

PERSONAL DEVELOPMENT

“With God...All things are possible...”

At Benedict Biscop we believe that **PERSONAL DEVELOPMENT** contributes to all aspects of school life, by giving the children the skills, knowledge and understanding to lead confident, happy, healthy, independent and productive lives.

Giving careful consideration to our school vision, ethos, context and the needs of our pupils, our **PERSONAL DEVELOPMENT** curriculum aims to prepare our pupils:

- for the challenges and opportunities ahead as they grow up in an increasingly complex world
- to learn about how they can keep themselves safe on and offline
- to encourage and promote respectful relationships
- to gain an economic understanding
- to know how to be healthy (including mentally healthy)
- to develop resilience and self-efficacy
- to understand the importance of courageous advocacy

This will ensure our pupils become successful adults who make a positive contribution to society and be prepared for a life in modern Britain and beyond.

At Benedict Biscop we have tailored the PSHE Associations' 'Programme of Study' and their core themes of: Health and Wellbeing; Relationships; and Living in the Wider World, incorporated the DFE Citizenship non-statutory programme of study alongside elements unique to our school context to create our own **PERSONAL DEVELOPMENT** curriculum. Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.

Learning at Benedict Biscop embraces a range of teaching and learning experiences, underpinned by our interactive speaking and listening curriculum; these experiences may be delivered through whole-class teaching, group activities, individual tasks and assemblies, where pupils will have the opportunity to engage in investigations and problem solving, rooted in real life scenarios.

Our themed curriculum also encompasses key UNCRC articles as specific curriculum themes in every year group.

Global Citizenship and advocacy are woven throughout and complements our RE curriculum.

School are Kidsafe providers and the scheme has been incorporated into the relationships element of our curriculum. Our curriculum is enhanced further with learning specific to our context i.e. water safety. Pupils are encouraged to take part in charity work and volunteering, including consulting with and supporting our local community. Regular visits and visitors to school further supports us to broaden the curriculum and enhance the experiences of our pupils.

Spiritual, moral, social and cultural development and British Values are promoted through all PSHE teaching

Spiritual development: We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

Moral development: We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

Social development: We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Cultural development: We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

Positive role models

At Benedict Biscop, we want our children to believe that "With God...all things are possible", and that they can achieve whatever they want to, regardless of any barriers that they may encounter. We want our children to be inspired by positive role models from all walks of life, who have achieved great things and made worthwhile contributions to society, both in the past and the present. We have identified a range of key individuals who children will study as they move through school, finding out about their lives, their roles and their impact on society.

| | 1 | 2 | 3 |
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| EYFS | Nelson Mandela, David Attenborough, Neil Armstrong | | |
| Year 1 | Greta Thunberg | Mother Theresa | Marie Curie |
| Year 2 | Martin Luther King | Emeline Pankhurst | Elton John |
| Year 3 | Rosa Parks | King Charles III | Steven Hawking |
| Year 4 | Gloria Steinem | Marcus Rashford | Alexander von Humboldt |
| Year 5 | Terry Fox | Mae Jemison | Corazon Aquino |
| Year 6 | Ruth Bader Ginsburg | Lenny Henry | Malala Yousufzai |

Where Does It Start?

- Our early years curriculum is the starting point for all subjects within our curriculum.
- It ensures that all 7 areas of the **Statutory Framework for the Early Years Foundation Stage** are covered within each curriculum subject area and the **Early Learning Goals** within each of these areas are able to be achieved.
- **Development Matters – Non-statutory curriculum guidance** has been used to support the development of progression within our curriculum. Staff are able to use the **observation checkpoints** to help identify any child who is at risk of falling behind, so they can plan effectively to ensure they reach age-related expectations and end of EYFS.
- In the curriculum below learning objectives have been identified to support the development of **key knowledge** to ensure our children are **school ready** for Year 1.
- In order to challenge our pupils, we aim to provide a language rich environment, therefore **subject specific vocabulary** has been identified to support the development of communication and language across our full curriculum. Within EYFS we use the EEF recommended **tiered vocabulary** approach.
- Key texts have been identified through our **reading spine and story cycle** as a method for supporting our pupils to learn through stories.
- Our curriculum is implemented through a combination of **adult-led activities** and **play** within our **continuous provision**.
- Discrete adult led activities have been carefully planned within the daily routine to ensure that key foundational knowledge is secure.
- The provision at Benedict Biscop C.E. Academy has been created to act as a **third teacher**, encouraging the children to be curious and want to explore through their play. It is based upon the **Regio philosophy** using **holistic** and **real-life** resources which help provide more open-ended opportunities, which in turn help develop sustained concentration in learning over time.
- Our provision then **evolves and changes** to meet the emerging needs of our cohorts and respond to their new interests.
- To ensure that pupils receive a broad and balanced curriculum, staff then plan new **provocations** within the provision to help provoke interests and start new lines of enquiry through play.
- Staff also plan a range of **educational visits** referred to as our '**out and about**', which help them created a sense of the physical world and the community they live in [Seaham Beach, the Forest area at Hall Farm and the Secret Garden at Doxford Park]

