




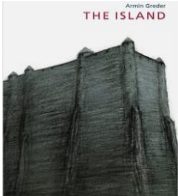
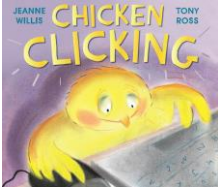
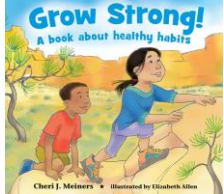



2023-24 2025-26 Autumn		Vocabulary	Core Text or resource	Objectives		
KS1  1 <sup>st</sup> HT  FAMILIES AND PEOPLE WHO CARE FOR US	Do all families look the same?	Identify Different roles Features of family life Different families Unique Asking for help	We are Family 	To identify the people who love and care for them and what they do to help them feel cared for.  About the roles different people (eg acquaintances, friends and relatives) play in our lives.	About different types of families including those that may be different to their own. To identify common features of family life.	To recognise the ways in which we are all unique.  That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
KS1  2 <sup>nd</sup> HT CARING FRIENDSHIPS	Which Mr Man would you choose to be your friend?	Positive friendships Resolve arguments Listening to others	Mr Men 	About how people make friends and what makes a good friendship.	Simple strategies to resolve arguments between friends positively.	How to listen to other people and play and work co-operatively.
LKS2  1 <sup>st</sup> HT  RESPECTFUL RELATIONS	How do our actions affect others?	Differences Similarities Bullying Online/offline Consequences Respectful Personal boundaries Consent Traditions, beliefs and lifestyle	<a href="#">The Grizzly Bear who lost his GRRRR!</a> 	The differences and similarities between people and recognise what they have in common with others eg physically, in personality or background.  The impact of bullying, including offline and online and the consequences of hurtful behaviour.	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online.)  About seeking and giving permission (consent) in different situations.	What to do if they are not treated respectfully.  To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
LKS2  2 <sup>nd</sup> HT  MENTAL WELLBEING	Does everyone feel the same emotions?	Mental health Strategies Manage and respond Intensity Feelings Warning signs Seek support	A book of feelings 	That mental health, just like physical health, is part of daily life; The importance of taking care of mental health.  Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.	How to recognise that feelings can change over time and range in intensity.  To use a varied vocabulary when talking about feelings; about how to express feelings in different ways.	To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

<p><b>UKS2</b> <b>1<sup>st</sup> HT</b></p> <p><b>FAMILIES AND PEOPLE WHO CARE FOR US</b></p>	<p><b>What does marriage mean to different people?</b></p>	<p>Attraction Gender identity Sexual orientation Personal identity Different relationships Marriage Committed relationship Forced marriage</p>	<p><a href="https://www.barnardos.org.uk">NSPCC</a> <a href="https://www.barnardos.org.uk">https://www.barnardos.org.uk</a></p>	<p>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 – LGBT.</p> <p>Know about personal identity; what contributes to who we are (eg. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)</p>	<p>Recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships).</p> <p>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.</p>	<p>Know that people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart. 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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>
<p><b>UKS2</b> <b>2<sup>nd</sup> HT</b></p> <p><b>RESPECTFUL RELATIONS</b></p>	<p><b>Is blue for boys?</b></p>	<p>Discrimination Communities Stereotypes Respectful traditions, beliefs and lifestyle</p>	<p><b>“The Island,” by Armin Greder.</b></p> 	<p>Understand discrimination: what it means and how to challenge it.</p> <p>Value the different contributions that people and groups make to the community.</p>	<p>Understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>


Continue from here

Spring 2023-24 2025-26		Vocabulary	Core Text or resource	Objectives		
<b>KS1</b>  <b>1<sup>st</sup> HT and 2<sup>nd</sup> HT</b>  <b>ONLINE RELATIONSHIPS + BEING SAFE</b>	<b>Who is a trusted adult?</b>	Permission Adult secrets/happy surprises Behaving differently online Responding safely Resisting pressure Feeling unsafe Asking for help Respecting privacy	<a href="#">Chicken Clicking</a>  	Know that here are situations when they should ask for permission and also when their permissions should be sought.  About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).  How to respond safely to adults they don't know.  About how to respond if physical contact makes them uncomfortable or unsafe.	Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe.  What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.  To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.	That sometimes people may behave differently online, including by pretending to be someone they are not.
<b>Year 3/4</b>  <b>1<sup>st</sup> HT</b>  <b>BASIC FIRST AID</b>	<b>How do you respond in an emergency?</b>	Emergency Emergency services First aid Common injuries	<a href="#">First Aid Champions</a>	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.	About what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds-cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness).	-
<b>Year 3/4</b>  <b>2<sup>nd</sup> HT</b>  <b>CARING FRIENDSHIPS</b>	<b>What is a healthy friendship?</b>	Friendship Positive friendships Seeking support Lonely Healthy friendships Inclusion	<a href="#">The Invisible Boy</a> <small>TRUDY LUDWIG</small> 	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	The importance of seeking support if feeling lonely or excluded.	That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.


