

# Gresham Primary School's PHSE Curriculum

## Mission Statement

To successfully prepare children for life.

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>PSHE is Personal, Social Health and Economic education it offers a balanced and diverse curriculum reflecting our community.</p> <p>PSHE education is an essential part of all students' education, and although not a statutory subject, the national curriculum emphasises the importance of teaching PSHE.</p> <p>A PSHE curriculum enables primary schools to equip young people with the skills to navigate the 21st Century; knowledgeably, respectfully and inclusively, allowing them to grow into global citizens.</p> <p>PSHE education covers topics such as people who care for us, families and what they might look like, friendships (digital and face to face) respecting others, through to essential life skills like how to write a CV, what is a bank or pension, and the world of work.</p> <p>The world in which we live looks very different today to 20 years ago, and we must empower young people to make informed decisions to keep themselves safe. This is particularly relevant for digital safety, mental health and bullying. Particular importance is placed on teaching our students about healthy eating, exercise, mindfulness and relaxation.</p> <p>These subjects are specifically designed to equip our children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. Sex education is not compulsory, but puberty, naming external body parts, human development from birth to old age and</p>	<p>At Gresham Primary School, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.</p> <p>Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils and all lessons are devised with our specific community in mind. The curriculum is planned utilising the PSHE Association Question Based Model of planning, enhanced by "Lifewise" resources, external agency including NSPCC - Speak out Stay</p> <p>Children will have enhanced knowledge and understanding through these quality links with our multi-cultural community.</p> <p>Our ever-evolving provision of PSHE promotes opportunities to link British Values and Social, Moral, Spiritual and Cultural (SMSC) responsibilities. Along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).</p> <p>We adapt to the current local/national and global events by incorporating specific activities and lessons that are delivered in an age appropriate way across the school. This includes covering key campaigns throughout each year such as Anti-Bullying Week, Black History Month, International Women's Day and Mental Health Week.</p> <p>Class teachers use the Lifewise PSHE plan and execute lessons in the relevant year groups whilst also considering the need to continue to build on skills in other areas of the curriculum.</p> <p>Teachers have their own year group maps to ensure key concepts are covered during the year.</p> <p>E-Safety is taught regularly to remind children of the importance of this and to extend their understanding at an age appropriate level.</p>	<p>At Gresham Primary School, our PSHE curriculum and wider provision will ensure that children will be equipped to support their decision making in regards to their wellbeing, health and relationships. Children will start their journey with us treating each other with kindness and respect. Our embedded whole school vision to nurture children's spiritual, moral, social and cultural development supports them to foster good relationships between all in line with the protected characteristics under the Equality Act 2010. Our curriculum allows children to build upon their understanding of British Values in an age appropriate way, in order for them to become positive citizens in a forever changing community and ultimately preparing them for life and work in modern Britain.</p> <p>By the end of each key stage, children will have had the opportunities to meet the end of key stage statements in line with the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.</p> <p>Ultimately, our overarching aims and objectives in supporting our children to become healthy and responsible members of society, enables pupils to develop the ability to collaborate, build upon their emotional security, improve concentration due to a focus on their wellbeing as well as ensuring children are self-reliant with an understanding of self-care and nutrition. We aim for children to end their journey moving onto the next stage of their education</p>

reproduction in animals must be taught to all students because they are included in the Science National Curriculum.	Children to work with an understanding of our Gresham learning superheroes and think about how they can apply these to their PHSE lessons, including collaboration, perseverance and resilience.	with self-confidence and a high sense of self-worth.
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**Key Concepts**  
Big Ideas Revisited Across Units

Taking Good Care of Myself	Safety – myself and others	Communication	My body
Emotions	British Values	Respect for myself and other	Life Skills
Safe use of the internet	Mental Health	Relationships	The Environment

**Reception**

Unit being taught...	Pupils will be learning...	Key Vocabulary
<b>AUTUMN 1</b> Planting our Food	<ul style="list-style-type: none"> <li>To understand that all living things need certain things to be able to grow and to flourish;</li> <li>That it is healthy for your diet and good for your well-being to grow your own food</li> <li>To identify and compare the parts of a plant that we eat. To look at differences, similarities, patterns and textures.</li> </ul>	light, warmth, nutrients, sunshine, edible leaves, plant, root, sprout, stem, vein
Cities, Towns, Land and Sea	<ul style="list-style-type: none"> <li>To understand the differences that environments make to our lives and our choices.</li> <li>To appreciate that other children have different likes and dislikes that may be influenced by our environment.</li> <li>To begin the process of empathy for sustainability</li> </ul>	urban city, rural countryside, plan, population
Gentle Hands and Hearts	<ul style="list-style-type: none"> <li>Respond to the feelings and wishes of others.</li> <li>To be aware some actions can harm or hurt others.</li> </ul>	feelings, solutions, calm

<p><b>Autumn 2</b></p> <p>Taking Good Care of Myself</p>	<ul style="list-style-type: none"> <li>• help children understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• To teach children the importance of washing hands from an early age through reading, discussion, play and role play.</li> <li>• To teach children how to wash their hands thoroughly through demonstrations, sharing ideas and role play.</li> <li>• To begin to consider the fact that in some places far away, children do not have what they need to wash their hands and stay healthy</li> </ul>	<p>soap water hygiene clean bacteria dirty germs thoroughly invisible</p>
<p>Being Curious</p>	<ul style="list-style-type: none"> <li>• To use talk to articulate as children investigate, ask questions, solve problems and make choices as they play, eat and interact with others around them.</li> </ul>	<p>curiosity, explore, discover, reflect, crater, surface, solar system, planet</p>
<p>Managing Feelings</p>	<ul style="list-style-type: none"> <li>• To understand reasons behind the feeling of fear and to help them feel more in control.</li> <li>• To introduce EYFS children to the idea of Human Rights, protection and respect.</li> </ul>	<p>fight, flight, freeze, fear, brave, courage, emotion, rights, respect, consequence</p>
<p><b>Spring 1</b></p> <p>Sleep</p>	<ul style="list-style-type: none"> <li>• To understand the importance of routines for promoting good quality sleep. Sleep</li> <li>• To recognise good quality sleep and to understand why it is so important for good health.</li> </ul>	<p>routine, pattern, concentrate, nocturnal</p>
<p>The Great Outdoors</p>	<ul style="list-style-type: none"> <li>• To understand the importance of fresh air and exercise to support well-being and good mental health.</li> </ul>	<p>well-being, vitamin, nature, uv rays, sunscreen, protection</p>
<p>Trusted Adults</p>	<ul style="list-style-type: none"> <li>• To know who helps us in our home lives.</li> <li>• To know who are our trusted adults.</li> <li>• To know who helps us in our community.</li> <li>• To know how to make an emergency call.</li> </ul>	<p>trusted adult, trust, emergency, paramedic, ambulance, police, fire services, coastguard</p>
<p><b>Spring 2</b></p> <p>Animals</p>	<ul style="list-style-type: none"> <li>• To know that animals have not always been treated nicely and that there are people who can help them to be kind to animals.</li> <li>• That animals can be trained to work for us and to do important jobs.</li> </ul>	<p>service dog, therapy dogs, training, animal welfare, domestic pet</p>