EYFS Statutory Framework – Personal, Social and Emotional Development

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Development Matters Progression (linked to Personal, Social and Emotional Development)

| Birth to Three | Three to Four | Reception |
|---|--|---|
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> -Find ways to calm themselves, through being calmed and comforted by their key person. -Establish their sense of self. -Express preferences and decisions. They also try new things and start establishing their autonomy -Engage with others through gestures, gaze and talk. -Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. -Find ways of managing transitions, for example from their parent to their key person -Thrive as they develop self-assurance -Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. -Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. -Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. -Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. -Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Be increasingly able to talk about and manage their emotions. | <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing. | <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> -See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. E.g. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian Know how to keep themselves safe in the sun or cold weather |

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| <p>-Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>-Develop friendships with other children</p> <p>-Safely explore emotions beyond their normal range through play and stories.</p> <p>-Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> <p>-Learn to use the toilet with help, and then independently.</p> | <p>BENEDICT BISCOP</p> | |
| <p>Positive role models to be covered:</p> | <p>David Attenborough, Neil Armstrong, Nelson Mandela</p> | |

Termly breakdown of learning EYFS:

| | Autumn Term | Spring Term | Summer Term |
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| Nursery | Who am I? | How am I feeling? | How can I be a good friend? |
| Reception | What do I do at school? | How do others feel? | How can I solve problems? |
| Nursery | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Share their name with adults and children in the setting - Choose an area of the setting to explore - Begins to follow new routines <p>Manage Self</p> <ul style="list-style-type: none"> - Separate from familiar adult - Hang coat up on peg - Put school bag in the box - Follow setting rules - Go to the toilet - Put on own coat | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Can say if they are happy or sad - Can try new activities in the setting - Can follow a single instruction <p>Manage Self</p> <ul style="list-style-type: none"> - Revisit an activity to try it again - Knows some school rules - Use the snack table when hungry or thirsty - Put on own wellies <p>Build Relationships</p> <ul style="list-style-type: none"> - Share resources in an area - Knows the names of some adults in the setting | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Can say how they are feeling using a wider choice of words like excited, scared - Can stay on task in an area on an activity of their choosing - Can talk to adults and others when focused on a task <p>Manage Self</p> <ul style="list-style-type: none"> - Know that it is ok to try again when something goes wrong - Talk about school rules - Put on own shoes |

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| | <p>Build Relationships</p> <ul style="list-style-type: none"> - Play alongside others in the environment - Recognise familiar adults in the setting - Know that when someone is crying they are sad | <ul style="list-style-type: none"> - Can help an adult when asked | <p>Build Relationships</p> <ul style="list-style-type: none"> - Wait for a turn in an area with support - Talk to an adult about their play - Help others in their play |
| Reception | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Say how they feel and why - Plan what they are going to do in an area - Follow 2 or more step instructions - To listen carefully following new sets of rules to help them stay safe in the local environment - To use calming relaxation techniques. Listening to environmental sounds. (forest bathing techniques)) <p>Manage Self</p> <ul style="list-style-type: none"> - Choose tools and resources needed to complete a task - Know the school rules and why we follow them - Use cutlery with greater control - To stay safe – near roads, in an unfamiliar environment, taking note of markers to find our way around the area and back to our starting point. - To stay safe around water and coastal areas. <p>Build Relationships</p> <ul style="list-style-type: none"> - Initiate play with their peers - Know the names of a wider range of adults - Talk about the feelings of their peers | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Describe how different events make them feel different emotions - Think of an idea and decide how they will achieve it - Follow more complex instructions (e.g. dog safety) <p>Manage Self</p> <ul style="list-style-type: none"> - Know that some activities will take longer to complete than others - Explain what might happen if we don't follow school rules - Zip up own coat - To stay safe – recognising familiar 'markers' from previous visits to find our way around the area and back to our starting point. - To identify hazards and how they will stay safe around water and coastal areas (drawing on previous knowledge). <p>Build Relationships</p> <ul style="list-style-type: none"> - Have back and forth conversations with peers - Share experiences from home with adults in the setting - Begin to form friendship groups | <p>Self-Regulation</p> <ul style="list-style-type: none"> - Know when they are feeling unhappy/worried and how to talk to adults - Persevere with a task until it is completed - Use social cues to follow instructions <p>Manage Self</p> <ul style="list-style-type: none"> - Know that mistakes are ok and we learn from them - Know that not following school rules affects others - Put on own wet suit <p>Build Relationships</p> <ul style="list-style-type: none"> - Take on the ideas of others to extend play - Know how their behaviour affects others - Notice how their friends are feeling and if it is different |

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| | <p>Suggested Tiered Vocabulary</p> <p>Tier 1 happy, sad, scared, family, friend, adult, talk, listen, love, kind, cry Tier 2 anxious, joyful, excited, proud, special, upset, worried, shy Tier 3 relieved, comforted, reassured, ecstatic</p> |
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Termly breakdown of learning Key Stage 1:

