

Year	Term 1 Rights & Rules	Term 2 Responsibilities	Term 3 Equality	Term 4 Ethical Dilemmas	Term 5 Political Systems	Term 6 Sustainability, Health & Wellbeing
EY1	<p><b>Respecting our New School</b> Class &amp; School rules. Growth Mindset. Learning Charter <b>Safeguarding &amp; Being Safe:</b> Road Safety (crossing roads), railway safety Health &amp; Prevention: Personal hygiene (washing hands) Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Democracy Rule of law Mutual respect and tolerance Covid-19 Hygiene and safety measures 13.1, 13.2, 13.3, 13.2, 1.3, 1.6, 1.8, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b>What are our Jobs?</b> Roles &amp; responsibilities of people in our school Interviewing staff. Meeting &amp; talking with people. Being Safe: People who help us and dialling 999. Families and People Who Care For Me: The importance of families &amp; characteristics of healthy families - the importance of spending time together and sharing each other's lives Ipad and BeeBot use. Influential person case study: Florence Nightingale Individual liberty Rule of law 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 1.3, 1.6, 1.8, 1.11, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b>How are we Different?</b> Describing self positively <b>Safeguarding: Discrimination / Faith Abuse</b> Respectful Relationships: Sensitivity towards others. Taking turns. Understanding others ideas. Caring Friendships: How to make friends &amp; be a good friend; how friends make us feel Mutual respect and tolerance Individual liberty 13.1, 13.2, 13.3, 14.1, 14.3, 1.3, 1.6, 1.8, 1.10, 1.11, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b>Morals through Stories</b> <b>Safeguarding: Peer on Peer - resolving conflicts.</b> Caring Friendships: Solving problems. Perseverance The Crow &amp; The Pitcher The Ants and The Grasshoppers The Dove &amp; The Ant Individual liberty Mutual respect and tolerance 13.1, 13.2, 13.3, 14.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.12, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b>Hierarchy in School, Cox Green and RBWM</b> Why are rules made? Consequences. Respectful Relationships: Differences between adults and children / Respect &amp; how to have respectful relationships Democracy Rule of law 13.1, 13.2, 13.3, 14.2, 1.3, 1.6, 1.8, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, 1.33, 1.34</p>	<p><b>Looking after our Environment and Ourselves</b> Taking into account the ideas of others. Health &amp; Prevention: Personal hygiene &amp; parts of the body. Healthy Eating: Healthy Food Choices (link to S&amp;T) Mutual respect and tolerance Individual Liberty 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 1.3, 1.6, 1.8, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>
Year 1	<p><b>Respecting the Area Around us.</b> Class &amp; school rules. Growth Mindset. Consequences. Setting goals (assembly led) What makes a good citizen? Learning Charter <b>Safeguarding: Peer on Peer - types of teasing and bullying and how to deal with it.</b> <b>Safeguarding &amp; Being Safe:</b> Railway safety. Being safe: Parts of the body and appropriate touch. Health &amp; Prevention: Personal hygiene. Caring friendships: Characteristics of friendship Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact,</p>	<p><b>Friendships and Feelings</b> Caring Friendships: What makes a good friend? How to listen to a friend. Being safe: Feeling safe and special. Feeling proud. Basic First Aid: Dialling 999. Meeting &amp; talking with people, e.g. Nurses, Police &amp; Fire Brigade. Families &amp; People Who Care For Me: stable, caring relationships, which may be of different types, are at the heart of happy families. Online Relationships: Ipad and netbook use. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Mutual respect and tolerance Picture News</p>	<p><b>Differences and Gender</b> What is equality? How to hold a conversation with different people in society. Celebrating differences. <b>Safeguarding: Discrimination / Faith Abuse</b> Respectful Relationships: The differences between us. The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Rule of Law Mutual respect and tolerance Individual liberty</p>	<p><b>Morals through Stories &amp; Fables</b> Understanding what is fair and unfair. The Hare and the Tortoise The Mouse and the Lion Historical Festivals e.g. St George's Day. Individual liberty Mutual respect and tolerance Picture News 1.3, 1.4, 1.6, 1.7, 1.8, 1.12, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>	<p><b>Why Rules &amp; Laws are made</b> Kings &amp; Queens / What is the Monarchy? (link to P&amp;T) The differences between right and wrong. Respectful Relationships: the conventions of courtesy and manners. Taking turns. Influential person case study: Queen Elizabeth I Democracy Rule of law Individual liberty Mutual respect and tolerance Picture News 1.3, 1.6, 1.8, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>	<p><b>The Human Footprint</b> What produce is grown in the county / locally. Water and single use plastic. Water, single use plastics Sustainable energy Health &amp; Prevention: Medicine and disease. How diseases are spread and controlled. Democracy Individual Liberty Picture News 1,3 1.6, 1.8, 1.10, 1.12, 1.15, 1.16, 1.20, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.30, 1.33</p>