Fire Safety	<ul style="list-style-type: none"> <li>To learn not to play with fire.</li> <li>To know how to prevent, plan and practise</li> </ul>	hazard, fire safety, smoke alarm, oxygen, stop, drop, roll
Water Safety	<ul style="list-style-type: none"> <li>To think about ways to play safely in, around an on the water.</li> <li>Understanding the importance of always being near an adult when close to water.</li> </ul>	water safety, lifeguard, coastguard, flag, float, currents, hazards, temperature, relax
<b>Summer 1</b> Follow My Lead	<ul style="list-style-type: none"> <li>To initiate play, offering cues for peers to join them and to keep play going by responding to what others are saying or doing.</li> <li>To appreciate and value praise for bringing their skills to a group task and</li> <li>realising what they can do together.</li> </ul>	cooperate
Making Mistakes	<ul style="list-style-type: none"> <li>To be confident in having a go and to understand that children can feel good about their own success but that making mistakes is another way of learning.</li> <li>To appreciate that they can negotiate and solve problems without turning to aggression and that they have opportunities to put things right.</li> </ul>	confidence, trial and error, upstairs and downstairs brain (amygdala)
Road Safety	<ul style="list-style-type: none"> <li>To learn stop, look, listen and think before crossing the road.</li> <li>To be aware of dangers on the roads and to follow safety rules and the law.</li> </ul>	No specific vocabulary
<b>Summer 2</b> Sharing	<ul style="list-style-type: none"> <li>To understand the feeling of jealousy but to be able to celebrate when others do well and to share in good feelings</li> <li>That it is good to share all sorts of things like toys or ideas but especially kindness</li> </ul>	No specific vocabulary
Marching to the Beat of your Own Drum	<ul style="list-style-type: none"> <li>To appreciate that music is a great way of changing my mood and it can make me happy</li> <li>To know that making music together helps me to share ideas and listen to the ideas of others.</li> </ul>	No specific vocabulary

## Year 1

Unit being taught...	Pupils will be learning...	Vocabulary
<p><b>Autumn 1</b></p> <p>Being Happy</p>	<ul style="list-style-type: none"> <li>To understand happiness.</li> <li>About when we feel happy.</li> <li>About what we can do to make us happy.</li> <li>Why it is important to be happy.</li> </ul>	<p>emotion, happiness, happy, positive, negative, feelings, overwhelming, sadness, anger, jealousy, shyness, confidence, worried, anxious, scared, unhappy, bored, unsure, miserable, excitement, surprise, fear, happier, healthy, successful, attitude, celebrate, achievements, challenging, support</p>
<p>Being Mindful</p>	<ul style="list-style-type: none"> <li>About self-assessment.</li> <li>Why self-assessment is important.</li> </ul>	<p>self-assessment, mindfulness, positive, negative, physical, mental, emotional, health, achievement, strength, improvement, aspirations, goals</p>
<p>First Aid and CPR</p>	<ul style="list-style-type: none"> <li>To know what to do when we see someone who is injured.</li> <li>To know what to do when a person isn't breathing.</li> <li>To know how we might give First Aid or CPR (Cardiopulmonary Resuscitation).</li> </ul>	<p>emergency services, injured, unsafe, choking unconscious, first aid lifebelt, airways, breathing, circulation, recovery, swallow</p> <p>injured, safe, CPR, emergency services, dangerous, unconscious, airways, breathing, circulation, palm, oxygen, recovery position, rescue breath, wound</p>
<p>What is Friendship</p>	<ul style="list-style-type: none"> <li>To learn about how people make friends and what makes a good friendship.</li> <li>To learn how to recognise when they or someone else feels lonely and what to do.</li> </ul>	<p>friend, friendship, lonely.</p>
<p><b>Autumn 2</b></p> <p>Getting your sleep</p>	<ul style="list-style-type: none"> <li>To know what is the right amount of sleep.</li> <li>To know the impact that sleep has on us.</li> <li>To know that sleep helps our mind and body.</li> <li>What is the right amount of sleep for us.</li> <li>That sleeping is good for us.</li> <li>That sleep is important.</li> </ul>	<p>graph, construct, data, results, least, most, average, sleep, rest, recovery, growth, development, repair, health, well-being, lifestyle, blood vessels, heart, relaxed, sleepy, technology, prevent, learning, physical, mental, habit</p>
<p>Hygiene and Me</p>	<ul style="list-style-type: none"> <li>To learn about personal hygiene routines and habits</li> <li>To learn that personal hygiene can help us stay healthy.</li> <li>about dental care and visiting the dentist;</li> <li>how to brush teeth correctly;</li> <li>food and drink that support dental health.</li> </ul>	<p>healthy, clean, germs, microbes, routine, bacteria, molars, incisors, carnivores, herbivores, enamel, plaque, cavities,</p>

Understanding Difficult Feelings	<ul style="list-style-type: none"> <li>• To understand anger and difficult feelings.</li> <li>• About controlling our anger.</li> <li>• What anger is.</li> <li>• Why we all sometimes feel angry.</li> <li>• That anger affects others around them.</li> <li>• How to control their anger.</li> </ul>	emotions, emotional state, feelings, anger, negative, positive, rules, angry, behaviour, triggers, control
Kind vs Unkind	<ul style="list-style-type: none"> <li>• To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>• To understand how people may feel if they experience hurtful behaviour or bullying.</li> <li>• To know 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.</li> <li>• To know what is kind and unkind behaviour, and how this can affect others.</li> </ul>	teasing, bullying, hurtful, bystander, ally
<b>Spring 1</b> A Problem Shared is a Problem Halved	<ul style="list-style-type: none"> <li>• To understand the benefits of sharing a problem.</li> <li>• Pupils know that sharing a problem or worry may make them feel better or give them support.</li> </ul>	problem, worry, share, solved, advice, caring, encouraging, comfortable, secret, trouble, feelings, halved, trust
Communication	<ul style="list-style-type: none"> <li>• To understand why it's important to have good communication skills in life.</li> <li>• How to communicate in tricky situations.</li> </ul>	language, speak, communication, understand, difference, similarity, unkind, signals, facial expressions, body language, sign language, greeting, important, useful  tricky situation, communicate, safe, feelings, comfortable, uncomfortable, protect, secret, worried, afraid, surprise
Trust	<ul style="list-style-type: none"> <li>• To understand the importance of trusting someone.</li> <li>• To know who we can trust.</li> <li>• To understand how important it is to be trusted.</li> </ul>	trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe, trust, unkind, pretend, earn
<b>Spring 2</b> What Makes A Family	<ul style="list-style-type: none"> <li>• Able to talk about the lives of the people around them and their roles in society.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	parent, sibling, grandparent, aunt, uncle, cousin, nephew, niece

My Growing Body	<ul style="list-style-type: none"> <li>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>To know about growing and changing from young to old and how people's needs change</li> </ul>	nipples, anus, penis, testicles, vulva, young, old, life cycle.
Respecting Others	<ul style="list-style-type: none"> <li>To know what respect is.</li> <li>To know why respect is important.</li> <li>If we respect ourselves, we want others to respect us too. We want others around us feel valued.</li> </ul>	respect, treat respectful, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect
Water Safety	<ul style="list-style-type: none"> <li>To understand how you can be safe in water</li> <li>To understand what to do if we get into difficulty in the water</li> </ul>	dangerous, rules, safety, supervision, safely, protect, canal, paddling pool, lifeguard, flag, shock, deeper, polluted, depth, rescue, injure, harmful, disease, current, unconscious, life jacket, shock
<b>Summer 1</b> Braving the Weather	<ul style="list-style-type: none"> <li>That there are different types of weather.</li> <li>How the weather can affect us.</li> <li>That sometimes the weather can be dangerous.</li> <li>Ways to protect ourselves from the weather.</li> </ul>	extreme, weather, flood, drought, hurricane, rain, tornado, snow, hailstones, fog, wind, danger, protect, high tide, drown, lightning, thunder, protect, forecast, symbol, sun cream, shade
Emergency Services	<ul style="list-style-type: none"> <li>Name the 3 main emergency services.</li> <li>Know how the 3 main emergency services can help us.</li> <li>Pupils know what an emergency is.</li> </ul>	fire engine, fire brigade, emergency, police, policewoman, policeman, firefighter, ambulance, ambulance crew, hospital, police station, fire station, paramedic, flood, rescue, injury, accident, vehicle, medical, arrest, crime, criminal, laws life-threatening situation, name, address, telephone number.
Food Safety and What Not to Eat	<ul style="list-style-type: none"> <li>To understand which foods can be dangerous if we eat them.</li> <li>To know what to do if someone has eaten unsafe foods</li> </ul>	use by date, fridge, freezer, cupboard, mould, dangerous, month, mouldy, rotten, date, January, February, March, April, May, June, July, August, September, October, November, December, Danger, unsafe, health, mouldy, rotten, tablets, medicine, bacteria, raw, illness
Wildlife	<ul style="list-style-type: none"> <li>About things they can do to help look after their environment.</li> <li>To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> </ul>	Wildlife, endangered, dangerous, habitat