| Cycle B - Year 1 and 2 | | | |
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| Key person: Martin Luther King | | | |
| Ongoing themes: Room to talk and how to access, British values, school rules and class charter | | | |
| Curriculum area: | Objectives Children should learn | Year 1 Expectations | Year 2 Expectations |
| Shared responsibilities | <p><i>INTRODUCE and REVISIT [Y2]: what democracy is?</i></p> <p>What responsibilities we have in class and how we can act responsibly in class. To understand that I am a rights holder and that adults are duty bearers and how this impacts me in school and at home.</p> | <p>I know why it is important for groups of people to have laws and people adhere to these</p> <p>I know that we live in a democracy and I have the right to have my voice heard</p> <p>I know I have a range of feelings and emotions and can name and recognise these</p> | <p>I know that it is our responsibility to adhere to rules and the law</p> <p>I know the difference between a rights holder and a duty bearer</p> <p>I know what discrimination is and can articulate this</p> |
| Respectful relationships | <p><i>REVISIT: qualities of a good friend. I understand why we sometimes fall out.</i></p> <p>To develop strategies to resolve conflict e.g. negotiation and compromise. Discuss appropriate consequences for inappropriate behaviours (following the RESTORATIVE PRACTICE approach). Understand that some people can be unkind others because they are different to themselves.</p> | <p>I know what an emergency is and who to call</p> <p>I know how to keep myself safe on Bonfire night and around fire</p> | <p>I know how to contact the emergency services and what to say</p> <p>I can identify hazards and keep myself safe when walking in our local environment</p> |
| <p>Personal Safety – Road Safety</p> <p>(Will be additionally attending 4 x weekly Walkwise sessions in Autumn term)</p> | <p>Learn about where is a safe place to walk. To identify hazards and what we should do when we see them [when walking, such as parked cars] how to cross the road safely e.g. stop, look, listen.</p> <p>Bonfire Night</p> <p><i>-REVISIT: what fireworks are and how they can be dangerous</i></p> <p>Know that under 18s are not allowed to buy fireworks. Learn about general risks of fire and what to do if I catch fire. Know who to call for help and what to say. Learn about people who help us in emergencies.</p> | <p>I know what bullying is and how it can make people feel</p> | <p>I know how to get help if I, or someone I know, is being bullied</p> |

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| <p>Bullying and Discrimination</p> <p>[Linked to computing curriculum – Project Evolve]</p> | <p><i>REVISIT: what bullying is</i></p> <p>Understand and describe different types of bullying e.g. racist, online, verbal, physical.</p> <p>Learn about how bullying can make someone feel e.g. upset, isolated, angry, embarrassed.</p> <p>Know that anyone who experiences bullying is not to blame.</p> <p>Understand how anyone experiencing bullying can get help [e.g. by speaking to a Trusted adult.</p> <p>Know some of the similarities and differences with bullying in person and online.</p> | | |
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| Cycle B - Year 1 and 2 | | | |
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| Key person: Emmeline Pankhurst | | | |
| Ongoing themes: Room to talk and how to access, British values, school rules and class charter | | | |
| Curriculum area: | Objectives Children should learn | Year 1 Expectations | Year 2 Expectations |
| <p>Online Relationships. Internet Safety and privacy</p> <p>[Linked to computing curriculum – Project Evolve]</p> | <p>Know that someone might use technology to communicate with others they don't know offline e.g. email, gaming.</p> <p>Know why communication with people we don't know online can be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>Identify who I should ask before sharing things about myself or others online.</p> <p>Identify ways to ask for, give, or deny my permission online and can identify who can help me if I feel unsure.</p> <p>Know who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>Know who can help me if something happens online without my consent.</p> <p>Identify how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Know that they should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Understand what is meant by 'private' (personal and not to be shared) and 'keeping things private'.</p> <p>Identify rules for keeping personal information private (e.g. creating and protecting passwords).</p> | <p>I know that I should always ask permission before using the internet.</p> <p>I know that I should not share anything online without permission.</p> <p>I know that people get money from different sources and that people get paid to do a job.</p> <p>I know that people have different types of jobs and that when I am older, I will to.</p> | <p>I know that the internet can be used to communicate people in both positive and negative ways</p> <p>I know what "permission" is and why this is important</p> <p>I know what "privacy" is and why this is important</p> <p>I know what "yucky feelings" are and how to get help</p> <p>I can identify my trusted adults and how I can ask them for help</p> <p>I know why people choose to save money and why this is important</p> <p>I can talk about possible future careers that I might like to do</p> |
| <p>KIDSAFE</p> | <p><i>REVISIT: What the Kidsafe programme is.</i></p> <p><i>Learn about:</i></p> <ul style="list-style-type: none"> -what yukky feelings are -what to do when you get yukky feelings -who are trusted adults -what bullying is -vocabulary to describe our feelings -what we mean by Trust [trust is a feeling that somebody can be relied upon, or will turn out to be good. It is the feeling of being sure about something] | | |

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| | <p><i>-strategies to deal with bullying</i></p> <p><i>-to use their voice to keep safe</i></p> | | |
| <p>Living in the wider world</p> | <p><i>REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics– focus on race and disability]</i></p> <p>Learn that people make different choices about how to save and spend money.</p> <p>Begin to understand about the difference between needs and wants.</p> <p>Know that sometimes people may not always be able to have the things they want.</p> <p>Begin to understand that money needs to be looked after [looking at different ways of doing this] e.g. bank accounts, saving.</p> <p>To identify some of the strengths and interests someone might need to do different jobs</p> | | |

