br>formed and comp<br>parliame  |
| Year 5 | Compare and contrast their<br>achievements using a 'growth<br>mindset' to overcome challenges<br>within their areas for development<br>Create and apply actions that<br>sustain a healthy lifestyle.<br>Understand that there are many<br>influences and dilemmas that affect<br>a healthy lifestyle.<br>Online Relationships: Classify to<br>how data is shared and stored for<br>your own safety.<br>Discuss and evaluate the use and<br>safety of phone applications and<br>gaming.<br>Caring Friendships: Apply strategies<br>for recognising and managing peer<br>influence and a desire for peer<br>approval in friendships. Comparing<br>to solving problems in friendships.<br>Growth Mindset.<br>School rules: Rewards and<br>Consequences<br>Learning Charter<br>Being me in Britain.<br>Setting goals (assembly led)<br>Safeguarding: Peer on Peer -<br>bullying and discrimination.<br>Safeguarding & Being Safe: Fire<br>Safety, Railway Safety.<br>Caring friendships: ups and downs,<br>working through problems to repair<br>friendships, resorting to violence is<br>never right.<br>Online Relationships: the rules and<br>principles for keeping safe online,<br>how to recognise risks, harmful<br>content and contact, and how to<br>report them.<br>Democracy<br>Rule of law<br>Mutual respect and tolerance<br>Picture News | delay, showing resilience<br>Being Safe: Gain further<br>understanding of the safety<br>concerns relevant to them in school<br>and at home. Including the danger<br>that pressure from peers can inflict<br>and mindset strategies to overcome<br>this.<br>Online Relationships: Classify to<br>how data is shared and stored for<br>your own safety.<br>Families: Recognise the shared<br>characteristics of a healthy family life<br>including<br>commitment, care, spending time<br>together; being there for each other<br>in times of difficulty.<br>Resisting pressure to do something<br>dangerous. The concept of privacy<br>and the implications of it for both<br>children and adults; including that it<br>is not always right to keep secrets if<br>they relate to being safe.<br>Being safe: how to ask for advice or<br>help for themselves or others, and to<br>keep trying until they are heard.<br>How to report concerns or abuse,<br>and the vocabulary and confidence<br>needed to do so. Where to get<br>advice e.g. family, school and/or<br>other sources.<br>Families & People Who Care for Me:<br>The characteristics of healthy family<br>life, commitment to each other,<br>including in times of difficulty,<br>protection and care for children and<br>other family members. Stable, caring<br>relationships, which may be of<br>different types, are at the heart of<br>happy families.<br>Online Relationships: Mobile phone<br>and app/gaming safety. How<br>information and data is shared and<br>used online<br>Safeguarding: Grooming & Sexting<br>Mutual respect and tolerance<br>Armistice assembly and Poppy sales<br>in school<br>Individual Liberty<br>Picture News | by their appearance and source<br>strategies to overcome any bias.<br>Respectful Relationships: Listen and<br>respond respectfully to a wide range<br>of people, including those<br>whose traditions, beliefs and lifestyle<br>are different to their own.<br>Families: Classify marriage and civil<br>partnership as a legal declaration of<br>commitment<br>made by two adults who love and<br>care for each other, which is<br>intended to be lifelong.<br>Appreciate the range of national,<br>regional, religious, genders and<br>ethnic identities in the UK.<br>Different cultures.<br>Judging by appearances.<br>Respectful relationships: the<br>conventions of courtesy and<br>manners. The importance of self-<br>respect and how this links to their<br>own happiness.<br>Safeguarding: Discrimination / Faith<br>Abuse<br>Family & People Who Care for Us:<br>marriage represents a formal and<br>legally recognised commitment of<br>two people to each other which is<br>intended to be lifelong.<br>Mutual respect and tolerance<br>Individual Liberty<br>Picture News | Being Safe: Gain further<br>understanding of the safety<br>concerns relevant to them in school<br>and at home. Including the danger<br>that pressure from peers can inflict<br>and mindset strategies to overcome<br>this.<br>Identify possible dangers and risks<br>on the internet and in social media.<br>Work of Samaritans<br>Ethical dilemmas they might face.<br>Refugees<br>The Humans Right Act<br>Investigate and contrast the vast<br>differences of citizens in the UK,<br>from economic to regional identities.<br>Analyse and reflect the choices in a<br>range of ethical dilemmas and how<br>this relates to the long-term actions<br>and laws the world undertakes to<br>help others.<br>Respectful Relationships: Listen and<br>respond respectfully to a wide range<br>of people, including those<br>whose traditions, beliefs and lifestyle<br>are different to their own.<br>Individual liberty<br>Democracy<br>Picture News | Debate the impact of<br>by their appearance<br>strategies to overce<br>Prime minister'<br>responsib<br>Cabinet min<br>Differences between<br>governm<br>Understand that Parl<br>up of the Commons<br>the mona<br>Describe how the UP<br>formed and comp<br>parliam<br>Analyse and reflect to<br>range of ethical dilet<br>this relates to the lor<br>and laws the world<br>help othe<br>Respectful relation<br>school and in wider se<br>expect to be treated<br>others, and that in to<br>show due respect<br>including those in<br>authority. How to res<br>appropriately to ad<br>encounter (in all com<br>online) whom they<br>Influential person<br>Nelson Ma<br>Democra<br>Rule of I<br>Individual L<br>Picture N |