<b>Summer 2</b> Road Safety	<ul style="list-style-type: none"> <li>Why it is important to pay attention near a road.</li> <li>How to be safe near a road.</li> <li>How to find the safest place to cross the road</li> <li>To understand the most common road signs</li> </ul>	school patrol crossing officer, lollipop lady/man/person, dangerous, adult, zebra crossing, toucan crossing, pelican crossing, puffin crossing, sign, symbol, red, green, amber, traffic light, parked, beeping  road sign, circular, triangular, command, warning, triangle, circle, common, driver, pedestrian, information, roundabout, traffic
Safety Symbols	<ul style="list-style-type: none"> <li>Pupils know that there are safety symbols used on the roads and pavements.</li> </ul>	safety, symbol, environment, unsafe
Signalling & Sign Language	<ul style="list-style-type: none"> <li>That there are different ways of sending messages.</li> </ul>	communicate, sign language, signal, Morse Code, semaphore, text, telegraph line, soldier, message, code, runway, distance

## Year 2

Unit being taught...	Pupils will be learning...	Vocabulary
<b>Autumn 1</b> Screen Time Safety	<ul style="list-style-type: none"> <li>About what screen time is.</li> <li>That too much screen time is bad for us.</li> <li>About how too much screen time can affect us.</li> <li>About how too much screen time can affect our relationships.</li> </ul>	exercise, screen, habit, positive, neutral, negative, consequence, balanced lifestyle, carbohydrate, moderation, balance, unhealthy, affect, vision, eye strain, sleep deprivation  mentally, relationship, habit, positive, neutral, negative, consequence, balanced lifestyle, console, tablet, ailments, conditions, arthritis, repetitive strain injury (RSI), migraine, aggression, violent, protected, responsibility, recommendation, offensive, harmful, manage
Feeling Sad	<ul style="list-style-type: none"> <li>About what sadness is.</li> <li>About the difference between sadness and depression</li> <li>Pupils will know what to do if they are feeling sad</li> </ul>	emotion, happiness, happy, positive, negative, feelings, overwhelming, sadness, anger, jealousy, shyness, confidence, worried, anxious, scared, unhappy, bored, unsure, miserable, excitement, surprise, fear etc, strength, improvement, depression Sadness, positive, wrong, change, trust
Happiness	<ul style="list-style-type: none"> <li>To describe what it feels like to be happy.</li> <li>To understand what makes us happy</li> <li>About why happiness is important.</li> <li>About how we can be happier</li> </ul>	emotion, happiness, happy, positive, negative, feelings, overwhelming, sadness, anger, jealousy, shyness, confidence, worried, anxious, scared, unhappy, bored, unsure, miserable, excitement, surprise, fear, happier, , healthy, successful, attitude, celebrate, achievements, challenging, support,

Positive Friendships	<ul style="list-style-type: none"> <li>• To find simple strategies to resolve arguments between friends positively.</li> <li>• To know how to ask for help if a friendship is making them feel unhappy.</li> <li>• To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> </ul>	friendship, problem, solution, feelings, online.
<b>Autumn 2</b> It's Okay not to be Okay	<ul style="list-style-type: none"> <li>• About what to do when we're not okay.</li> <li>• To understand why others might not be okay.</li> <li>• About what to do if someone else is not okay.</li> </ul>	emotions, feelings, ok, constructive feedback, support, unkind, teasing, bullying, unacceptable, problem, argument, advice, role play, solve, comfort
Medicines and Drugs	<ul style="list-style-type: none"> <li>• To understand what drugs and medicines are and how they can be used to help us.</li> <li>• To understand how and when to use medicines and identify what they should not take.</li> <li>• To know who to talk to if they are concerned about their health or the health of the people they know</li> <li>• To understand that substances like alcohol and tobacco have an effect on the human body.</li> <li>• To understand how to keep themselves safe.</li> <li>• To understand the risks and consequences of using substances such as alcohol and tobacco.</li> <li>• To understand that substances can be dangerous.</li> <li>• To know who they can trust and to be able to say 'no' to peer pressure.</li> </ul>	<p>drug, medicine, dose, trusted adult, General Practitioner (GP), doctor, nurse, hospital, chemist, vomit, drowsy, drowsiness, fatal, dosage, cough medicine, antibiotics, sweets, stomach ache, unconscious, unwell</p> <p>smoking, alcohol, tobacco, addicted, addictive, disease, cancer, stroke, blood pressure, trusted adult, health, protect, decision, addiction, habit</p>
Understanding Peer Pressure	<ul style="list-style-type: none"> <li>• To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>• To explore basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>• To understand how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>• To know that not all information seen online is true.</li> </ul>	peer pressure, negative, positive, online, offline.
Relaxation	<ul style="list-style-type: none"> <li>• About what relaxation is.</li> <li>• About how relaxation can help us.</li> <li>• to explore how relaxation and technology can work together.</li> </ul>	active, busy, rest, sleep, relaxation, activity, repair, reduce, stress, mood, relax, worried, problem, screen, mind, body

<p><b>Spring 1</b></p> <p>My Private Body</p>	<ul style="list-style-type: none"> <li>• To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>• To know how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>• To know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</li> <li>• To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> </ul>	<p>nipples, anus, penis, testicles, vulva, private parts, secrets.</p>
<p>Respecting All Families</p>	<ul style="list-style-type: none"> <li>• To identify the people who love and care for them and what they do to help them feel cared for.</li> <li>• To identify common features of family life.</li> <li>• How people and other living things have different needs; about the responsibilities of caring for them.</li> <li>• About the different roles and responsibilities people have in their community.</li> </ul>	<p>respect, love, nurture, role, gender</p>
<p>Dealing With Loss</p>	<ul style="list-style-type: none"> <li>• To look at ways that can help us cope with the loss of a loved one.</li> <li>• To understand the importance of remembering the 'loved ones we lose'</li> </ul>	<p>alive, dead, living, dying, die, death, cope, loss, feelings, sadness, anger, fear, bereavement, grieve, lose, grief, remember, loved one, pass away, memory</p>
<p>Fight or Flight</p>	<ul style="list-style-type: none"> <li>• About the 'fight or flight' response.</li> <li>• To recognise when we feel this response.</li> </ul>	<p>emotion, feelings, fight or flight, response, happiness, sadness, fear, anger, worry, anxious, excited, surprised, frightened, scared, shy, sad, miserable, delighted, nervous, calm down, relax, protect, survive, normal, situation, feelings, emotion, chemicals, hormones, adrenaline, lungs, stomach, churns, energy, blood vessels, muscles, afraid, worried, turmoil, natural, choice, refuse, attempt, comfortable</p>
<p><b>Spring 2</b></p> <p>Desert Island</p>	<ul style="list-style-type: none"> <li>• To think about survival on a desert island.</li> <li>• How to find food and stay alive on a desert island.</li> </ul>	<p>desert island, stranded, survive, safety, mental well-being, shelter, explore, activity, benefit, signal, rescue, human, healthy, desert island, adjectives, collect, provide, shelter, spear, seaweed, imagine, busy, active</p>
<p>Environment</p>	<ul style="list-style-type: none"> <li>• About what pollution is.</li> <li>• About global warming</li> <li>• About recycling.</li> <li>• To understand how plastic can cause problems for our planet</li> </ul>	<p>environment, harm, human, damage, pollution, global warming, improve, natural, poisonous, harmful, thermal, radioactive, exhaust fumes, local, waste, wildlife, landfills, endanger, injury, marine, protect</p>