Cycle B - Year 1 and 2

Key person: Elton John

Ongoing themes: Room to talk and how to access, British values, school rules and class charter

| Curriculum area: | Objectives Children should learn | Year 1 Expectations | Year 2 Expectations |
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| Healthy Minds | <p>To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>To know that when they need help with feelings it is important to ask for help; and how to ask for it.</p> <p>Begin to understand what constitutes, and how to maintain, a healthy lifestyle (exercise, balanced diet, enough sleep, positive mind-set</p> <p>Begin to identify what positively and negatively affects their physical, mental and emotional health.</p> <p>To learn about and identify good and not so good feelings.</p> <p>To know that they have a vocabulary to describe feelings to others and to develop simple strategies for managing feelings.</p> | <p>I know there are ways that I can look after and protect my mind to keep it healthy</p> <p>I know why it is important to look after my body and can talk about ways to do this.</p> <p>I know how I can stop germs from spreading and why this is important</p> <p>I know there are things in my house that are dangerous and what I</p> | <p>I can identify my own feelings and those of others and talk about simple causes of these</p> <p>I know what “mental health” is and why it is important to take care of this</p> <p>I know ways to look after my body e.g. personal hygiene, toothbrushing and taking medicine</p> <p>I know what “diversity” is (in the context of my local community)</p> |
| Healthy Bodies | <p>To know the importance of, and how to, maintain personal hygiene e.g. daily washing and brushing teeth.</p> <p>To know how to brush teeth correctly; food and drink that support dental health</p> <p>To know that medicines can help people, but that they come with rules that I must follow</p> <p>To know that household products, including medicines, can be harmful if not used properly.</p> <p>To know why sleep is important and different ways to rest and relax</p> | | |

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| Citizenship | <p>To know that different families may consist of different people i.e. same sex families, single parent families, foster carers etc</p> <p>To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>To know that I belong to different groups and communities such as school, clubs and family [ensuring that different family make-ups are incorporated e.g. blended families, same-sex parents, single parent families].</p> | <p>should do to keep myself safe.</p> <p>I know how to get help if I feel unhappy or unsafe</p> | <p>I know that I belong to different communities</p> |
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Termly breakdown of learning Key Stage 2:

| Year 3 – Autumn Term | | |
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| Autumn Term Theme - | | |
| REVISIT: Room to talk and how to access, British values, school rules and class charter | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y3 EXPECTATIONS</u> |
| Shared Responsibilities | <p><i>REVISIT: what democracy is and why elections happen</i></p> <p>To know that there are universal rights there to protect everyone.</p> <p>To know that children have a special set of rights set out in the United Nations Rights of the Child</p> | <p>I know that we live in a democratic society and what this means for me</p> |
| Respectful relationships | <p>To identify how we can demonstrate positive relationships in class and school e.g. kindness, acceptance, being helpful.</p> <p>that both our feelings and bodies can be hurt by others.</p> <p>To identify how our feelings can get hurt e.g. unkind words.</p> <p>To begin to identify what kind of physical contact is acceptable and comfortable and to tell a trusted adult when it is not acceptable or comfortable.</p> <p>To know that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen.</p> <p>that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) .</p> | <p>I understand that I will have a range of relationships with people around me.</p> <p>I know where to seek help if I am uncomfortable about a relationship/friendship.</p> |
| Personal Safety | <p>Bonfire Night</p> <p><i>-REVISIT: how fire and fireworks can be dangerous</i></p> <p><i>-That under 18s are not allowed to buy fireworks</i></p> <p><i>-General risks of fire</i></p> <p>To learn what the firework code is and how it keeps us safe.</p> <p>To know how to make clear and efficient calls to the emergency services.</p> | <p>I know how and why to contact the emergency services and what to say to be effective.</p> <p>I can identify risks of fire in my own home.</p> |

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| | To know about fire risks in my own home and how I can help to manage these. | |
| Bullying and discrimination [Linked to computing curriculum – Project Evolve] | <p>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics – focus on race and disability and also incorporate religion/belief</p> <p>To know that we may have different opinions to others, but to respect their view [if necessary constructively challenge other points of view, trying to see things from this point of view]</p> <p>To learn about and recognise different types of relationships including those between acquaintances, friends, relatives and families.</p> <p>-REVISIT: What bullying is; different types of bullying [including online bullying] and how bullying can make someone feel</p> <p>To identify how to behave towards other people online and why this is important.</p> <p>To think about different places that bullying can take place e.g. internet on various devices/apps/group chat/social media/in the school yard.</p> <p>To give examples of how bullying behaviour could appear online and how someone can get support.</p> | <p>I understand that I am unique and that we all have differences.</p> <p>I know that I should respect people around me and their differences and tolerate other beliefs and viewpoints.</p> <p>I know that there are different types of bullying and can give examples of when these might occur.</p> |

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| Year 3 – Spring Term | | |
| Spring Term Theme - | | |
| REVISIT: Room to talk and how to access, British values, school rules and class charter | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y3 EXPECTATIONS</u> |