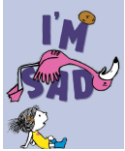
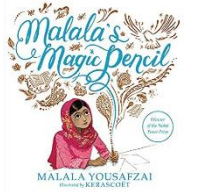
<p>Spring 2023-24 2025-26</p> <p>Year 5/6 1<sup>st</sup> HT PHYSICAL HEALTH AND FITNESS</p>	<p>Is being strong the same as being healthy?</p>	<p>Regular exercise Healthy lifestyle Asking for help Inactive lifestyle risks</p>		<p>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile).</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>	<p>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>Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	
<p>Year 5/6 2<sup>nd</sup> HT CARING FRIENDSHIPS</p>	<p>Can you invent the perfect friend?</p>	<p>Healthy friendships Online/offline</p>	 <p><a href="#">The Adventures of Beekle</a></p>	<p>What constitutes a positive healthy friendship (eg 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>Summer 2023-24 2025-26</p>		<p>Vocabulary</p>	<p>Core Text or resource</p>	<p>Objectives</p>
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<p>KS1</p> <p>1<sup>st</sup> HT</p> <p><b>RESPECTFUL RELATIONS</b></p>	<p><b>What if we were all the same?</b></p>	<p>Similarities</p> <p>Differences</p> <p>Unique</p> <p>Friendship</p> <p>Resolve arguments</p> <p>Opinions</p> <p>Respectful</p> <p>Hurtful behaviour</p> <p>Bullying</p> <p>Online/offline</p> <p>Being special</p>	<p><a href="#">What if we were all the same!</a></p> 	<p>To recognise the ways in which we are all unique.</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>About the different groups they belong to.</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>About how people may feel if they experience hurtful behaviour or bullying.</p>	<p>About how people make friends and what makes a good friendship.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>How to talk about and share their opinions on things that matter to them.</p> <p>What makes them special.</p> <p>To identify what they are good at, what they like and dislike.</p>	<p>About how to treat themselves and others with respect; how to be polite and courteous and how this makes other people feel.</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>
<p>KS1</p> <p>2<sup>nd</sup> HT</p> <p><b>MENTAL WELLBEING</b></p>	<p><b>What colour is happiness?</b></p>	<p>Keeping healthy</p> <p>Feelings</p> <p>Behaviour</p> <p>Feeling good</p> <p>Changes</p>	<p><a href="#">The Colour Monster</a></p> 	<p>Know about what keeping healthy means; different ways to keep healthy.</p> <p>How to recognise and name feelings.</p>	<p>About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>About preparing to move to a new class/ year group.</p>	<p>Know how feelings can affect people's bodies and how they behave.</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things.</p>
<p>Year 3/4</p> <p>1<sup>st</sup> HT</p> <p><b>BEING SAFE</b></p>	<p><b>Should you always keep a secret?</b></p>	<p>Adult secrets/ happy surprises</p> <p>Breaking confidence</p> <p>Personal boundaries</p> <p>Online/offline</p>	<p><a href="#">No Means No!</a></p> 	<p>That you should only agree to keep something confidential or secret when it is a surprise that others will find out about (eg a birthday surprise).</p>	<p>That sometimes it's right to break a confidence or share a secret if it is for someone's safety emotional or physically.</p>	<p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>