Navigation	<ul style="list-style-type: none"> <li>To explore the different ways that we can navigate or find our way to unfamiliar places</li> <li>How to use the night sky for navigation.</li> </ul>	Sat nav, vehicle, map, compass, point, destination, route, direction, navigation, quarter, half, straight, fraction, turn, navigate, North Star, compass, map, North, East, South, West, plough, constellation, night sky, season
<b>Summer 1</b> Cyber Safety	<ul style="list-style-type: none"> <li>To understand the importance of staying safe online</li> <li>That information and data is shared and used online.</li> <li>About social media and its benefits and disadvantages.</li> </ul>	password, log in, programme, website, online, parents, tablet, laptop, screen, safe, risk, strangers, harm, Internet, permission, e-mail, links, install, download, post, rules, safe, online, harmful, content, contact, report, data, social media, benefit, disadvantage, limit, , message, responsible, cyber bullying, cookie, history, permission
Fire Safety	<ul style="list-style-type: none"> <li>About the 3 Ps when we talk about fire safety: Prevent, Plan and Practice.</li> <li>To know and remember what 'Plan and Practice' from the 3 Ps mean when we talk about fire safety.</li> </ul>	prevent, plan, practise, fire, escape, panic, injury, safety, meeting point, belongings, fire fighter, fire brigade, fire engine, emergency, matches, smoke alarm, prevent, plan, practise, meeting point,
Forest Survival	<ul style="list-style-type: none"> <li>to understand how to survive in a forest</li> <li>to understand that there are 7 important things.to know about when surviving in the wild.</li> </ul>	survival, forest, survive, conditions, safety, rescue, equipment, waterproof, survival, human, signal, positive, mental attitude, motivation, determination, stranded, description, wild
The Art of Failure	This new lesson is currently under construction.	
<b>Summer 2</b> Personal Goal Setting	<ul style="list-style-type: none"> <li>About what personal goal setting is.</li> <li>About how personal goal setting helps us to achieve our dreams.</li> <li>How to set personal goals.</li> <li>About what is important when we set personal goals</li> </ul>	personal goal, setting, aims, ambitions, celebrate, challenge, recognise, strengths, achieve, successful, success, fail, failure, target, motivate, motivation, dream, specific, measurable, attainable, relevant, time, barrier
Protecting our Planet	<ul style="list-style-type: none"> <li>About why the planet is getting warmer.</li> <li>Pupils know what global warming is.</li> <li>Pupils know that humans have an impact on climate.</li> </ul>	environment, harm, human, damage, pollution, global warming, improve, natural, poisonous, harmful, thermal, radioactive, exhaust fumes, local, natural, waste, wildlife, landfills, endanger, injury, marine, protect
Adapting to Change	<ul style="list-style-type: none"> <li>To understand change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> <li>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> </ul>	change, transition, emotions.

- To know 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.
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
- To know about preparing to move to a new class/year group.
- To know 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.
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
- To know about growing and changing from young to old and how people's needs change.

## Year 3

Unit being taught...	Pupils will be learning...	Vocabulary
<b>Autumn 1</b> Personal Hygiene	<ul style="list-style-type: none"> <li>• To understand the importance of taking care of the human body from every aspect;</li> <li>• To know that bacteria and viruses can affect health but that everyday hygiene routines can limit the spread of infection;</li> <li>• To appreciate the wider importance of personal hygiene and how to maintain it;</li> <li>• To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential.</li> </ul>	hygiene, habits, infection, pores, genitals, vagina, vulva, penis, testicles, bacteria, anti-bac, virus, hand sanitiser, fungal infection.
Vaccinations and Diseases	<ul style="list-style-type: none"> <li>• To know that bacteria and viruses can affect health but that immunisation can limit the spread of infection.</li> <li>• To appreciate that some diseases can be prevented entirely by vaccinations and immunisations</li> </ul>	vaccines, vaccination, immunisation, tetanus, diphtheria, polio, smallpox, germs, bacteria, viruses, fungi, parasite, immune system
Anger, Fear and Mindfulness	<ul style="list-style-type: none"> <li>• To consider a more varied vocabulary to use when talking about feelings and know how to express feelings in different ways.</li> <li>• To develop strategies to respond to feelings, including intense or conflicting feelings.</li> <li>• To know how to manage and respond to feelings appropriately and proportionately in different situations.</li> </ul>	amygdala, emotions, anger, fear, mindfulness, thinking brain (neo-cortex), cortisol, adrenalin, acronym

	<ul style="list-style-type: none"> <li>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> </ul>	
Anxiety, Stress and Mindfulness	<ul style="list-style-type: none"> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support;</li> <li>To know that it is important to discuss feelings with a trusted adult</li> </ul>	anxiety, stress, anxiety disorder, mental health
Exercise	<ul style="list-style-type: none"> <li>To understand the importance of taking care of the human body from every aspect;</li> <li>To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</li> <li>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> </ul>	sedentary, chronic disease, diabetes, stroke, obesity, metabolism, physical activity, benefits of exercise
Safety with Household Meds	<ul style="list-style-type: none"> <li>To know that medicines are drugs and that, when used responsibly under the instruction of knowledgeable adults, they can contribute to good health;</li> <li>To know that, when this guidance is ignored, there are detrimental effects;</li> <li>To know how they should be administered, stored and disposed of safely;</li> <li>To be able to make choices that support a healthy lifestyle, recognising how medicines and drugs influence this.</li> </ul>	meds, ingestion, bloodstream, blood vessel, prescription, herbal remedy, pharmacist, contraindication
Change is Good	<ul style="list-style-type: none"> <li>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition into new phases.</li> </ul>	change, transition, strategy, achievement, growth mindset
<b>Autumn 2</b> My Body, Your Body	<ul style="list-style-type: none"> <li>To understand the importance of taking care of the human body from every aspect;</li> <li>To make links between what they need to understand about human body systems in the science NC and how their personal choices about diet and exercise can impact the different systems</li> </ul>	the nervous system, the respiratory system, the digestive system, the excretory system, the circulatory system and the locomotor (muscles and skeleton) system, calcium, vitamin D, cartilage, ligament, tendon, muscle, nutrient, exercise
Self-Worth x 2	<ul style="list-style-type: none"> <li>To overcome low self-worth</li> <li>About the difference between self-worth that is too low or too high.</li> </ul>	self-worth, self-esteem, negative, positive, jealous, envious, angry, upset, disappointed, lonely, compare, cope, boost, negative, neutral,

		good, healthy, achieve, low, high, boastful, over confident, bragging, fault
Self-Image x 2	<ul style="list-style-type: none"> <li>About what is meant by self-image.</li> <li>About why self-image is so important.</li> <li>About why it is important to accept ourselves for who we are</li> </ul>	positive, negative, media, online, achievement, strength, improvement, self-image, personality, successful, image, accept, positive, negative, , description, happy
Autism Different, Not Less Different	<ul style="list-style-type: none"> <li>Imagine you had a pair of glasses that, when you put them on, they helped you to understand something from a different person's view</li> </ul>	inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine
Different Kinds of Friendships	<ul style="list-style-type: none"> <li>To understand friendships; to appreciate how important friendships are in making us feel happy and secure, and how people choose and make friends;</li> <li>To consider the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	Equality, confidante, soulmate, colleague, acquaintance, peer, respect, compassion, compliance, co-dependence
<b>Spring 1</b> Power of Words: STOP	<ul style="list-style-type: none"> <li>To know how words, online or face to face have the power to hurt or heal.</li> </ul>	hurt, heal, banter, bullying, think
Social Media and Body Confidence	<ul style="list-style-type: none"> <li>To know about how text and images in the media and on social media can be manipulated or invented.</li> <li>To consider strategies to evaluate the reliability of sources and to identify misinformation.</li> <li>To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media.</li> <li>About the importance of keeping personal images private; strategies for keeping safe online, including how to manage requests for personal images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> </ul>	social media, photoshopped, selfie, body image, healthy, body confidence, editing, celebrities, filters, attention