	<p>and how to report them.  <b>Mutual respect and tolerance</b>  <b>Rule of law</b>          Picture News          Covid-19 Hygiene and safety measures          1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.15, 1.16, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.33</p>	<p>1.2, 1.3, 1.4, 1.6, 1.8, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, .33</p>	<p>Picture News          1.3, 1.6, 1.8, 1.10, 1.11, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>			
<p><b>Year 2</b></p>	<p><b><u>Making the Right Choices in Class, School &amp; Home</u></b>          Learning to respect.          School and property.          Growth Mindset.          Rewards and Consequences.          Learning Charter          Setting goals (assembly led)  <b>Safeguarding: Peer on Peer Safeguarding &amp; Being Safe:</b>          Railway safety          Caring friendships: being welcoming towards others, not making others feel lonely and excluded. Types of teasing and bullying and how to deal with it.          Health &amp; Prevention: Personal hygiene (brushing teeth)          Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  <b>Mutual respect and tolerance.</b>          Picture News          Covid-19 Hygiene and safety measures          1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.15, 1.16, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 2.27, 1.28, 1.33</p>	<p><b><u>Taking and Sharing Responsibilities</u></b>          Learn about what being responsible means.          Growing old.          Meeting &amp; talking with people.          Being safe: Differentiating between the terms hazard/risk/harm. Medicines and household products. Visit from NHS.          Basic First Aid: e.g. dealing with common injuries          Families &amp; People Who Care For Me: Families give love, security &amp; stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members.          Online Relationships: Keeping personal information safe online.  <b>Mutual respect and tolerance.</b>          Picture News          1.6, 1.8, 1.3, 1.15, 1.18, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, 1.33</p>	<p><b><u>Discrimination</u></b>          Learning about similarities and differences between people.  <b>Safeguarding: Discrimination / Faith Abuse.</b>  <b>Racism</b>          Words that harm.          Standing up for yourself and others.          Respectful relationships: How to treat others including those that are different (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Steps you can take towards having respectful relationships. Respecting those in authority in school and wider society          Families &amp; People Who Care For Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  <b>Influential person case study: Rosa Parks</b>  <b>Mutual Respect and tolerance</b>  <b>Individual liberty</b>          Picture News          1.3, 1.6, 1.8, 1.10, 1.11, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b><u>Rights &amp; Wrongs</u></b>          To understand the rights and wrongs in different situations.          Making the right decision.          Thinking about decisions before making them.          The Cat &amp; The Fox.          Debating skills.          Resolve disputes and conflicts through negotiations          Respectful relationships: Healthy discussions with peers.  <b>Democracy</b>  <b>Rule of law</b>  <b>Mutual respect and tolerance</b>  <b>Individual Liberty</b>          Picture News          1.3, 1.4, 1.6, 1.8, 1.12, 1.14, 1.15, 1.17, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><b><u>Money</u></b>          Understanding the importance of money.          Where does it come from?          Which items are luxury/ essentials?          The role of money and its impact in their own and others' lives.  <b>Individual Liberty</b>  <b>Mutual respect and tolerance</b>          Picture News          1.3, 1.6, 1.8, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>	<p><b><u>Fair Trade</u></b>          Identifying Fair trade products. Where does chocolate come from?          Making Fairtrade Smoothies (S&amp;T)  <b>Democracy</b>          Picture News          1,3 1.6, 1.8, 1.10, 1.12, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>

