

	EQUALITY & DIVERSITY PD FOCUS Term 1 Equality & Diversity B&A FOCUS Term 1 Bullying	BRITISH VALUES PD FOCUS Term 2 British Values B&A FOCUS Term 2 Bullying	CITIZENSHIP PD FOCUS Term 3 Citizenship B&A FOCUS Term 3 Behaviour	HEALTHY LIVING PD FOCUS Term 4 Healthy Minds B&A FOCUS Term 4 Attitudes to learning Therapy , ELKLAN	SMSC PD FOCUS Term 5 Resilience B&A FOCUS Term 5 Attitudes to learning	PREPARATION FOR NEXT STAGE PD FOCUS Term 6 Change B&A FOCUS Term 6 Attitudes to learning (independence)
Coram Scarf unit theme	Valuing difference (2 lessons)	Rights and responsibilities Healthy lifestyles	Healthy relationships Feelings and emotions (8 lessons)	Being my best (caring for environment and living in the wider world 6 lessons)	Growing and changing (5 lessons)	Keeping myself safe (7 lessons)
EYFS						
YEAR 1	Children will be able to: Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. <u>Same or different?</u> Children will be able to: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.	Children will be able to: Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. <u>Harold's wash and brush up</u> Children will be able to: Identify what they like about the school environment; Recognise who cares for and looks after the school environment. <u>Around and about the school</u>	Children will be able to: Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. <u>Why we have classroom rules</u> Children will be able to: Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the	Children will be able to: Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. <u>I can eat a rainbow</u> Children will be able to: Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we	Children will be able to: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. <u>Inside my wonderful body!</u> Children will be able to: Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact,	Children will be able to: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. <u>Healthy me</u> Children will be able to: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. <u>Super sleep</u>

	<p><u>Unkind, tease or bully?</u></p> <p>Children will be able to: Explain some of their school rules and how those rules help to keep everybody safe. <u>Harold's school rules</u></p> <p>Children will be able to: Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. <u>Who are our special people?</u></p> <p>Children will be able to: Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>	<p>Children will be able to: Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. <u>Taking care of something</u></p> <p>Children will be able to: Explain where people get money from; List some of the things that money may be spent on in a family home. <u>Harold's money</u></p> <p>Children will be able to: Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>tummy etc.) <u>Thinking about feelings</u></p> <p>Children will be able to: Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. <u>Our feelings</u></p> <p>Children will be able to: Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. <u>Feelings and bodies</u></p> <p>Children will be able to: Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. <u>Our special people</u></p> <p>Children will be able to: Identify simple qualities of friendship; Suggest simple strategies for making up. <u>Good friends</u></p> <p>Children will be able to: Demonstrate attentive</p>	<p>need to eat more of and which we need to eat less of to be healthy. <u>Eat well</u></p> <p>Children will be able to: Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. <u>Catch it! Bin it! Kill it!</u></p> <p>Children will be able to: Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. <u>Harold learns to ride his bike</u></p> <p>Children will be able to: Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. <u>Pass on the praise!</u></p> <p>Children will be able to: Recognise how a person's behaviour (including their</p>	<p>cuddling, washing, changing, feeding. <u>Taking care of a baby</u></p> <p>Children will be able to: Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. <u>Then and now</u></p> <p>Children will be able to: Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. <u>Who can help? (2)</u></p> <p>Children will be able to: Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <u>Surprises and secrets</u></p> <p>Children will be able to:</p>	<p>Children will be able to: Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. <u>Who can help? (1)</u></p> <p>Children will be able to: Recognise the range of feelings that are associated with loss. <u>Harold loses Geoffrey</u></p> <p>Children will be able to: Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. <u>What could Harold do?</u></p> <p>Children will be able to: Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p>
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			<p>listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel</p>	<p>own) can affect other people.</p>	<p>Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>	