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| <p>Online Relationship s/Internet Safety and privacy</p> <p>[Linked to computing curriculum – Project Evolve]</p> | <p>To know ways people who have similar likes and interests can get together online.</p> <p>To learn that to ‘know someone’ online might be different from knowing someone offline.</p> <p>To know what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’.</p> <p>To know it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>To know that someone may change their mind about trusting anyone with something if they feel nervous uncomfortable or worried that people’s feelings can be hurt by what is said or written online.</p> <p>To know that sharing online has the same principles as sharing offline e.g. sharing images and videos.</p> <p>To identify strategies for creating and keeping passwords private and why this is important.</p> <p>To know that people should only share information with people they choose to and can trust.</p> <p>To know that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>To know what we mean by keeping something confidential or secret and know about when they should and should not agree to this.</p> <p>about when it is right to share information</p> | <p>I know the difference between liking someone and trusting someone.</p> <p>I know that there is information which is private and should not be shared, including online.</p> |
| <p>Living in the Wider World</p> | <p>To learn about the different ways to pay for things and the choices people have about this.</p> <p>To know that people, have different attitudes towards saving and spending money.</p> <p>To think about what influences people’s decisions when spending or saving.</p> <p>To know about what makes something ‘good value for money’</p> <p>To recognise positive things about themselves and their achievements.</p> <p>To set goals to help achieve personal outcomes.</p> <p>To know that there is a broad range of different jobs/careers that people can have.</p> <p>To know that people often have more than one career/type of job during their life.</p> | <p>I can set my own realistic goals and understand how I can achieve these.</p> <p>I know why it is important to save money and different ways of doing this.</p> <p>I am beginning to talk about a future career I may have and know how I might achieve this.</p> |

Year 3 – Summer Term

Summer Term Theme -

REVISIT: Room to talk and how to access, British values, school rules and class charter

| Curriculum Area: | Objectives - Children should learn: | <u>Y3 EXPECTATIONS</u> |
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| Healthy Minds | <p><i>REVISIT: what positively and negatively affects their physical, mental and emotional health.</i></p> <p>To deepen their understanding of good and bad feelings, to extend vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know that I may experience conflicting emotions and when I might need to listen to, or overcome these.</p> <p>To learn about people who are responsible for helping me stay healthy and safe.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> | <p>I know that I can experience a range of emotions and can identify what happens to my body when I feel these.</p> <p>I understand the importance of looking after my mental and physical health.</p> |
| Healthy Bodies | <p>To understand that they can make informed choices and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread (catch it, kill it, bin it).</p> <p>To think about taking care of my body, understanding that I have the right to protect my body.</p> <p>To know 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</p> | <p>I am beginning to understand what is meant by a balanced lifestyle.</p> <p>I am beginning to understand ways that I can take responsibility for my own body.</p> |
| Citizenship | <p>To learn about how different cultures show their beliefs and faith based on where they live about similarities I have with children who live in different cultures around the world.</p> | <p>I know the difference between a person's faith and a person's culture.</p> |

Year 4 – Autumn Term

Autumn Term Theme -

| Curriculum Area: | Objectives - Children should learn: | <u>Y4 EXPECTATIONS</u> |
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| Shared responsibilities | <p>To know the role of our king in our country and it's rule of law.</p> <p>To know that we have an elected parliament and how this is led.</p> <p>To know that I have individual liberty and have the right to have my voice heard.</p> | <p>I know that we live in a democratic society and that I have elected and non-elected leaders.</p> |
| Respectful relationships | <p>To identify traits of unhealthy relationships (e.g. family members, peer to peer) e.g. an imbalance, feelings of guilt, doesn't allow change, jealousy, feelings of low self-esteem.</p> | <p>I understand what constitutes a family and that there are many types of families.</p> |

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| | <p>To know that people who love and care for each other can be in a committed relationship.</p> <p>To know that a feature of positive family life is caring relationship.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents).</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> | <p>I know where and how to seek help if family relationships are making me unhappy or feel unsafe.</p> |
| Personal Safety | <p>To learn about simple water safety rules and know what to do around a pool, a beach and other areas of water.</p> <p>To know about common dangers in my own home and how I can keep myself safe from these.</p> <p>To know about warning labels on common household products and medicines and what these mean.</p> <p>To understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>To learn about the benefits and risks of sun exposure.</p> | <p>I know how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>I know how to keep myself safe in and around water.</p> <p>I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> |
| Bullying and discrimination | <p><i>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics]</i></p> <p>To understand what a gender stereotype is and how these can affect people.</p> <p>To know that we may have different opinions to others, but to respect their view.</p> <p><i>REVISIT: What bullying is and different types of bullying [including online bullying] and how bullying can make someone feel</i></p> <p>To learn about how we can tell if someone is upset, hurt or angry online.</p> <p>To understand ways people can be bullied through media e.g. video, image, text, chat.</p> <p>To understand about how content I post might affect others [i.e. their feelings and how it may affect how others feel about them).</p> | <p>I know what a stereotype is (in particular gender stereotyping) and how this can affect me.</p> <p>I know that people can use online communications to express a range of emotions and this could affect my wellbeing.</p> |