<p><b>Year 3</b></p>	<p><b><u>Rights to an Education</u></b>          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)  <b>Safeguarding &amp; Being Safe:</b>          Road Safety - Road Safety Officer, Railway safety          Caring friendships: ups and downs, working through problems to repair friendships  <b>Mental Well-being &amp; Physical Health &amp; Fitness:</b> The benefits of exercise          Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  <b>Rule and Law</b>  <b>Democracy</b>  <b>Mutual respect and tolerance</b>          Picture News  <b>Covid-19 Hygiene and safety measures</b>          2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.20, 2.22, 2.23, 2.24, 2.25, 2.26, 2.28, 2.29, 2.30, 2.32, 2.34, 2.36, 2.38</p>	<p><b><u>Taking Responsibility in School.</u></b>  <b>Safeguarding: Peer on Peer - understand why we are responsible for our actions and behaviour.</b>          Being safe: Why and how rules are enforced in school- who can help me in school (including safeguarding officers).          Plastic in the world – making our own choices (link to S&amp;T)  <b>Online Relationships:</b>  <b>Responsible Internet Use.</b>          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.  <b>Safeguarding: Grooming &amp; Sexting</b>  <b>Mutual respect and tolerance</b>  <b>Rule of law</b>          Picture News          2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.25, 2.28, 2.31, 2.32, 2.34, 2.36</p>	<p><b><u>Disability</u></b>  <b>Safeguarding: Discrimination / Faith Abuse</b>  <b>Recognising the barriers people with disabilities might experience and explore solutions that might help.</b>  <b>Respectful Relationships: Courtesy and manners. Self-respect</b>  <b>Influential person case study: Tanni Grey Thompson</b>  <b>Mutual respect and tolerance</b>  <b>Individual liberty</b>          Picture News          2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.18, 2.25, 2.29, 2.32, 2.36</p>	<p><b><u>Children in the Past</u></b>          Understanding different sides of an ethical dilemma and what choices to make.          The workhouse, Victorian matchmakers, link to Cliveden House (P&amp;T)  <b>Individual Liberty</b>  <b>Mutual respect and tolerance</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.18, 2.25, 2.26, 2.32, 2.36, 2.37</p>	<p><b><u>Democracy – The Vote</u></b>          What is democracy?          What are the basic institutions locally and nationally?          The different types of elections held in the UK.          The General Election, exploring: our right to vote, how candidates and parties gain votes and what happens once elected.          What is a Dictatorship?  <b>Democracy</b>  <b>Individual Liberty</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.36</p>	<p><b><u>Deforestation</u></b>          Effects of deforestation          alternative use for the rainforest link to Neolithic/Mesolithic Time Period (link to P&amp;T) – Then &amp; Now          Palm oil use  <b>Mutual respect and tolerance</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36</p>
<p><b>Year 4</b></p>	<p><b><u>Tolerance &amp; Overcoming Disagreements</u></b>          Understanding the meaning of tolerance          Learning Charter          Respecting others.          Setting goals (assembly led)          Growth Mindset.          Being part of a team.  <b>Safeguarding: Peer on Peer - to understand and manage feelings in disagreements</b>  <b>Safeguarding &amp; Being Safe:</b>          Railway safety          Caring friendships: recognising who to trust and who not to trust, and how to</p>	<p><b><u>Our Duties to the Wider Community</u></b>          Identifying what is in the local community          Identify our Christmas Charity.          How we can help in the local community.  <b>Being Safe: Where can we get help? NSPCC, child line, Fire Service, Ambulance, Police, etc.</b>          Families &amp; People Who Care For Me: Families give love, security &amp; stability.  <b>Online Relationships: Cyberbullying. How to critically consider their online</b></p>	<p><b><u>Gender Stereotypes</u></b>          Gender discrimination          Challenge stereotypes.          The effects of social media:          Explore and critique how media can portray information.  <b>Respectful relationships: What does it mean to be equal? Finding example of gender and stereotypes. Different types of relationships.</b>          Families &amp; People Who Care For Us: that others' families sometimes look different from their family, but that they should respect those differences and know that</p>	<p><b><u>Charities &amp; Poverty</u></b>          Understanding the differences between wants and needs.          Exploring poverty (including child poverty in the UK).          The British Red Cross Charities.          UK diseases, bacteria and viruses v Foreign diseases, bacteria and viruses (ink to S&amp;T)  <b>Influential person case study: Dr Barnado</b>  <b>Mutual respect and tolerance</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.18, 2.19, 2.25, 2.26, 2.32, 2.34,</p>	<p><b><u>Democracy – Political Parties &amp; Hierarchies</u></b>          How democracy works.          The importance of voting.          How general elections work.          How the public can engage in the democratic process and have a say in how the country is run.  <b>Democracy</b>  <b>Rule of law</b>  <b>Individual Liberty</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.36</p>	<p><b><u>Is Cheapest Always Best?</u></b>          Comparing food products and prices.          Discussing Fairtrade and where we shop.          Coffee, milk, battery chickens.          How media present information.  <b>Individual liberty</b>          Picture News          2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.17, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36</p>