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<p>YEAR 2</p>	<p>Children will be able to: Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <u>What makes us who we are?</u></p> <p>Children will be able to: Identify people who are special to them; Explain some of the ways those people are special to them. <u>My special people</u></p> <p>Children will be able to: Recognise and explain how a person's behaviour can affect other people. <u>How do we make others feel?</u></p> <p>Children will be able to: Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. <u>When someone is</u></p>	<p>Children will be able to: Describe and record strategies for getting on with others in the classroom.</p> <p>Getting on with others Children will be able to: Explain, and be able to use, strategies for dealing with impulsive behaviour. <u>When I feel like erupting</u></p> <p>Children will be able to: Identify special people in the school and community who can help to keep them safe; Know how to ask for help. <u>Feeling safe</u></p> <p>Children will be able to: Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. <u>How can we look after our environment?</u></p> <p>Children will be able to: Understand that people</p>	<p>Children will be able to: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. <u>Our ideal classroom (1)</u></p> <p>Children will be able to: Take part in creating and agreeing classroom rules. <u>Our ideal classroom (2)</u></p> <p>Children will be able to: Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. <u>How are you feeling today?</u></p> <p>Children will be able to: Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. <u>Bullying or teasing?</u></p> <p>Children will be able to: Understand and describe</p>	<p>Children will be able to: Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <u>You can do it!</u></p> <p>Children will be able to: Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <u>My day</u></p> <p>Children will be able to: Explain how germs can be spread; Describe simple hygiene routines such as hand washing;</p>	<p>Children will be able to: Demonstrate simple ways of giving positive feedback to others. <u>A helping hand</u></p> <p>Children will be able to: Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <u>Sam moves house</u></p> <p>Children will be able to: Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>Haven't you grown!</u></p> <p>Children will be able to: Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. <u>My body, your body</u></p> <p>Children will be able to: Explain what privacy</p>	<p>Children will be able to: Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. <u>Harold's picnic</u></p> <p>Children will be able to: Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. <u>How safe would you feel?</u></p> <p>Children will be able to: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <u>What should Harold say?</u></p> <p>Children will be able to: Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch</p>
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	<p><u>feeling left out</u></p> <p>Children will be able to: Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p> <p><u>An act of kindness</u></p> <p>Children will be able to: Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p> <p><u>Harold saves for something special</u></p> <p>Children will be able to: Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>strategies for dealing with bullying: Rehearse and demonstrate some of these strategies.</p> <p><u>Don't do that!</u></p> <p>Children will be able to: Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p><u>Types of bullying</u></p> <p>Children will be able to: Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p> <p><u>Being a good friend</u></p> <p>Children will be able to: Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Understand that vaccinations can help to prevent certain illnesses.</p> <p><u>Harold's postcard - helping us to keep clean and healthy</u></p> <p>Children will be able to: Explain the importance of good dental hygiene; Describe simple dental hygiene routines.</p> <p><u>Harold's bathroom</u></p> <p>Children will be able to: Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health</p> <p><u>My body needs...</u></p> <p>Children will be able to: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>	<p>means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p>	<p>they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><u>I don't like that!</u></p> <p>Children will be able to: Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><u>Fun or not?</u></p> <p>Children will be able to: Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p><u>Should I tell?</u></p> <p>Children will be able to: Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that</p>
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						they don't like they have to tell someone in their safety network so they can help it stop.