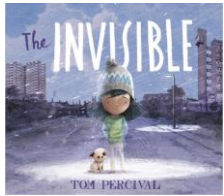

<p>Summer 2023-24 2025-26</p> <p>Year 3/4</p> <p>2<sup>nd</sup> HT</p> <p>ONLINE RELATIONSHIPS</p>	<p>Why are there age limits on films and games?</p>	<p>Managing time online</p> <p>Regulations and restrictions</p> <p>Respectful behaviour online</p> <p><u>Online/offline</u></p> <p>Social media - positive/negative</p>		<p>Know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Know 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 and online gaming.</p>	<p>How to recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p>
<p>Year 5/6</p> <p>1<sup>st</sup> HT</p> <p>DRUGS ALCOHOL AND TOBACCO</p>	<p>Are all role models positive?</p>	<p>Risks and effects</p> <p>Legal drugs</p> <p>Illegal drugs</p> <p>Law</p> <p>Gambling</p> <p>Impact on health</p> <p>People's decisions</p> <p>Mixed messages</p> <p>Supporting organisations</p>		<p>Know about the risks and effects of common legal drugs (eg cigarettes, e-cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break.</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines.)</p>	<p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.-</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/ vaping.</p> <p>People they can talk to if they have concerns.</p>	<p>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>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p>
<p>Year 5/6</p> <p>2<sup>nd</sup> HT</p> <p>BEING SAFE</p>	<p>What should I do if I don't feel safe?</p>		 <p><a href="#">Text resources</a></p>	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	


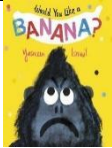

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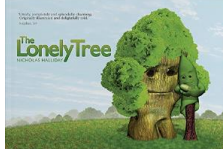
2024-25 2026-27 Autumn		Vocabulary	Core Text or resource	Objectives		
KS1  1 <sup>st</sup> HT  BASIC FIRST AID	When should we dial 999?	Accident Emergency Emergency services First aid	<a href="#">Red Cross</a>	What to do if there is an accident and someone is hurt.	How to get help in an emergency (how to dial 999 and what to say).	About things that people can put in to their body or on their skin; how these can affect how people feel.
KS1  2 <sup>nd</sup> HT  CARING FRIENDSHIPS	What does it mean to be sad?	Kind behaviour Lonely Friendship	<a href="#">I'm Sad</a> 	What is kind and unkind behaviour and how this can affect others.	How to recognise when they or someone else feels lonely and what to do.	How to ask for help if a friendship is making them feel unhappy.
Year 3/4  1 <sup>st</sup> HT  HEALTH AND PREVENTION	What keeps us healthy?	Healthy lifestyle Sleep Dental care Hygiene Infection Medications		<p>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 the ability to learn.</p> <p>How to maintain good oral hygiene, why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking.)</p>	<p>What good physical health means; how to recognise early signs of physical illness.</p> <p>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.</p>	<p>About the importance of taking medicines correctly and using household products safely (eg following instructions carefully).</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>
Year 3/4  2 <sup>nd</sup> HT  RESPECTFUL RELATIONS	Should we always stand up for what we believe?	Individuality Self-worth Self-respect Online/offline Discuss and debate	 <a href="#">Malala's Magic Pencil</a>	<p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p>	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.	How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.


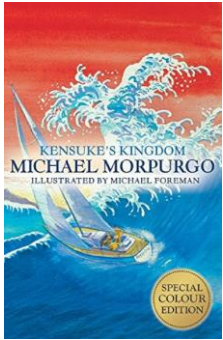
2024-25 2026-27 Autumn		Vocabulary	Core Text or resource	Objectives		
Year 5/6  1 <sup>st</sup> HT  <b>FAMILIES AND PEOPLE WHO CARE FOR US</b>	<b>What makes a family?</b>	Positive family life Caring relationships Different families Respectful Healthy families	 <b>All about families</b>	Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.	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.	Recognize other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.  -
Year 5/6  2 <sup>nd</sup> HT  <b>MENTAL WELLBEING</b>	<b>How can we influence people's happiness?</b>	Strategies Mental health Wellbeing Asking for help	<b>The Promise by Nicola Davies.</b> <a href="https://vimeo.com/73026206">https://vimeo.com/73026206</a> 	Learn strategies and behaviours that support mental health.	Know 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.	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.  -