Gender	<ul style="list-style-type: none"> <li>To understand that gender identity and biological sex are different by definition;</li> <li>To develop confidence in expressing their identity;</li> <li>To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.</li> </ul>	gender stereotype
Fairtrade: Working Together	<ul style="list-style-type: none"> <li>To know the principles behind Fairtrade fortnight.</li> <li>To understand how people and other living things have different needs and about the responsibilities of caring for them.</li> </ul>	needs, rights, responsibilities, produce, exploitation, underpaid
Global Warming - What Can We Do To Help?	<ul style="list-style-type: none"> <li>The issues of global warming and what we can do to help.</li> </ul>	biomes, global warming, carbon footprint
Celebrating Women in History: Traditional Roles	<ul style="list-style-type: none"> <li>How women must take on roles that have 'traditionally' been considered for men and challenge the ideas to be innovative.</li> </ul>	discrimination, gender-roles, sexism
<b>Spring 2</b> BV Democracy and Law x 2	<ul style="list-style-type: none"> <li>About what democracy is.</li> <li>Show how young people can become involved with decision-making processes and campaigning positively for change.</li> <li>To equip young people with an understanding of the rule of law and the reasons why laws are needed.</li> <li>To introduce the concept of rights and personal responsibility.</li> <li>To explore rights and responsibilities in the classroom.</li> </ul>	democracy, anarchy, monarchy, dictatorship, parliament, government, motion, election, candidates, debate, legislation, Human Rights Act, rule of law, dignity, Convention on the Rights of the Child, government-sponsored bill, private member's bill. Royal Assent
BV Culture and Liberty x 2	<ul style="list-style-type: none"> <li>To have opportunities to understand what individual liberty is – to think about the freedom to choose!</li> <li>They should recognise ways in which they're the same or different.</li> </ul>	culture, impose restrictions, thought, conscience, opinion, violate, moral code, oppression, anarchists, culture, cultural diversity, anthropologist, ethnicity, biases
Relationships with Others x 2	<ul style="list-style-type: none"> <li>About what a relationship is.</li> <li>To understand that there are different types of relationships.</li> <li>To know how relationships can help us.</li> <li>About how you can have the best relationships with other people.</li> </ul>	positive, health, family, relationship, unhealthy, support, relatives, committed, married, civil partnership, marriage, commitment, connected, opposite, trust, understanding, caring, failure, failing, mistake, celebrate, achievement, success, successful, strength, improvement, positive, challenge

<p><b>Summer 1</b></p> <p>Helping Others to Get Help x 2</p>	<ul style="list-style-type: none"> <li>• How to tell that somebody needs our help.</li> <li>• That we can help someone find help for themselves.</li> <li>• How we can help somebody who doesn't think that they need help.</li> </ul>	<p>emotions, feelings, support, advice, help, problem, injury, tearful, nervous, appetite, confidence, behave, danger, worry, support, reassurance, alone, patient, trusted, , concern, role-play, serious, danger</p>
<p>Who Can We Trust x 2</p>	<ul style="list-style-type: none"> <li>• To know who we can trust.</li> <li>• Why it is important to trust someone.</li> <li>• How we gain trust of others.</li> <li>• The importance of being trusted.</li> </ul>	<p>trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe, earn</p>
<p>Staying Safe Online x 2</p>	<ul style="list-style-type: none"> <li>• To understand the importance of staying safe online.</li> <li>• What we need to do to stay safe online.</li> <li>• That information and data is shared and used online.</li> <li>• The age restrictions of different social media platforms.</li> </ul>	<p>password, log in, programme, website, online, parents, tablet, laptop, screen, safe, risk, strangers, harm, Internet, permission, e-mail, links, install, download, post, rules, safe, online, harmful, content, contact, report, data, social media, benefit, disadvantage, limit, post, message, responsible, cyber bullying, cookie, history, website,</p>
<p>Separation and Divorce</p>	<ul style="list-style-type: none"> <li>• To understand that the features of positive family life can be impacted by separation and divorce but that family can still be there for each other in times of difficulty.</li> <li>• To recognise that despite separation different family compositions can still provide them with love, security and stability.</li> <li>• To recognise when and why family relationships are making them feel unhappy, to know that they have rights and to consider how to access help and advice.</li> </ul>	<p>denial, anger, bargaining, depression, acceptance, the grief cycle</p>
<p><b>Summer 2</b></p> <p>Growth Mindset x 2</p>	<ul style="list-style-type: none"> <li>• To understand the meaning of growth mindset.</li> <li>• About why growth mindset is important.</li> <li>• To understand why you should build a growth mindset.</li> </ul>	<p>positive, health, success, relationships, problem solving, personal goal, aim, growth mindset, strengths, improvements, aspirations, resilience, failure, grit, practising, learning, challenge, encouraging, advice, growth mindset, positive, negative, determined, willing, resilient, challenge, open mind, effort, overcome, mistake, succeed</p>
<p>Sun Safety</p>	<ul style="list-style-type: none"> <li>• To understand the importance of taking care of the human body from every aspect;</li> <li>• To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> </ul>	<p>summer solstice, Vitamin D, serotonin, calcium, mineral, zinc, magnesium, iron, immunity, ultraviolet protection, exposure, dehydration, inflammation, body temperature, room temperature, Celsius, thermometer, spf, ultraviolet radiation, transparent, opaque, melanin, pigment, cataracts, vital organs.</p>

The World of Work	<ul style="list-style-type: none"> <li>To know how skills and interests help people to take on a paid job.</li> </ul>	Job, skills, interests, salary, currency, earning
Problem Solving and Time Management x 2	<ul style="list-style-type: none"> <li>About what problem-solving is.</li> <li>To understand what time management is.</li> <li>How to be a good problem solver.</li> </ul>	problem, challenge, problem-solving, time management, negative, positive, respect, dilemma, solve, choice, respect, negotiate, decision, , solution, answer, goal, decision, plan, determined, focused, succeed, dilemma, deadline

## Year 4

Unit being taught...	Pupils will be learning...	Vocabulary
<b>Autumn 1</b> Healthy Eating and a Balanced Diet x2	<ul style="list-style-type: none"> <li>To know 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.</li> </ul>	balanced diet, healthy, intake, unhealthy, food group, choice, damage, dental health, tooth decay, obesity, carbohydrate, fat, vitamin, mineral, protein, water, ingredient, nutritional value, habit, calorie, immune system, energy
The Importance of Physical Activity x 2	<ul style="list-style-type: none"> <li>About what physical activity is.</li> <li>About what physical activity involves.</li> <li>About the effects of physical activity.</li> </ul>	physical activity, habit, routine, illness, healthy, exercise, inactive, active, obesity, positive, negative, mental wellbeing, balanced, goal, screen, effect, health, benefit, weight, obesity, control, increase, leaflet, enjoy
Relaxing to Recharge x 2	<ul style="list-style-type: none"> <li>About what it means to relax.</li> <li>About how relaxing can help us recharge.</li> <li>Pupils know that relaxing is important for our body and minds.</li> <li>Pupils know some ways to help their bodies and minds relax.</li> </ul>	active, busy, rest, sleep, relaxation, activity, repair, reduce, stress, mood, relax, worried, problem, screen, mind, body, relaxation, body, minds, health, screen, technology, rules, negative
The Recreational Drugs of Alcohol and Nicotine	<ul style="list-style-type: none"> <li>Drugs are chemicals or substances that change the way our bodies work</li> </ul>	euphemisms, recreational drugs, dependency, substance abuse, alcohol, nicotine, intoxicated
<b>Autumn 2</b> My Body, Your Body - Keeping Safe	<ul style="list-style-type: none"> <li>To know about privacy and personal boundaries and to use terminology appropriately;</li> <li>To develop strategies to respond safely and appropriately to adults they may encounter, recognising the different types of physical contact and what is acceptable and unacceptable;</li> </ul>	privates, family values and culture, naked, modesty, inappropriate touch, body rights