YEAR 3	<p>Children will be able to: Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><u>Family and friends</u></p> <p>Children will be able to: Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p><u>My community</u></p> <p>Children will be able to: Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p><u>Respect and challenge</u></p> <p>Children will be able to: Explain that people living in the UK have different</p>	<p>Children will be able to: Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p><u>Our helpful volunteers</u></p> <p>Children will be able to: Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p><u>Helping each other to stay safe</u></p> <p>Children will be able to: Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.</p> <p><u>Recount task</u></p> <p>Children will be able to: Define what is meant by</p>	<p>Children will be able to: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.</p> <p><u>As a rule</u></p> <p>Children will be able to: Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.</p> <p><u>My special pet</u></p> <p>Children will be able to: Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p><u>Tangram team challenge</u></p>	<p>Children will be able to: Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.</p> <p><u>Derek cooks dinner! (healthy eating)</u></p> <p>Children will be able to: Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.</p> <p><u>Poorly Harold</u></p> <p>Children will be able to: Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Emphise with different view points;</p>	<p>Children will be able to: Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p><u>Relationship Tree</u></p> <p>Children will be able to: Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p><u>Body space</u></p> <p>Children will be able to: Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p><u>Secret or surprise?</u></p>	<p>Children will be able to: Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.</p> <p><u>Safe or unsafe?</u></p> <p>Children will be able to: Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p> <p><u>Danger or risk?</u></p> <p>Children will be able to: Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p><u>Alcohol and cigarettes: the facts</u></p> <p>Children will be able to: Identify risk factors in given situations; Suggest ways of reducing or managing those risks.</p>

<p>origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. <u>Our friends and neighbours</u></p> <p>Children will be able to: Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). <u>Let's celebrate our differences</u></p> <p>Children will be able to: Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p>	<p>the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. <u>Harold's environment project</u></p> <p>Children will be able to: Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <u>Can Harold afford it?</u></p> <p>Children will be able to: Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Children will be able to: Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Looking after our <u>special people</u></p> <p>Children will be able to: Rehearse and demonstrate simple strategies for resolving given conflict situations. <u>How can we solve this problem?</u></p> <p>Children will be able to: Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <u>Dan's dare</u></p> <p>Children will be able to: Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.</p>	<p>Make recommendations, based on their research. <u>For or against?</u></p> <p>Children will be able to: Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. <u>I am fantastic!</u></p> <p>Children will be able to: Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves. <u>Getting on with your nerves!</u></p> <p>Children will be able to: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood. <u>Body team work</u></p> <p>Children will be able to: Explain some of the</p>	<p>Children will be able to: Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty</p>	<p><u>The Risk Robot</u></p> <p>Children will be able to: Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. <u>Super Searcher</u></p> <p>Children will be able to: Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <u>None of your business!</u></p> <p>Children will be able to: Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get</p>
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<p>YEAR 4</p>	<p>Children will be able to: Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <u>Can you sort it?</u></p> <p>Children will be able to: Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <u>Islands</u></p> <p>Children will be able to: Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including</p>	<p>Children will be able to: Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. <u>Who helps us stay healthy and safe?</u></p> <p>Children will be able to: Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. <u>It's your right</u></p> <p>Children will be able to: Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. <u>How do we make a</u></p>	<p>Children will be able to: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. An email from Harold! Children will be able to: Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. <u>Ok or not ok? (part 1)</u></p> <p>Children will be able to: Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. <u>Ok or not ok? (part 2)</u></p> <p>Children will be able to: Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. <u>Human machines</u></p> <p>Children will be able to: Identify a wide range of feelings;</p>	<p>Children will be able to: Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <u>What makes me ME! (formerly Diversity World)</u></p> <p>Children will be able to: Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <u>Making choices (formerly Conformatron control)</u></p> <p>Children will be able to: Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). <u>SCARF Hotel (formerly Diversity World Hotel)</u></p>	<p>Children will be able to: Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. <u>Moving house</u></p> <p>Children will be able to: Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. <u>My feelings are all over the place!</u></p> <p>Children will be able to: Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <u>All change!</u></p>	<p>Children will be able to: Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <u>Danger, risk or hazard?</u></p> <p>Children will be able to: Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. <u>Picture Wise</u></p> <p>Children will be able to: Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <u>How dare you!</u></p> <p>Children will be able to: Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when</p>
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<p>how they influence what is shared.</p> <p><u>Friend or acquaintance?</u></p> <p>Children will be able to: List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.</p> <p><u>What would I do?</u></p> <p>Children will be able to: List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p><u>The people we share our world with</u></p> <p>Children will be able to: Understand and identify stereotypes, including those promoted in the media</p>	<p><u>difference?</u></p> <p>Children will be able to: Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p><u>In the news!</u></p> <p>Children will be able to: Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p><u>Safety in numbers</u></p> <p>Children will be able to: Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.</p> <p><u>Logo quiz</u></p> <p>Children will be able to:</p>	<p>Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.</p> <p><u>Different feelings</u></p> <p>Children will be able to: Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.</p> <p><u>When feelings change</u></p> <p>Children will be able to: Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p>	<p>Children will be able to: Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p><u>Harold's Seven Rs</u></p> <p>Children will be able to: Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.</p>	<p>Children will be able to: Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.</p> <p><u>Period positive</u></p> <p>Children will be able to: Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p><u>Secret or surprise?</u></p> <p>Children will be able to: Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be</p>	<p>unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p><u>Medicines: check the label</u></p> <p>Children will be able to: Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p><u>Know the norms (formerly Tell Mark II)</u></p> <p>Children will be able to: Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.</p> <p><u>Keeping ourselves safe</u></p> <p>Children will be able to: Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	
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		<p>Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.</p> <p><u>Harold's expenses</u></p> <p>Children will be able to: Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>			married, or live together, or have a civil ceremony.	