Spring 2024-25 2026-27		Vocabulary	Core Text or resource	Objectives		
<b>KS1</b>  <b>1<sup>st</sup> and 2<sup>nd</sup> HT</b>  <b>MENTAL WELLBEING</b>	<b>What colour are you today?</b>	Feelings Others feelings Managing feelings Change and loss Talking to an adult Asking for help Managing techniques Hurtful behaviour Bullying	Lucy's Blue hair day <a href="#">Video</a>	<p>About different feelings that humans can experience.</p> <p>About ways of sharing feelings; a range of words to describe feelings.</p> <p>How to recognise what others may be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p>	<p>About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>The importance of telling a trusted adult.</p> <p>How to manage when finding things difficult.</p> <p>About how to recognise when they or someone else feels lonely and what to do.</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>About how people may feel if they experience hurtful behaviour or bullying.</p>	<p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying.</p> <p>How to recognise and name feelings.</p> <p>How feelings can affect people's bodies and how they behave.</p>
<b>Year 3/4</b>  <b>1<sup>st</sup> HT</b>  <b>HEALTH AND PREVENTION</b>	<b>How can we protect ourselves?</b>	Sun exposure Sun safety Hazards Keeping safe in unfamiliar places Healthy lifestyle Healthy diet Predict, assess and manage risk Making informed decisions		<p>About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>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>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>About the elements of a balanced, healthy lifestyle</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these.</p>	<p>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. (Link to science curriculum.)</p> <p>How to predict, assess and manage risk in different situations.</p> <p>How to make informed decisions about health.</p>

<p><b>Spring 2024-25 2026-27</b></p> <p><b>Year 3/4 2<sup>nd</sup> HT</b></p> <p><b>CARING FRIENDSHIPS</b></p>	<p><b>Will we always have the same friends?</b></p>	<p>Changing friendships Peer pressure Online/offline Emotions, challenges and change</p>	 <p><a href="#">The Hueys in the new sweater</a></p>	<p>How friendships can change over time, about making new friends and the benefits of having different types of friends.</p>	<p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others.</p>	<p>Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. (Revisit with respect to friendships).</p>
<p><b>Year 5/6 1<sup>st</sup> HT</b></p> <p><b>MENTAL WELLBEING</b></p>	<p><b>How can I make a difference?</b></p>	<p>Strategies Emotions, challenges and change Behaviours to support Mental health Wellbeing Community Bullying Consequences Online/offline Responding to hurtful behaviour Peer pressure</p>	<p><a href="#">The Invisible</a></p> 	<p>Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>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>About the different groups that make up their community; what living in a community means.</p> <p>About the impact of bullying, including offline and online and the consequences of hurtful behaviour.</p>	<p>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>
<p><b>Year 5/6 2<sup>nd</sup> HT</b></p> <p><b>CARING FRIENDSHIPS</b></p>	<p><b>Why do we make friendships?</b></p>	<p>Resolve disputes Reconcile differences Friendships Online/offline Asking for help</p>	<p>Holes</p> 	<p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>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.</p>	

Summer 2024-25 2026-27		Vocabulary	Core Text or resource	Objectives		
KS1  <b>1<sup>st</sup> HT HEALTHY EATING (SEE SCIENCE)</b>	<b>How many ways can we keep ourselves safe?</b>	Healthy eating Physical activity Food and hygiene	 <a href="#">Would you like a Banana?</a>	About foods that support good health and the risks of eating too much sugar.	About how physical activity helps us to stay healthy; and ways to be physically active every day.	Link to Humankind science: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
<b>1<sup>st</sup> HT ECONOMIC WELLBEING</b>	<b>Do people always get what they want?</b>	Budget Coins Notes Bank Saving spending	<a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a>  <a href="https://schools.beano.com/lesson_plan_category/moneyandme/">https://schools.beano.com/lesson_plan_category/moneyandme/</a>  	What money is; forms that money comes in; that money comes from different sources	That people make different choices about how to save and spend money	That money needs to be looked after; different ways of doing this  About the difference between needs and wants; that sometimes people may not always be able to have the things they want
KS1  <b>2<sup>nd</sup> HT  HEALTH AND PREVENTION</b>	<b>How many ways can we keep ourselves safe?</b>	Sun safety Sleep Dental care Hygiene Medication Safety at home Unfamiliar environments		How to keep safe in the sun and protect skin from sun damage.  Why sleep is important and different ways to rest and relax.  About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.  Simple hygiene routines that can stop germs from spreading.	That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.  About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters).  That household products (including medicines) can be harmful if not used correctly.	About the people whose job it is to help keep us safe.  Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.  About things that people can put in to their body or on their skin; how these can affect how people feel.