	<p>seek help or advice from others.</p> <p>Mental Well-being &amp; Physical Health &amp; Fitness: Making the right mental health Choices - link to <i>Healthy Body, Health Mind</i>.</p> <p>Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Mutual respect and tolerance Individual liberty (people's right to be what they want to be)</p> <p>Picture News</p> <p>Covid-19 Hygiene and safety measures</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.20, 2.22, 2.23, 2.24, 2.25, 2.28, 2.29, 2.30, 2.32, 2.34, 2.36, 2.38</p>	<p>friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Safeguarding: Grooming &amp; Sexting</p> <p>Mutual respect and tolerance Picture News</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.24, 2.25, 2.26, 2.28, 2.30, 2.31, 2.32, 2.34, 2.36, 2.38</p>	<p>other children's families are also characterised by love and care.</p> <p>Safeguarding: Discrimination / Faith Abuse Individual Liberty Mutual respect and tolerance Picture News</p> <p>2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36</p>	<p>2.36, 2.37, 2.38</p>		
<p>Year 5</p>	<p><b>Consequences of Anti-Social &amp; Aggressive Behaviour</b></p> <p>Growth Mindset. School rules: Rewards and Consequences Learning Charter Being me in Britain. Setting goals (assembly led)</p> <p>Safeguarding: Peer on Peer - bullying and discrimination. Safeguarding: Serious Violence - Knife crime Safeguarding &amp; Being Safe: Fire Safety, Railway Safety. Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right.</p> <p>Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Democracy Rule of law</p>	<p><b>How to Cope with Peer Pressure</b></p> <p>Being safe: Dilemmas children face and how to deal with them.</p> <p>Resisting pressure to do something dangerous. The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Families &amp; People Who Care For Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families.</p> <p>Online Relationships: Mobile phone and app/gaming safety. How information and data is shared and used online</p>	<p><b>Tolerance &amp; Cultural History.</b></p> <p>Respectful relationships: Celebrating and accepting differences.</p> <p>Appreciate the range of national, regional, religious, genders and ethnic identities in the UK. Different cultures. Judging by appearances.</p> <p>Safeguarding: Discrimination / Faith Abuse Family &amp; People Who Care For Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Mutual respect and tolerance Individual Liberty Picture News</p> <p>2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.25, 2.26, 2.27, 2.28, 2.29, 2.32, 2.36</p>	<p><b>Long-standing Ethical Dilemmas</b></p> <p>Work of Samaritans Ethical dilemmas they might face. Refugees The Humans Right Act Safeguarding: CSE: All Right Charlie Individual liberty Democracy Picture News</p> <p>2.1, 2.2, 2.3, 2.11, 2.12, 2.18, 2.25, 2.32, 2.36, 2.37, 2.38</p>	<p><b>Democracy – What is The Cabinet?</b></p> <p>Prime minister's role and responsibilities Cabinet ministers Differences between Parliament and government Understand that Parliament is made up of: the Commons, the Lords and the monarch</p> <p>Influential person case study: Nelson Mandela Democracy Rule of law Individual Liberty Picture News</p> <p>2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.16, 2.25, 2.32, 2.33, 2.36</p>	<p><b>Drought / water pollution</b></p> <p>Water cycle. Water as an energy source. Body changes and puberty (link to S&amp;T) Bacteria Bikeability (link to P&amp;EH). Mutual respect Picture News</p> <p>2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.19, 2.20, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36</p>