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<p>YEAR 5</p>	<p>Children will be able to: Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. <u>Qualities of friendship</u></p> <p>Children will be able to: Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. <u>Kind conversations</u></p> <p>Children will be able to: Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. <u>Happy being me</u></p> <p>Children will be able to: Identify and describe the different groups that make up their school/wider</p>	<p>Children will be able to: Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. <u>What's the story?</u></p> <p>Children will be able to: Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. <u>Fact or opinion?</u></p> <p>Children will be able to: Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Rights, <u>responsibilities and duties</u></p> <p>Children will be able to: Explain what we mean by the terms voluntary,</p>	<p>Children will be able to: Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. <u>Collaboration Challenge!</u></p> <p>Children will be able to: Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. <u>Give and take</u></p> <p>Children will be able to: Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. <u>How good a friend are you?</u></p> <p>Children will be able to: Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. <u>Relationship cake recipe</u></p> <p>Children will be able to:</p>	<p>Children will be able to: Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. <u>Getting fit</u></p> <p>Children will be able to: Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. <u>It all adds up!</u></p> <p>Children will be able to: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. <u>Different skills</u></p> <p>Children will be able to: State what is meant by community; Explain what being part of a</p>	<p>Children will be able to: Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. <u>How are they feeling?</u></p> <p>Children will be able to: Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. <u>Taking notice of our feelings</u></p> <p>Children will be able to: Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. <u>Dear Hetty</u></p>	<p>Children will be able to: Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. <u>'Thinking' about habits</u></p> <p>Children will be able to: Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. <u>Jay's dilemma</u></p> <p>Children will be able to: Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. <u>Spot bullying</u></p> <p>Children will be able to: Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.</p>
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<p>community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p><u>The land of the Red People</u></p> <p>Children will be able to: Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p><u>Is it true?</u></p> <p>Children will be able to: Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a</p>	<p>community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</p> <p><u>Mo makes a difference</u></p> <p>Children will be able to: State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p> <p><u>Spending wisely</u></p> <p>Children will be able to: Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p> <p><u>Lend us a fiver!</u></p> <p>Children will be able to: Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p>	<p>Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.</p> <p><u>Being assertive</u></p> <p>Children will be able to: Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p><u>Our emotional needs</u></p> <p>Children will be able to: Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>school community means to them; Suggest ways of improving the school community.</p> <p><u>My school community (2)</u></p> <p>Children will be able to: Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</p> <p><u>Independence and responsibility</u></p> <p>Children will be able to: Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>	<p>Children will be able to: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p><u>Changing bodies and feelings</u></p> <p>Children will be able to: Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Growing up and <u>changing bodies</u></p> <p>Children will be able to: Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p><u>Help! I'm a teenager - get me out of here!</u></p> <p>Children will be able to: Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a</p>	<p><u>Decision dilemmas</u></p> <p>Children will be able to: Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.</p> <p><u>Ella's diary dilemma</u></p> <p>Children will be able to: Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online.</p> <p><u>Would you...?</u></p> <p>Children will be able to: Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p><u>Drugs: true or false?</u></p> <p>Children will be able to: Understand the actual norms around smoking and the reasons for common</p>
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	positive or negative way				<p>positive or negative way. <u>It could happen to anyone</u></p> <p>Children will be able to: Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. <u>Dear Ash</u></p> <p>Children will be able to: Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>misperceptions of these. <u>Smoking: what is normal?</u></p> <p>Children will be able to: Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</p>