	<ul style="list-style-type: none"> <li>To recognise differences between keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.</li> </ul>	
Sleep x 2	<ul style="list-style-type: none"> <li>About how much sleep we should get.</li> <li>About how sleep affects our lifestyle.</li> <li>About how sleep supports our mindset and our body function.</li> </ul>	sleep, rest, recovery, growth, development, repair, health, well-being, lifestyle, blood vessels, heart, relaxed, sleepy, technology, prevent, learning, physical, mental, habit, graph, construct, data, results, least, most, average
Screentime x 2	<ul style="list-style-type: none"> <li>About how too much screen time is bad for us.</li> <li>About how too much screen time can affect our daily life.</li> <li>About how screen time can affect us mentally.</li> <li>About how screen time can affect our relationships with others.</li> </ul>	exercise, screen, habit, positive, neutral, negative, consequence, balanced lifestyle, carbohydrate, moderation, balance, unhealthy, affect, vision, eye strain, sleep deprivation, mentally, relationship, positive, console, tablet, ailments, conditions, arthritis, repetitive strain injury (RSI), migraine, aggression, violent, protected, responsibility, recommendation, offensive, harmful, manage
Autism: Aspergers	<ul style="list-style-type: none"> <li>That Asperger's syndrome was first described 80 years ago by Hans Asperger, who noticed it was difficult for some children to 'play nicely' or 'play by the rules' or to communicate well, even though they seemed to be doing well in schoolwork and with other development.</li> </ul>	inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine
What's Love?	<ul style="list-style-type: none"> <li>To appreciate the importance of self-respect and self-love and how this links to their own happiness.</li> <li>To know that stable, caring relationships, which may be of different types, and wherein love is expressed differently, are at the heart of happy families, and other relationships and friendships and are important for children's security as they grow up.</li> </ul>	Eros (romantic passion), Philia (deep friendship), Ludus (playful love), Agape (love for everyone), Pragma (longstanding love), Philautia (love of the self), Storge (family love), Mania (obsessive love)
<b>Spring 1</b> Bullying x 2	<ul style="list-style-type: none"> <li>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).</li> <li>How to report concerns and get support.</li> <li>About what it means to be discriminating, how to recognise it as bullying and how to challenge it.</li> </ul>	cyberbullying, mental health, trolling, emotion, reaction, internet, posts, rules, digital, anti-social, Characteristics, equality, equity, diversity, prejudice-based, disability, discrimination, racism, sexism, stereotypes, nationality, impaired mobility, prejudice-related incident,

<p>Everything Will Be Alright</p>	<ul style="list-style-type: none"> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>• Problem solving strategies and self-help for regulating the emotion of sadness.</li> </ul>	<p>self-regulation, sadness, depression.</p>
<p>All About Tik-Tok</p>	<ul style="list-style-type: none"> <li>• To learn about privacy and personal boundaries, considering what is appropriate in friendships and online.</li> <li>• To recognise how apps such as Tik-Tok can be used both positively and negatively.</li> <li>• To recognise things that are appropriate to share and things that should not be shared on social media.</li> </ul>	<p>online identity, safer internet, profile, privacy, account, digital well-being</p>
<p>Identity and Gender</p>	<ul style="list-style-type: none"> <li>• To understand that gender identity and biological sex are different by definition.</li> <li>• To develop confidence in expressing their identity.</li> <li>• To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.</li> </ul>	<p>gender stereotype, LGBTQ, lesbian, gay, bisexual, transgender, queer - or sometimes questioning</p>
<p>Fairtrade: Change Through Choice</p>	<ul style="list-style-type: none"> <li>• To know how we are connected through the things we eat and drink and how important it is to understand how humans are all reliant on these connections.</li> </ul>	<p>Needs, Wants, Rights, Responsibilities, Produce, Exploitation, Underpaid, Connected, Prices, Standards</p>
<p><b>Spring 2</b> BV Government and Rules x 2</p>	<ul style="list-style-type: none"> <li>• To equip pupils with an understanding of some of the different forms of government.</li> <li>• To see how these are enacted in some countries in the world.</li> <li>• to provide an understanding of the difference between laws and rules and why rules are in place in school.</li> </ul>	<p>democracy, election, Prime Minister, candidate, polling day, secret ballot, constituency, MP, charter, Commonwealth, dictator, legal, reprimand</p>
<p>BV Freedom in Beliefs x 2</p>	<ul style="list-style-type: none"> <li>• To explore different understandings of individual liberty and how the liberties many people enjoy today have been fought for in the past.</li> <li>• To understand the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions.</li> </ul>	<p>civil rights, nature, nurture, cultural, privileges, abolition, dehumanised, commodity, physically constrained, child labour, synonyms for holy: holy, sacred, community, place of worship, worship, devotion, artefact. The language of shared human experience: Tolerance, sensitivity, respect; acceptance, awe, belonging, commitment, inspiration, sacred space</p>

<p>Family Relationships x 2</p>	<ul style="list-style-type: none"> <li>• To know that others' families sometimes look different from their family but that they should respect those differences.</li> <li>• Hat families are important for children growing up because they can give love, security and stability.</li> <li>• To think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty.</li> <li>• About protection and caring for children and other family members, and the importance of spending time together and sharing each other's lives.</li> </ul>	<p>nuclear family, reconstituted family, cohabiting</p>
<p><b>Summer 1</b> Consent</p>	<ul style="list-style-type: none"> <li>• To know that everyone has the right to body autonomy - pupils will describe the meaning of body rights.</li> <li>• They will know how to respond if someone is touching them in a way that makes them uncomfortable.</li> <li>• They will be able to identify and describe how they would talk about this to a trusted adult.</li> </ul>	<p>bodily autonomy, consent, permission, boundary, mutual</p>
<p>Where Does My Food Come From?</p>	<ul style="list-style-type: none"> <li>• Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>• That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>• To recognise that people make spending decisions based on priorities, needs and wants.</li> </ul>	<p>food production, imports, exports.</p>
<p>Respect x 2</p>	<ul style="list-style-type: none"> <li>• To understand what respect is.</li> <li>• To know why respect is important when working with others.</li> <li>• How to demonstrate respect for one another</li> </ul>	<p>respect, treat respectful, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect</p>
<p>Being Responsible x 2</p>	<ul style="list-style-type: none"> <li>• About what it means to be responsible.</li> <li>• How we can use responsibility to inspire others.</li> <li>• To understand the importance of being responsible.</li> </ul>	<p>responsibility, responsible, community, environment, inspiration, inspiring, accountable, dependable, determined, inspiration, inspire, responsibility, consequence, duties, rights, community, school, home, persuade, accountable</p>

Earning Money	<ul style="list-style-type: none"> <li>To know that earning money is the best way to guarantee that you can enjoy your life and have the most freedom to choose your lifestyle.</li> </ul>	earnings, money, saving, spending, freedom, lifestyle
<b>Summer 2</b> Problem Solving and Resourcefulness x 2	<ul style="list-style-type: none"> <li>To understand what the law is and why we have it.</li> <li>How to use resourcefulness to help us solve problems.</li> </ul>	problem, problem-solving, solution, analyse, dilemma, technology, online, social media, trolling, bullying, confident, independent, support, successful, solve, resourcefulness, sources, internet, research, independent, record, hormone, risk, danger, hazard, selective, problem, question, problem, problem-solving, solution, analyse, dilemma, technology
Try and Try Again x 2	<ul style="list-style-type: none"> <li>To understand the reasons why failure is important.</li> <li>To understand how we can use failure to succeed</li> <li>How we can use failure to drive success.</li> </ul>	achieve, win, lose, succeed, failure, failing, celebrate, achievement, strength, improvement, aspiration, goal, adjective, successful, learn, mistake, success, strength, improvement, positive, challenge
Leadership x 2	<ul style="list-style-type: none"> <li>About the qualities of a good leader.</li> <li>How to lead a team.</li> </ul>	leader, quality, manage, organise, team, goal, skill, achievements, emotion, opinion, view, consider, compromise, negotiation, negotiate, resilience, responsibility, confident, respect, challenge, relationship, collaborate, resolve, difference, decision, honest, committed, creative, inspiring, reliable