	<p><b>Mutual respect and tolerance</b> Picture News Covid-19 Hygiene and safety measures 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36, 2.38</p>	<p><b>Safeguarding: Grooming &amp; Sexting</b> <b>Mutual respect and tolerance</b> <b>Armistice assembly and Poppy sales in school</b> Individual Liberty Picture News 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.24, 2.25, 2.26, 2.28, 2.30, 2.32, 2.34, 2.36</p>				
<p><b>Year 6</b></p>	<p><b><u>Tolerance &amp; Consequences of Anti-Social Behaviour</u></b> Year 6 to lead the whole school safety assembly, collate classroom H&amp;S rules, design the school charter &amp; distribute and present to each year group. Setting goals (assembly led). Growth Mindset. Learning Charter Being me in my world: A Global Citizen <b>Safeguarding: Peer on Peer - respecting other peoples' feelings.</b> <b>Safeguarding: Serious Violence - Knife crime</b> <b>Safeguarding &amp; Being Safe:</b> Railway safety Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations <b>Online Relationships:</b> Cyberbullying. 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. <b>Rule of law</b> <b>Mutual respect and tolerance</b> Picture News Covid-19 Hygiene and safety measures 2.1, 2.2, 2.3, 2.8, 2.9, 2.11, 2.12, 2.18, 2.22, 2.23, 2.24,</p>	<p><b><u>Leadership in Year 6</u></b> Being a role model. Rights vs responsibilities, leadership roles in year 6, rights and responsibilities in our community. <b>Being Safe: The effects of legal and illegal drugs, smoking alcohol (link to S&amp;T)</b> <b>Safeguarding: Drugs &amp; Alcohol</b> Basic First Aid: e.g. dealing with common injuries <b>Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</b> <b>Safeguarding: Grooming &amp; Sexting</b> <b>Mutual respect and tolerance.</b> <b>Democracy (making collective decisions)</b> Picture News 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.21, 2.22, 2.23, 2.25, 2.26, 2.28, 2.31, 2.32, 2.34, 2.36</p>	<p><b><u>Gender, Race &amp; Cultural Laws</u></b> <b>Respecting Relationships:</b> Understanding equality, discrimination &amp; prejudice. Different types of relationship - LGBTQ+ / tolerance <b>Safeguarding: Discrimination / Faith Abuse - causes of racial discrimination and intolerance.</b> <b>The suffragettes &amp; gender discrimination.</b> Diversity and Equality Laws in the UK Families &amp; People Who Care For Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage. <b>Influential person case study: Emmeline Pankhurst</b> Rule of Law Democracy <b>Mutual respect and tolerance</b> Picture News 2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.18, 2.25, 2.26, 2.28, 2.29, 2.32, 2.36</p>	<p><b><u>Animal Cruelty</u></b> Research, discuss and debate topical issue concerning animal cruelty, e.g. Fox hunting. Cosmetic Testing. Wearing fur. Role of the RSPCA. <b>Health &amp; Prevention: Human health - bacteria &amp; viruses</b> <b>Individual Liberty</b> <b>Democracy</b> Picture News 2.1, 2.2, 2.3, 2.11, 2.12, 2.25, 2.32, 2.34, 2.36, 2.37</p>	<p><b><u>Democracy &amp; Pressure Groups</u></b> Political parties around the world Political manifestos in the UK. Pressure groups. Greenpeace and Amnesty International as examples of successful pressure groups. Tactics that pressure groups can use for their chosen cause - advertising and publicity, demonstrations and boycotts. Should children be allowed the vote? <b>Democracy</b> <b>Rule of law</b> <b>Individual Liberty</b> Picture News 2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.34, 2.36</p>	<p><b><u>The Greenhouse Effect &amp; Global Warming</u></b> 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) <b>Safeguarding: CSE: All Right Charlie (gangs)</b> <b>Mutual Respect and tolerance (for the environment)</b> Picture News 2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.25, 2.26, 2.31, 2.32, 2.36</p>

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\*\* Safeguarding: FGM, Domestic Violence, fabricated or induced illness resources and information – see separate Safeguarding Curriculum Overview, if required.

\*\* Safeguarding: extremism and radicalisation taught every term through British Values.

**Colour Key:**

Education, Relationships & Sex Education and Health Education

Safeguarding

British Values

Computing (note: 'Online Relationships' also features in the Education, Relationships & Sex Education and Health Education

Picture News: Weekly School Newsletter covering current affairs since 2017.

Influential Person Case Study