| Curriculum Area: | Objectives - Children should learn: | <u>Y4 EXPECTATIONS</u> |
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| <p>Online Relationships/ Internet Safety and privacy</p> <p>[Linked to computing curriculum – Project Evolve]</p> | <p>REVISIT: what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’,</p> <p>To know what personal boundaries are (the limits and rules we set for ourselves).</p> <p>To describe strategies for safe and fun experiences in a range of online social environments (fun/competition on livestreaming, gaming platforms).</p> <p>To understand how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>To know that content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.</p> <p>To identify strategies for keeping personal information private, depending on context that internet use is never fully private and is monitored.</p> <p>To know that some online services may seek consent to store information about me, how to respond appropriately and who to ask if I am unsure.</p> <p>To know what the digital age of consent is and the impact this has on online services asking for consent</p> | <p>I know about some of the risks of using the internet particularly around privacy, personal information, and communicating with others.</p> |
| <p>Living in the Wider World</p> | <p>To know 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>To know that people, make spending decisions based on priorities, needs and wants.</p> <p>To learn about stereotypes in the workplace (thinking that everyone who belongs to a specific group is the same) and that a person’s career aspirations should not be limited by them.</p> <p>To think 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, personal strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs e.g. gender stereotypes).</p> | <p>I know that as I get older I can get money from a variety of sources, and use this in a variety of ways.</p> <p>I know that a person may work towards a specific career as they get older, and what they need to do in order to achieve this.</p> |
| <p>Kidsafe Programme</p> | <p>REVISIT: What the Kidsafe programme is.</p> <p>Learn about:</p> <p>-what yukky feelings are</p> <p>-what to do when you get yukky feelings</p> | <p>I know what peer pressure is and how to manage this, and I know where to seek help if I feel I need it.</p> |

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| | <p>-who are trusted adults -what bullying is [including cyber bullying] -what we mean by Trust -the Kidsafe rules for keeping our private places safe -how to use our voice to keep safe</p> <p>Learn about feelings of loss with a bereavement and talk about these. Understand that watching/playing violent games can cause us harm. Learn what peer pressure is [when a person or group of people, who are your peers, try to convince you to behave or act in a certain way]. Identify strategies to help us resist peer pressure [when a person or group of people, who are your peers, try to convince you to behave or act in a certain way]. To recognise angry feelings and think about how we control our anger. To understand how parents arguing can impact on children and can reflect on what this means in my home.</p> | |
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| Year 4 – Summer Term | | |
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| Summer Term Theme - | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y4 EXPECTATIONS</u> |
| Healthy Minds | <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health.</p> <p>To know that I can make informed choices and take responsibility for a ‘balanced lifestyle’. To know that I may experience conflicting emotions and what could help me to overcome these. To identify what may happen to my body and mind if I my mental health deteriorates and how to seek help for this. To know how to seek help in managing my emotions and feelings.</p> | <p>I know how a balanced lifestyle can help contribute to positive mental health.</p> |
| Healthy Bodies | <p>To learn about what constitutes a balanced diet (e.g. amount of fat, protein, carbohydrates, sugar etc). To think about what might influence our choice of diet. To know how we can protect our body by making informed choices about the things we eat.</p> | <p>I know that there are ways I can protect myself, including a balanced diet and personal hygiene.</p> |

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| | <p>To know that bacteria and viruses can affect health.</p> <p>To know how everyday hygiene routines can limit the spread of infection.</p> <p>To begin to understand the wider importance of personal hygiene and how to maintain it.</p> | |
| Citizenship | <p>To identify how environmental issues such as de-forestation, sustainability and pollution impact my world.</p> <p>To identify what we can do to reduce the impact of these issues [energy saving, recycling, purchases].</p> <p>To learn about Fairtrade and why it is important for the wider world.</p> | I understand that the choices I make can impact the wider world. |

Year 5 – Autumn Term

Autumn Term Theme -

| Curriculum Area: | Objectives - Children should learn: | <u>Y5 EXPECTATIONS</u> |
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| Shared responsibilities | <p>REVISIT: <i>I understand the role of our king in our country and its rule of law</i> Understand that Britain has shared rules and to think about why these are important and understand the role and responsibilities of people in leadership positions i.e. Prime Minister, MPs, head teachers etc. To know that not all countries are democracies and the impact this has on the residents of that country. To know that not all people have equal rights even within the same country e.g. Afghanistan</p> | I understand the importance of democracy and how this impacts countries without this. |
| Respectful relationships | <p>REVISIT: - that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen. To recognise what constitutes a positive, healthy relationship e.g. enjoying time together, feeling cared for and secure, being happy around the other person, being yourself. To know that marriage and civil partnerships are examples of public demonstrations of the commitment made between 2 people. To know that 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 and that the legal age to make that commitment is 18 years old.</p> | I can recognise the signs of healthy and unhealthy relationships |