<p><b>Year 3/4</b> <b>1<sup>st</sup> HT</b></p> <p><b>ONLINE RELATIONSHIPS</b></p>	<p><b>Why do people behave differently online?</b></p>	<p>Online relationships Face to face relationships Online/offline Report concerns Personal safety Private information Managing requests online Distribution of images Reliable sources</p>		<p>That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online, including when we are anonymous.</p> <p>What it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face.</p>	<p>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 or others.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. <i>Linked to computing curriculum.</i></p>
<p><b>1<sup>st</sup> HT</b></p> <p><b>ECONOMIC WELLBEING</b></p>	<p><b>What makes something good value for money?</b></p>	<p>Attitude Spending Influence Decision Value Saving</p>	<p><a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a></p> <p><a href="https://schools.beano.com/lesson_plan_category/moneyandme/">https://schools.beano.com/lesson_plan_category/moneyandme/</a></p> <p><a href="https://www.bankofengland.co.uk/education/education-resources">https://www.bankofengland.co.uk/education/education-resources</a></p>	<p>About the different ways to pay for things and the choices people have about this</p>	<p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p>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><b>Summer 2024-25</b> <b>2026-27</b></p> <p><b>Year 3/4</b> <b>2<sup>nd</sup> HT</b></p> <p><b>MENTAL WELLBEING</b></p>	<p><b>Is grief a negative emotion?</b></p>	<p>Change and loss Death</p>	 <p><a href="#">The Lonely Tree by Nicholas Halliday.</a></p>	<p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>		

<p>1<sup>st</sup> HT 5/6</p> <p><b>ECONOMIC WELLBEING</b></p>	<p><b>What is the wider impact of how we chose to spend our money?</b></p>	<p>Risks</p> <p>Gambling</p> <p>Wellbeing</p> <p>Fair Trade</p> <p>Charity</p> <p>Priorities</p> <p>Emotions</p>	<p><a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a></p> <p><a href="https://schools.beano.com/lesson_plan_category/moneyandmore/">https://schools.beano.com/lesson_plan_category/moneyandmore/</a></p> <p><a href="https://www.bankofengland.co.uk/education/education-resources">https://www.bankofengland.co.uk/education/education-resources</a></p>	<p>Different ways to keep track of money</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>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>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 recognise that people make spending decisions based on priorities, needs and wants</p> <p>To identify the ways that money can impact on people's feelings and emotions</p> 
<p>Year 5/6</p> <p>2<sup>nd</sup> HT</p> <p><b>ONLINE RELATIONSHIPS + RESPECTFUL RELATIONS</b></p>	<p><b>When should you be respectful?</b></p>	<p>Responding safely</p> <p>Online/Offline</p> <p>Respectful behaviour online</p> <p>Self-respect</p> <p>Respectful relationships</p> <p>Setbacks and failures</p> <p>Reporting concerns</p> <p>Sharing data</p> <p>Reliable sources</p> <p>Misinformation</p>	<p>Kensuke's Kingdom</p> 	<p>How to respond safely and appropriately to people they may encounter (in all contexts including online) whom they do not know.</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>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>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>	<p>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.</p> <p>What to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>About some of the different ways information and data is shared online, including for commercial purposes.</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>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>

Mothers' Mercy Home Kenya		Vocabulary	Core Text or resource	Objectives		
				Economic Wellbeing	Respectful Relationships	Social action
<b>KS1</b>	How can we help others?	Raising money Kindness Support Help Community	<a href="https://mothersmercyhome.co.ke/">https://mothersmercyhome.co.ke/</a> 	About the difference between needs and wants; that sometimes people may not always be able to have the things they want	To recognise the ways in which they are the same and different to others  About the different groups they belong to  About how to treat themselves and others with respect; how to be polite and courteous	As a class decide on a way to raise money to support the Mothers' Mercy Home.  Funding is needed to provide a toilet facility at the home.  How can we help?
<b>LKS2</b>	What difference can we make to others lives?	Charity Action Respect Lifestyle Comparison	<a href="https://mothersmercyhome.co.ke/">https://mothersmercyhome.co.ke/</a>	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions.  	About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background  To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  About the different groups that make up their community; what living in a community means	As a class decide on a way to raise money to support the Mothers' Mercy Home.  Funding is needed to provide a toilet facility at the home.  How can we help?
<b>UKS2</b>	How does fund raising impact the lives of others?	Impact Value Consideration Compassion Empathy 	<a href="https://mothersmercyhome.co.ke/">https://mothersmercyhome.co.ke/</a>	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  To recognise that people make spending decisions based on priorities, needs and wants  To identify the ways that money can impact on people's feelings and emotions	To value the different contributions that people and groups make to the community  Know 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	As a class decide on a way to raise money to support the Mothers' Mercy Home.  Funding is needed to provide a toilet facility at the home.  How can we help?