

| | Relationships | | Living in the wider world | | Health and wellbeing | |
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| Cycle A | <p><u>TEAM</u></p> <p>Working Together R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Care H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Unkind Behaviour R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to</p> | <p><u>Be yourself</u></p> <p>Know Your Mind R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>You are Unique H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | <p><u>Aiming High</u></p> <p>Jobs and Skills L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Breaking Down Barriers H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>You Can Achieve Anything! H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their</p> | <p><u>Diverse Britain</u></p> <p>Liberty H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support relationships L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Communities L3. about the relationship between rights and responsibilities; L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means L8. about</p> | <p><u>Safety first</u></p> <p>Safety when out and about H35. about the new opportunities and responsibilities that increasing independence may bring H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>In an Emergency H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Outdoors - Playing It Safe H38. how to predict, assess and manage risks in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><u>Its my body</u></p> <p>My body, my choice H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is</p> | <p><u>Think positive</u></p> <p>Keep calm and relax H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Being Present H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Yes, I Can! H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><u>Growing up</u></p> |

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| <p>respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>VIPS Is This a Good Relationship? R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to</p> | <p>Let It Out! H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Digital wellbeing Online Information L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> | <p>achievements; set goals to help achieve personal outcomes</p> <p>One world Chiwa's Dilemma 2 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Global Warming L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>In Our Hands L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday</p> | <p>diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Respecting The Law L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Money Matters Spending Decisions L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money</p> <p>Money and Emotional Wellbeing L20. to recognise that people make spending decisions based on priorities, needs and wants L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>Critical Consumers L17. about the different ways to</p> | <p>making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Exercise Right, Sleep Tight H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Taking Care of Our Bodies H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and</p> | <p>Human reproduction/Where do I come from H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>Relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>. Changing Bodies H30. to identify the external genitalia</p> |
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| | <p>manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>People We Love</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to</p> | <p>My Digital Life</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Saying No to Online Bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> | <p>choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p>pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants</p> | <p>wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> | <p>and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> |
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| | <p>recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Secrets</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> | | | | | |
| <u>Cycle B</u> | <p>TEAM</p> <p>When Things Go Wrong</p> <p>R13. the importance of seeking support if feeling lonely or excluded R17. that</p> | <p>Be yourself</p> <p>Media-Wise</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show</p> | <p>Aiming High</p> <p>No Limit!</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L26. that there is a</p> | <p>Diverse Britain</p> <p>Tolerance and Respect</p> <p>R21. about discrimination: what it means and how to challenge it R32. about respecting the</p> | <p>Safety first</p> <p>Dangerous substances</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and</p> | <p>Think positive</p> <p>You're the boss</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life;</p> |

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| <p>friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Together Everyone Achieves More</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Compromise and Collaborate</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> | <p>care and concern for others L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Uncomfortable Feelings</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Do the Right Thing</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> | <p>broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs</p> <p>Future Focus</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>The World of Work</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> | <p>differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Local Government</p> <p>R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Making a Difference</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about</p> | <p>effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>You Are Responsible</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations</p> <p>Home - Safe and Sound</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using</p> | <p>the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Thoughts Are Not Facts</p> <p>H2. about the elements of a balanced, healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Face Your Feelings H15. that mental health, just like physical health, is part of daily life;</p> |
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| | <p><u>VIPS</u> What Is Bullying? R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Think Before You Act R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>False Friends</p> | <p><u>Digital wellbeing</u> Keep It Private H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Staying Safe, Healthy and Happy Online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by</p> | <p><u>One world</u> Chiwa’s World L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Global Citizens L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> | <p>valuing diversity within communities</p> <p><u>Money Matters</u> Advertising L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>Value for Money and Ethical Spending L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>Budgeting L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money</p> | <p>household products safely (e.g. following instructions carefully)</p> <p><u>Its my body</u> Drug’s-healing/harmful? H38. how to predict, assess and manage risk in different situations H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>Your Body is Your Own H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Healthy Choices H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and</p> | <p>the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R13. the importance of seeking support if feeling lonely or excluded</p> <p><u>Growing up</u> Changes in boys/girls H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Let’s Talk About Sex H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the</p> |
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| | <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. about seeking and giving permission (consent) in different situations</p> | <p>something seen or read online and how to report concerns, inappropriate content and contact L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Fake News</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> | <p>Biodiversity</p> <p>L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity</p> | | <p>recognise what might influence these H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> | <p>spread of infection; the wider importance of personal hygiene and how to maintain it H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Just the Way You Are</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> |
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| <u>Cycle C</u> | <p><u>TEAM</u></p> <p>Responsibilities R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Communicate</p> | <p><u>Be yourself</u></p> <p>Making It Right H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>The Confidence Trick H17. to recognise that feelings can change over time</p> | <p><u>Aiming High</u></p> <p>When I Grow Up H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Equal Opportunities L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L29.</p> | <p><u>Diverse Britain</u></p> <p>What Does It Mean to Be British? R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L8. about diversity: what it means; the benefits of living in a diverse community</p> <p>National Government R21. about discrimination: what it means and how to challenge it L2. to recognise there are</p> | <p><u>Safety first</u></p> <p>Injuries and Emergencies H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>What Are the Risks? H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>Making Your Mind Up</p> | <p><u>Think positive</u></p> <p>Always learning H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>The Cognitive Triangle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups,</p> |

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| <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Shared Responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of</p> | <p>and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Making Amends H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking Making Amends H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Digital wellbeing My Digital Wellness H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on</p> | <p>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>Onwards and Upwards H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>One world Charity for Chiwa L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community</p> <p>Water . about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in</p> | <p>human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Identities H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Money Matters Keeping Track L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money</p> <p>Look After It! L18. to recognise that people have different attitudes towards</p> | <p>H38. How to predict, assess and manage risk in different situations R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Its my body Choices everywhere H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>How We Think and Feel About Our Bodies H3. about choices that support a healthy lifestyle, and recognise what might influence these H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others;</p> | <p>doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Choices and Consequences H3. about choices that support a healthy lifestyle, and recognise what might influence these H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Growing up Changing Emotions H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Changing Emotions H17. to recognise that feelings can</p> |
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| <p>having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>VIPS Stand up to Bullying R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>t's OK to Disagree R17. that friendships have ups and downs; strategies to</p> | <p>others L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Online Relationships H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Social Media L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used</p> | <p>school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Energy L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p>saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>Money in the Wider World L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> | <p>strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies</p> <p>Harmful Substances H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> | <p>change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> |
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| | <p>resolve disputes and reconcile differences positively and safely R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>You Decide R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> | <p>online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> | | | | |
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