#### - What is The inet?

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tionships: that in er society they can ed with respect by n turn they should pect to others, e in positions of respond safely and adults they may contexts, including ney do not know. son case study: Mandela porracy

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News

#### Drought / water pollution

Identify strategies and behaviours for resolving difficult situations and to support mental and physical wellbeing. Recognising these feelings change over time.

Explain and justify the impact of natural disasters on the local and international environment.

Water cycle. Water as an energy source. Body changes and puberty (link to S&T) Bacteria Bikeability (link to P&EH). Create and apply actions that sustain a healthy lifestyle. Understand that there are many influences and dilemmas that affect a healthy lifestyle. Explain and justify the impact of natural disasters on the local and international environment. Mutual respect Picture News

|         | Tolerance & Consequences of  | Leadership in Year 6                                     | Gender, Race &                        | Democracy &                            | Animal Cruelty                |
|---------|--|--|---------------------------------------|--|-------------------------------|
|         | Anti-Social Behaviour  |  | <u>Cultural Laws</u>                  | Pressure Groups                        | Annual Orderty                |
|         | And Oolar Denaviour  | Define and practice the                                  | <u>Outturar Edws</u>                  | <u>11033010 010005</u>                 | Hypothesise through res       |
|         | Lead the school rule charter,                                      | responsibilities of being a role model                   | Theorise the UK equality and          | Explore and compare the structure      | debate and discussion the     |
|         | becoming role models for how to                                    | for the school.  | diversity laws.                       | and beliefs of international political | an ethical dilemma, focusi    |
|         | behave with the rules and  | Compare and contrast rights vs                           |                                       | parties to those at home.              | topical issues of animal v    |
|         | responsibilities of your environment                               | responsibilities.  | Research and imagine the causes of    |  |                               |
|         | in mind.   |  | discrimination, with some historical  | Combine their understanding of         | Apply and evaluate actio      |
|         |  | To learn which, why and how,                             | links.                                | democracy and the UK government        | sustain a healthy lifestyle.  |
|         | Develop their leadership skills to                                 | commonly available                                       |                                       | to form an educated opinion on the     | strategies for discriminating |
|         | summarise, reason and  | substances and drugs (including                          | Respectful Relationships:             | contrasting pressure groups the UK     | the various influence         |
|         | communicate the school's charter                                   | alcohol and tobacco)                                     | Discuss and debate topical issues,    | face.                                  |                               |
|         | and goals  | could damage pupils immediate and                        | respect other people's point of       |  | Examine strategies to res     |
|         |  | future health and safety, that some                      | view and constructively challenge     | Develop their leadership skills to     | feelings in a helpful wa      |
|         | Apply and evaluate actions that                                    | are legal, some are restricted, and                      | those they disagree with.             | summarise, reason and                  | illustrate this using a var   |
|         | sustain a healthy lifestyle. Develop                               | some are illegal to own, use and                         |                                       | communicate                            | vocabulary and deba           |
|         | strategies for discriminating between                              | supply.  | Families: Evaluate the definition of  |  |                               |
|         | the various influences.  |  | marriage and different ways this can  | Political parties around the world     | Research, discuss and o       |
|         |  | Online Relationships: Examine and                        | be shown. With it being centred on a  | Political manifestos in the UK.        | topical issue concerning      |
|         | Online Relationships: Examine and                                  | contrast the positive and negative                       | stable, caring relationship.          | Pressure groups.                       | cruelty, e.g. Fox hunt        |
|         | contrast the positive and negative                                 | impacts of social media.                                 |                                       | Greenpeace and Amnesty                 | Cosmetic Testing              |
|         | impacts of social media.   |  | Respecting Relationships: what a      | International as examples of           | Wearing fur.                  |
|         | Discuss and establish online privacy                               | Discuss and establish online privacy                     | stereotype is, and how stereotypes    | successful pressure groups.            | Role of the RSPCA             |
|         | and personal boundaries.   | and personal boundaries.                                 | can be unfair, negative or            | Tactics that pressure groups can       | Health & Prevention: Huma     |
|         |  |  | destructive. Practical steps they can | use for their chosen cause -           | - bacteria & viruses          |
|         | Caring Friendships: Analysing if a                                 | Being a role model.                                      | take in a range of different contexts | advertising and publicity,             | Being safe: how to report of  |
|         | friendship is a positive one adding                                | Rights vs responsibilities, leadership                   | to improve or support respectful      | demonstrations and boycotts.           | or abuse, and the vocabu      |
|         | happiness and value to their lives.                                | roles in year 6, rights and                              | relationships                         | Should children be allowed the         | confidence needed to c        |