## Year 5

Unit being taught...	Pupils will be learning...	Vocabulary
<b>Autumn 1</b> Junk Food x 2	<ul style="list-style-type: none"> <li>pupils will know how junk food can affect their health.</li> <li>pupils will know how junk food may affect their daily lives.</li> </ul>	diet, junk food, unhealthy, balanced diet, positive, negative, choice, influence, pressure, benefit, risk, danger, manage, responsible, safe, independence, unacceptable, resist, advice, tooth decay, obesity, support, action, characteristic, occasional, carbohydrate, protein, sugar, fat, disease, stroke, habit, warn, protect
Nutritional Values x2	<ul style="list-style-type: none"> <li>To plan a balanced daily diet and get the most from our food.</li> <li>More about nutrients and why we need them.</li> </ul>	balanced diet, food group, nutrient, nutritional value, healthy, diet, habit, energy drink, damage, obesity, tooth decay, culture, customs, nourishment, carbohydrate, protein, vitamin, mineral, fat, oil, breakfast, lunch, dinner, heart, bowel, stomach, energy drink, damage, culture, customs, nourishment, vitamin, mineral, oil, breakfast, lunch, dinner, heart, bowel, stomach, energised, lifestyle, immune system, active

<p>The Human Body x 2</p>	<ul style="list-style-type: none"> <li>• To understand how exercise supports the function of the human body.</li> <li>• To understand how a balanced diet supports the function of the human body.</li> <li>• To understand how different body parts work both individually and as a team.</li> </ul>	<p>influence, choice, decision, responsibility, positive, negative, healthy, unhealthy, human body, diet, support, function, exercise, activity, organ, nutrients, protein, carbohydrate, vitamin, presentation, research, online, consequence, damage, risk, habit, inactive, body, mind, well-being, balanced diet, bend, straighten, nerves, brain, muscles, bones, support, shape, structure, skeleton, nervous system, model arm, human body</p>
<p>Caffeine - Helpful or Harmful?</p>	<ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs such as caffeine, which is common to everyday life and its impact on health and well-being.</li> <li>• To recognise that drug use can become a habit which can be difficult to break.</li> <li>• To recognise the role of the media in presenting them with mixed messages about potentially harmful products.</li> </ul>	<p>caffeine, adenosine, inhibits, stimulant, dopamine, insomnia, anxiety, withdrawal, depression</p>
<p>Autumn 2 Keeping My Body The Same x 2</p>	<ul style="list-style-type: none"> <li>• To understand that our bodies belong to us.</li> <li>• To know that there are laws to protect us as children.</li> <li>• To know that we have rights and to know when the law is being broken.</li> <li>• To know who to talk to if they are worried about their health or body.</li> <li>• To know about the procedure called female genital mutilation.</li> <li>• To know that FGM is illegal in the UK.</li> <li>• To know that there is someone to talk to about FGM and there are organisations that can provide help and support.</li> </ul>	<p>puberty, change, normal, rights, protect, law, enforce, police, prison, secret, comfortable, permission, effect, health, Female Genital Mutilation, FGM, illegal, report, advice, support, trusted adult, organisation, female, vagina, vulva, private parts, woman, procedure, tradition, harmful, cut, stitch, ceremony</p>
<p>My Body Changes x 2</p>	<ul style="list-style-type: none"> <li>• To identify, locate and use the terminology for the basic parts of the human body.</li> <li>• To know who to speak to if they are concerned about their health.</li> <li>• To know that their bodies will experience puberty and what this means for their bodies and minds.</li> <li>• To discuss the life process of reproduction in humans.</li> <li>• To know about menstrual well-being and the menstrual cycle.</li> <li>• To describe the changes which happen as humans age.</li> </ul>	<p>penis, vagina, vulva, anus, testicles, nipples, hips, widen, breasts, mammals, pubic hair, menstruation, menstrual cycle, process, period, suckle, uterus, ovary, egg, reproduce, life cycle, reproduction, puberty, facial hair, pubic hair, genitals, Adam's apple, embryo, sperm, fertilise, wet dream, insecurity, embarrassment, responsibility, maturity, support, commitment, health, mental well-being</p>
<p>Autism - Neurodivergence</p>	<ul style="list-style-type: none"> <li>• Understanding neurodiversity, the person, and the changes you can make. This is what it feels like to get too much information.</li> </ul>	<p>inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine</p>

Expressing Love Differently As You Grow	<ul style="list-style-type: none"> <li>To recognise that feelings change over time and range in intensity and to understand what constitutes positive, healthy relationships;</li> <li>To develop a varied and nuanced vocabulary when talking about feelings, learning to express them in appropriate ways;</li> <li>To develop strategies to respond, appropriately and proportionately, to feelings, including intense feelings of attraction, passion and intimacy.</li> </ul>	intimacy, passion, commitment, consummate love, boundaries, platonic, infatuation, hormones
What is Marriage?	<ul style="list-style-type: none"> <li>To learn about marriage and civil partnership</li> <li>To understand that it is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> </ul>	civil ceremony, religious ceremony, legally valid, bigamy, polygamy, status - single, widowed, divorced, married, co-habitant, pre-nuptial, Register Office, registrar, annulment.
<b>Spring 1</b> Power of Words - Mouldy Rice	<ul style="list-style-type: none"> <li>To know the importance of thinking about the words we use, because of the ways that they can damage or heal.</li> </ul>	Hurt, heal, banter, bullying, think, words, actions,
Social Media - Being Confident	<ul style="list-style-type: none"> <li>To recognise the way social media can have a negative impact on self-esteem and body image;</li> <li>To reframe unhelpful thinking;</li> <li>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</li> </ul>	positive body image, mental health, photo editing apps, parliamentary bill,
Responsibility and Inspiration x 2	<ul style="list-style-type: none"> <li>That being responsible is important in life.</li> <li>To understand that responsibility may inspire others.</li> <li>To understand that responsibility has consequences in our lives.</li> </ul>	responsibility, responsible, community, environment, inspiration, inspiring, accountable, dependable, determined
Homophobic Language in Schools	<ul style="list-style-type: none"> <li>That gender inequalities and homophobia exist in families, friendships, relationships, communities and society;</li> <li>That casual use of homophobic language, however in unconscious bias, is bullying;</li> <li>That we must challenge it, because everyone has the responsibility to overcome homophobia.</li> </ul>	sexual orientation, homosexual, homophobia, biphobia, transphobia, non-binary, queer,
<b>Spring 2</b> BV Laws and Parliament x 2	<ul style="list-style-type: none"> <li>To provide an opportunity to become involved with democratic processes within the school.</li> <li>To consider how living under the rule of law can protect individuals and enhance their wellbeing and safety.</li> </ul>	by-election, general election, manifesto, constituent, opposition leader, legislation, minister, surgeries, Private Member's Bill, lobby, petition, violated, equality of law, transparency of law, judiciary, legal remedy, fair representation, breach, UN Convention on the Rights of the Child, just laws, enacted, administered, enforced, sentences