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| | <p>To learn about the importance of respecting the views of others, about teamwork and negotiation.</p> <p>To know when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> | |
| <p>Personal Safety</p> | <p>Cycling Awareness/Bikeability [1-week Autumn term]</p> <p>To learn how to check that your bicycle is ready for a journey e.g. tyres, brakes, lights, reflectors.</p> <p>To know how to slow down and stop safely.</p> <p>To learn how to cycle safely and responsibly.</p> <p>To identify and respond to hazards on roads.</p> <p>To learn how to start and stop on-road journeys.</p> <p>To identify the best ways how to communicate with other road users.</p> <p>To begin to know some signals, signs and road markings and what they mean.</p> <p>Bonfire Night</p> <p>To learn about the risk of fireworks and the harm they cause to children.</p> <p>To learn about how the emergency services help us and how some people misuse or abuse the emergency services, and the consequences this can have.</p> | <p>I understand how to keep myself safe when riding my bike.</p> <p>I understand the role of the emergency services and the consequences of misusing them.</p> |
| <p>Bullying and discrimination [linked to computing curriculum – Project Evolve]</p> | <p><i>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics]</i></p> <p>To understand what the term stereotypes means [thinking that everyone who belongs to a specific group is the same].</p> <p>To think how to safely challenge stereotypes e.g. thinking about age, gender, appearance, occupation.</p> <p>To know what discrimination is (when someone is treated differently or unfairly for being who they are, or for a particular quality or feature they might have) - looking at language linked to sexual orientation and gender.</p> <p><i>REVISIT: ways people can be bullied through a range of media (e.g. in person, image, video, text, chat).</i></p> | <p>I know what discrimination is and how this can impact our society.</p> |

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| | <p>To know that what one person perceives as playful joking and harmless teasing (including ‘banter’) might be experienced by others as bullying.</p> <p>How anyone can get help if they are being bullied and identify when to tell a trusted adult</p> <p>how to identify a range of ways to report concerns and access support both in school and at home about bullying [both on and offline] – e.g. trusted adults, alerting apps/games</p> <p>To know how to block abusive users and why this is important.</p> <p>To describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> | |
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| Year 5 – Spring Term | | |
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| Spring Term Theme - | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y5 EXPECTATIONS</u> |
| Online Relationship s/Internet Safety and privacy | <p>REVISIT: To know the benefits of safe online relationships (e.g. gaming communities or social media groups).</p> <p>To learn about specific forms of communication online (e.g. emojis, memes and GIFs).</p> <p>To know that there are some people who might communicate with me online who may want to do me or my friends harm and that is not my / our fault.</p> <p>To know the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.</p> <p>Demonstrate how to support others including those who are having difficulties online.</p> <p>To understand what is a strong password and how to create one.</p> <p>To know that many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> | <p>I understand that online communities can be both positive and negative places.</p> <p>I know that there are people online who may want to do me harm and how to protect myself from this, and where to seek help if I need it.</p> |

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| <p>Living in the wider world</p> | <p>To identify different ways to keep track of money. To think about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. To know that people may choose to do voluntary work which is unpaid. To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> | <p>I know about a range of skills that may help me in my future career and ways to develop these further.</p> |
| <p>KIDSAFE</p> | <p>REVISIT: <i>I know what yukky feelings are</i> <i>I know what gives us yukky feelings</i> <i>I can talk about feelings of loss with a bereavement [e.g. context death of a pet]</i> <i>I know what bullying is</i> <i>I know who is a trusted adult</i> To identify what may prevent someone sharing if they are being bullied e.g. fear of being hurt, embarrassed. To know that watching/playing violent games can cause use harm. To know who to tell and when if someone is being bullied online. To understand what peer pressure is [when a person or group of people, who are your peers, try to convince you to behave or act in a certain way] and strategies for how to resist it. To know what anger is and how to deal with it. To know what domestic abuse is and that it has an impact on children [in the context of seeing parents arguing].</p> | <p>I know some basic ways of managing negative feelings such as anger.</p> |

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| Year 5 – Summer Term | | |
| Summer Term Theme - | | |
| <p>Curriculum Area:</p> | <p>Objectives - Children should learn:</p> | <p><u>Y5 EXPECTATIONS</u></p> |

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| <p>Healthy Minds</p> | <p>REVISIT: what positively and negatively affects their physical, mental and emotional health.</p> <p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p> <p>To recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these.</p> <p>To talk about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>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.</p> <p>To recognise early warning signs of mental ill health and how to address these.</p> | <p>I understand what is meant by “conflicting emotions” and some strategies to help manage these.</p> <p>I understand what mental ill health is and how I can seek support with this.</p> |
| <p>Healthy Bodies</p> | <p>To understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To know that they have the right to protect their body from inappropriate and unwanted contact, understanding that this can constitute abuse and are a crime.</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To talk about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>To know about the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>To talk about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> | <p>I understand that my body will change as I get older and the reason for this happening.</p> <p>I understand the importance of maintaining my personal hygiene.</p> |
| <p>Citizenship</p> | <p>To learn about that the Rule of Law in Britain and the relevance/importance of rules in modern society and what happens when these rules are broken [i.e. anti-social behaviour] about some of the consequences for breaking these rules.</p> <p>To know that crimes and punishments have changed over time and how this impacts me now as a child, in Britain.</p> <p>To know that there is an “age of responsibility” and what this means.</p> | <p>I understand that the Law is important and that there are consequences for breaking the law.</p> |