|         | Discuss and practice strategies to                                 | responsibilities in our community.                       | Safeguarding: Discrimination / Faith  | vote?                                  | Individual Liberty            |
|         | manage this and seek help if                                       | Physical health and wellbeing:                           | Abuse                                 | Respectful relationships: that in      | Democracy                     |
| Year 6  | needed.  | drugs, alcohol and tobacco: the                          | Diversity and Equality Laws in the    | school and in wider society they can   | Picture News                  |
| i ear o |  | facts about legal and illegal harmful                    | UK                                    | expect to be treated with respect by   |                               |
|         | Year 6 to lead the whole school                                    | substances and associated risks,                         | Families & People Who Care for Us:    | others, and that in turn they should   |                               |
|         | safety assembly, collate classroom                                 | including smoking, alcohol use and                       | that others' families sometimes look  | show due respect to others,            |                               |
|         | H&S rules, design the school charter                               | drug-taking  | different from their family, but that | including those in positions of        |                               |
|         | & distribute and present to each                                   | Safeguarding: Drugs & Alcohol                            | they should respect those             | authority.                             |                               |
|         | year group.  | Basic First Aid: e.g. dealing with                       | differences and know that other       | Democracy                              |                               |
|         | Setting goals (assembly led).                                      | common injuries  | children's families are also          | Rule of law                            |                               |
|         | Growth Mindset.  | Online Relationships: Social media                       | characterised by love and care.       | Individual Liberty                     |                               |
|         | Learning Charter   | protocols. How information and data                      | Stable, caring relationships, which   | Picture News                           |                               |
|         | Being me in my world: A Global                                     | is shared and used online. How to                        | may be of different types, are at the |  |                               |
|         | Citizen  | critically consider their online                         | heart of happy families. Definitions  |  |                               |
|         | Safeguarding: Peer on Peer -                                       | friendships and sources of                               | of marriage.                          |  |                               |
|         | respecting other peoples' feelings.                                | information including awareness of                       | Influential person case study:        |  |                               |
|         | Being Safe: Railway safety   | the risks associated with people<br>they have never met. | Emmeline Pankhurst<br>Rule of Law     |  |                               |
|         | Caring friendships - judging when a friendship is making them feel | Safeguarding: Grooming & Sexting                         | Democracy                             |  |                               |
|         | unhappy or uncomfortable,  | Mutual respect and tolerance.                            | Mutual respect and tolerance          |  |                               |
|         | managing conflict, how to manage                                   | Democracy (making collective                             | Picture News                          |  |                               |
|         | these situations   | decisions)   |                                       |  |                               |
|         | Online Relationships: Cyberbullying.                               | Picture News   |                                       |  |                               |
|         | The same principles apply to online                                |  |                                       |  |                               |
|         | relationships as to face-to face                                   |  |                                       |  |                               |
|         | relationships, including the                                       |  |                                       |  |                               |
|         | importance of respect for others                                   |  |                                       |  |                               |
|         | online including when we are                                       |  |                                       |  |                               |
|         | anonymous.   |  |                                       |  |                               |
|         | Rule of law  |  |                                       |  |                               |
|         | Mutual respect and tolerance                                       |  |                                       |  |                               |
|         | Picture News   |  |                                       |  |                               |
|         | Covid-19 Hygiene and safety  |  |                                       |  |                               |
|         | measures   |  |                                       |  |                               |
|         |  |  |                                       |  |                               |



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# The Greenhouse Effect & Global Warming

Examine strategies to respond to feelings in a helpful way and illustrate this using a variety of vocabulary

Theorise the global environmental concerns, exploring and debating the solutions to these problems.

Predicting the future outcomes the world faces and preparing for change

Environmental concerns present and future. Effects of climate change local national and global. Exploring satellite images of the ozone layer. How the media presents information – BREXIT. Predictions for the future. Preparing for Change (Wayne Dixon) Safeguarding: Serious Violence -Knife crime Safeguarding Mutual Respect and tolerance (for the environment) Picture News