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<p>YEAR 6</p>	<p>Children will be able to: Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. <u>OK to be different</u></p> <p>Children will be able to: Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied . <u>We have more in common than not</u></p> <p>Children will be able to: Demonstrate ways of showing respect to others, using verbal and non-verbal communication. <u>Respecting differences</u></p>	<p>Children will be able to: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. <u>Two sides to every story</u></p> <p>Children will be able to: Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. <u>Fakebook friends</u></p> <p>Children will be able to: Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors;</p>	<p>Children will be able to: Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. <u>Working together</u></p> <p>Children will be able to: Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. <u>Let's negotiate</u></p> <p>Children will be able to: Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. <u>Solve the friendship problem</u></p> <p>Children will be able to: List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some</p>	<p>Children will be able to: Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <u>Five Ways to Wellbeing project</u></p> <p>Children will be able to: Identify aspirational goals; Describe the actions needed to set and achieve these. <u>This will be your life!</u></p> <p>Children will be able to: Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <u>Our recommendations</u></p> <p>Children will be able to: Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the</p>	<p>Children will be able to: Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. <u>Helpful or unhelpful? Managing change</u></p> <p>Children will be able to: Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. <u>I look great!</u></p> <p>Children will be able to: Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. <u>Media manipulation</u></p>	<p>Children will be able to: Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. <u>Think before you click!</u></p> <p>Children will be able to: Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. <u>Traffic lights</u></p> <p>Children will be able to: Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. <u>To share or not to share?</u></p> <p>Children will be able to: Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs</p>
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<p>Children will be able to: Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <u>Tolerance and respect for others</u></p> <p>Children will be able to: Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). <u>Advertising friendships!</u></p> <p>Children will be able to: Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes;</p>	<p>Explain what is meant by the term interest. <u>What's it worth?</u></p> <p>Children will be able to: Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. <u>Jobs and taxes</u></p> <p>Children will be able to: Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. <u>Action stations!</u></p> <p>Children will be able to: Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>assertive behaviours, through role-play, to resist peer influence and pressure. <u>Assertiveness skills (formerly Behave yourself - 2)</u></p> <p>Children will be able to: Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <u>Behave yourself</u></p> <p>Children will be able to: Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. <u>Dan's day</u></p> <p>Children will be able to: Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether</p>	<p>reasons for common misperceptions of these. <u>What's the risk? (1)</u></p> <p>Children will be able to: Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.</p>	<p>Children will be able to: Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. <u>Pressure online</u></p> <p>Children will be able to: Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. <u>Is this normal?</u></p> <p>Children will be able to: Explain the difference between a safe and an</p>	<p>and explain some of the ways these needs can be met. <u>Rat Park</u></p> <p>Children will be able to: Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. <u>What sort of drug is...?</u></p> <p>Children will be able to: Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. <u>Drugs: it's the law!</u></p> <p>Children will be able to: Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. <u>Alcohol: what is normal?</u></p> <p>Children will be able to: Understand that all humans</p>
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	<p>Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>		<p>their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. <u>Don't force me</u></p> <p>Children will be able to: Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. <u>Acting appropriately</u></p> <p>Children will be able to: Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology</p>		<p>unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. <u>Dear Ash</u></p> <p>Children will be able to: Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. <u>Making babies</u></p> <p>Children will be able to: Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV</p>	<p>have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. <u>Joe's story (part 1)</u></p> <p>Children will be able to: Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.</p>
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