Year 6 – Autumn Term

Autumn Term Theme -

| Curriculum Area: | Objectives - Children should learn: | <u>Y6 EXPECTATIONS</u> |
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| Shared responsibilities | <p><i>REVISIT: -The concept of an election and a democratic vote</i></p> <p>To discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with in an appropriate way.</p> <p>To recognise there are human rights, that are there to protect everyone but that some countries do not adhere to these and explore some of the reasons why.</p> <p>To understand how their right to an education allows the freedom to choose their education and career path e.g. choosing subjects, apprenticeships, university etc).</p> <p>To discuss how societies through history have discriminated against groups and limited their access to education e.g. gender.</p> <p>To understand that discrimination is still occurring in modern society and that there are ways I can challenge this.</p> | <p>I can respect and listen to the viewpoints of others, even if these differ from my own.</p> |
| Respectful relationships | <p><i>REVISIT: To recognise what constitutes a positive, healthy relationship.</i></p> <p>To learn about how we form relationships when meeting new friends [preparation for transition] e.g. finding out similar interests, being kind.</p> <p>To think about and discuss how friendship groups can often change when pupils move to different secondary schools.</p> | <p>I can make and maintain positive, healthy relationships with peers.</p> |
| Personal safety | <p>Basic First Aid</p> <p>To know basic emergency first aid procedures e.g. dealing with common injuries.</p> <p>To demonstrate 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>I know basic first aid techniques and why these are important i.e how to deal with a head injury, bleeding.</p> <p>I know how to make clear and efficient calls to the emergency services.</p> <p>I can keep myself safe when in my local environment.</p> |

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| <p>Bullying and discrimination [linked to computing curriculum – Project Evolve]</p> | <p><i>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics]</i> <i>To identify traits of unhealthy relationships and know who they can talk to if they need support</i> <i>REVISIT: how people may feel in different situations and why people do/respond in different ways online</i> To know that there are several protected characteristics and why these exist. To know that there are laws and acts which protect people in our country i.e. the equality act, the children’s act [using scenarios that are relevant to class context and also linked to discrimination, trolling and prejudice-based language]. To understand and use the terms upstander (recognizing when another person is being bullied and doing something about it) and bystander (a person who does not become actively involved in a situation where someone else requires help). To think about why people behave the way they do and how they could have behaved differently [focusing on bystander and upstander roles] (to participate in unpicking scenarios). To know how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. To know how someone would report online bullying in different contexts. To recognise and reflect on how easily digital drama can escalate online and possible de-escalation strategies (lessen the intensity of anger in a conflict) when dealing with digital drama e.g. talk to the people offline, ignore the comments</p> | <p>I know that there are laws and “acts” to prevent discrimination and how this impacts us.</p> |
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| Year 6 – Spring Term | | |
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| Spring Term Theme - | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y6 EXPECTATIONS</u> |
| Online Relationships/Internet | <p>To know that sharing something online may have an impact either positively or negatively. To show respect for others online including the importance of respecting boundaries regarding what is shared about others online and how to support them if others do not</p> | <p>I know that sharing information online can have unintended consequences.</p> |

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| <p>Safety and privacy</p> <p>[Linked to computing curriculum – Project Evolve]</p> | <p>how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>To know that taking or sharing inappropriate images of someone (e.g. embarrassing and inappropriate images), even if they say it is okay, may have an impact for the sharer and others.</p> <p>To learn about who can help if someone is worried about this inappropriate sharing of images e.g. trusted adults.</p> <p>REVISIT: To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To know about ways people can manage passwords securely (e.g. storing them securely or not saving them in the browser).</p> <p>To know what to do if a password is shared, lost or stolen.</p> <p>To know how and why people should keep their software and apps up to date.</p> <p>To identify simple ways to increase privacy on apps and services that provide privacy setting.</p> <p>To know some online content targets people to gain money or information illegally and strategies to help me identify such content (e.g. scams, phishing).</p> <p>To know that online services have terms and conditions that govern their use and why it is important to adhere to these.</p> | <p>I know how to keep myself as safe as possible online, including passwords, consent, keeping apps up to date, privacy settings.</p> |
| <p>Living in the wider world</p> | <p>To learn 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.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p> | <p>I can talk about my possible future career and set myself goals to allow me to achieve this.</p> <p>I can talk about a range of ways that I can seek help if I am concerned about issues regarding money.</p> |

| Year 6 – Summer Term | | |
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| Summer Term Theme - | | |
| Curriculum Area: | Objectives - Children should learn: | <u>Y6 EXPECTATIONS</u> |

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| <p>Healthy lifestyles (Minds)</p> | <p>REVISIT: about what positively and negatively affects their physical, mental and emotional health. To identify strategies of mindfulness and reflection that work for individuals to improve their own mental health.</p> | <p>I can identify ways I can look after and promote my own mental health and what works for me may not work for someone else.</p> |
| <p>Healthy lifestyles (Bodies)</p> | <p>To know about which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety. To know that some drugs are restricted and some are illegal to use and give to others. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines). To think about habits and addictions and how these impact the world around a person that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. To know about why people choose to use or not use drugs (including nicotine, alcohol and medicines). To think about the mixed messages in the media about drugs, including alcohol and smoking/vaping. To learn 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>I know about the basic risks of addiction to substances and how this can impact my life. I know where I can seek help if I am concerned about addiction or illegal behaviours.</p> |
| <p>Citizenship</p> | <p>To understand what individual liberty means [freedom to make own choices]. To learn what LGBTQ+ means. To understand that for some people gender identity does not correspond with their biological sex. To know 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. I know about the historical impact of the “pride” movement and how this impacts society today</p> | <p>I know about gender identify and sexual orientation and what this means for me. I know that I am free to make my own choices, and that I should respect the choices of other people.</p> |