<p>BV Freedom of Speech and Movement x 2</p>	<ul style="list-style-type: none"> <li>• To understand what is meant by freedom of expression and to know when individual liberty should be exercised and how rights need to be balanced with responsibilities</li> <li>• To explore immigration and its history in the UK</li> </ul>	<p>freedom of expression, freedom of information, defamation, sue, damages, libel, slander, authentic, hate speech, migration, descendent, Refugee, Asylum Seeker, Migrant, Immigrant, Alien, Expat, third culture, illegal immigrant</p>
<p>Respecting Others' Boundaries and Beliefs x 2</p>	<ul style="list-style-type: none"> <li>• About what 'respect' means.</li> <li>• About how to respect other people's views and opinions.</li> <li>• About different beliefs and how to show respect.</li> </ul>	<p>culturally diverse, population, customs, beliefs, laws, values, influence, respect, opinion, views, relationship, different, similar, appreciate, feelings, rights, race, religion, ethnic identity, law abiding, tradition, safe, comfortable, marriage, appearance, sex, gender identity, stereotype, class, disability, considerate, intolerance, disrespect, aggression, damaging, label, respect, view, opinion, Sikhism, Hinduism, Judaism, Buddhism, Islam, Christianity, Humanism, atheism, religion, respectful, harmful, offend, acceptable, trust</p>
<p><b>Summer 1</b> The Digital World x 2</p>	<ul style="list-style-type: none"> <li>• About safety when using the 'Digital World'.</li> <li>• To understand the benefits of the 'Digital World'.</li> </ul>	<p>mobile phone, computer, online, internet, gaming, Digital World, risk, dangerous, danger, personal information, netiquette, digital etiquette, social media, misrepresent, mislead, password, safety, pressure, behave, unacceptable, hazard, respectful, responsible, rules, respectful, responsible, rules, benefit, communication, positive, negative</p>
<p>Supporting the Community x 2</p>	<ul style="list-style-type: none"> <li>• To think about what living in a community means;</li> <li>• To value your community's uniqueness and diversity, understanding how that brings enormous benefits</li> <li>• To understand the meaning and importance of community spirit;</li> <li>• To value the different contributions that people and groups make to the community</li> </ul>	<p>community, features, support, local, national, voluntary, pressure group, residential home, community centre, social group, cultural, heritage, responsible, volunteering, petition, facilities, importance, success, self-esteem, self-satisfaction, resources, volunteer</p>
<p>Communicating Effectively x 2</p>	<ul style="list-style-type: none"> <li>• To understand the importance of communicating effectively.</li> <li>• How effective communication creates healthier connections;</li> <li>• That it is possible to improve communication skills.</li> </ul>	<p>communicate, digitally, online, unhappy, uncomfortable, unsafe, hurt, feelings, effectively, mental, physical, well-being, reality, unacceptable, unhealthy, risky, harassment, critically, dangerous, support, advice, passwords, personal information, addresses, images, effect, boundaries, permission, social media, internet, consumer, misinterpret, mislead, abuse, trolling, bullying, behaviour, verbal, written, non-verbal, visual</p>
<p>Learning Part 1</p>	<ul style="list-style-type: none"> <li>• To understand that learning is for life.</li> </ul>	<p>learn, learning, college, university, environment, school, home, knowledge, behaviour, skills, values, preferences, resilient, determined, Cookies</p>

<b>Summer 2</b> Learning Part 2	<ul style="list-style-type: none"> <li>That learning can continue in a variety of places after leaving school.</li> </ul>	learn, learning, college, university, environment, school, home, knowledge, behaviour, skills, values, preferences, resilient, determined, GCSE, Diploma, A Level, BTech, Certificate, intelligences, apprentice, apprenticeship
Borrowing Money x 2	<ul style="list-style-type: none"> <li>About what a loan is.</li> <li>About what a mortgage is.</li> <li>About what a credit card is.</li> <li>About what a credit score is.</li> </ul>	loan, debt, mortgage, interest, borrow, income, interest rate, deposit, expensive, repay, owe, student loan, payday loan, employer, belongings, money, cash, credit card, credit score, PIN, afford, interest, late payment fee, security, check, contactless, online
Dealing With Adversity x 2	<ul style="list-style-type: none"> <li>To understand the importance of overcoming a difficult situation.</li> <li>To understand that when things go wrong, our reaction can help.</li> </ul>	adversity, bullying, teasing, mental, physical, health, face-to-face, online, social media, respect, problem, overcome, dealing, tough, decision, reaction, situation, trust, online, bullying, teasing, bystander, acceptable, behaviour, overcome, deal with
The NHS x 2	<ul style="list-style-type: none"> <li>To understand what the NHS is.</li> <li>To value the different contributions that people and groups make to the community; to consider career choice.</li> <li>To understand the importance of the NHS.</li> </ul>	NHS, National Health Service, doctor, nurse, consultant, midwife, porter, surgeon, radiographer, support, condition, care, obesity, diet, addiction, disease, health, unhealthy, medicine, treatment, funding, responsibility, hospital, clinic, outpatient, medical, casualty, first aid, paramedic, dentist, taxpayer, insurance, prescription universal, comprehensive, discounted, optician, medical, bacteria, premature, substances, alcohol, drugs, tobacco, first aid, GP, General Practitioner, injury, casualty, emergency, resources, funding, infection

## Year 6

Unit being taught...	Pupils will be learning...	Vocabulary
<b>Autumn 1</b> First Aid x 2	<ul style="list-style-type: none"> <li>To ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support.</li> <li>To ensure that all students have an understanding of the most common injuries and conditions affecting children which may lead to the provision of first aid</li> </ul>	unresponsive alert primary survey respiratory rate heart rate DRsABC recovery position monitor CPR (Cardio Pulmonary Resuscitation) airway breathing circulation anaphylaxis (or anaphylactic shock) bleeding burns and scalds choking drowning electric shock (domestic) fractures heart attack poisoning shock stroke

Alcohol, Smoking and Vaping	<ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break;</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to other</li> </ul>	drugs, alcohol, tobacco, tar, carbon monoxide, nicotine, passive smoking, harmful chemicals, vaping,
Drugs	<ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break;</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> </ul>	Steroids, Inhaler, Cocaine, Heroin, Aspirin, Insulin, Caffeine, Cannabis, Alcohol
Illegal Drugs	<ul style="list-style-type: none"> <li>• To recognise the reasons for laws about drugs, possession, personal use and dealing;</li> <li>• How to recognise if relationships are making them anxious or unsafe;</li> <li>• To know where to get advice and support if worried about their own or someone else's safety because of drugs</li> </ul>	Drug use   Drug taking   Harmful or hazardous drug use   Problem drug use   High-risk use Depressant drugs   Stimulant drugs   Hallucinogens Legal or illegal drugs   Drug-related problems   Dependence   Alcohol-related problems   Alcohol dependent   A person who uses drugs Injecting drug user (IDU) Drug dependent
Recognising and Controlling Anger	<ul style="list-style-type: none"> <li>• Strategies to respond to feelings, including intense or conflicting feelings;</li> <li>• How to manage and respond to feelings appropriately and proportionately in different situations.</li> </ul>	triggers, amygdala.
Organisation of Life	<ul style="list-style-type: none"> <li>• To recognise positive things about themselves and their achievements; to set goals to help achieve personal outcomes;</li> <li>• About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul>	schedule, plan, organisation, forward thinking.
<b>Autumn 2</b> My Amazing Body x 2	<ul style="list-style-type: none"> <li>• To identify external genitalia and internal reproductive organs;</li> <li>• About physical and emotional changes of puberty;</li> <li>• About the processes of reproduction and birth.</li> </ul>	relationship, love, trust, respect, partner, mental health, safety, intimate, sexual relationship, consent, criminal offence, protect, responsible, penis, vagina, sperm, ovary, fertilisation, divide, embryo, baby, human, offspring, generation, life cycle, consequences, emotions, reproduction, care

Self-Perception x 2	<ul style="list-style-type: none"> <li>• About what is meant by self-perception. About why self-perception is so important and how it can affect us.</li> <li>• About why it is important to accept ourselves for who we are.</li> </ul>	positive, negative, behaviour, media, online, achievement, strength, improvement, self-perception, personality, successful image, accept, description, happy
Autism Do Say, Don't Say	<ul style="list-style-type: none"> <li>• That many autistic people see their autism as a fundamental and positive part of who they are, so it's important to use positive language. To be conscious as to how you use words but you can also ask how they would prefer to be described. That personal choice of an autistic person is more important than the guidance in this lesson.</li> </ul>	inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine
The Power of Love - Inequality Within Relationships	<ul style="list-style-type: none"> <li>• To explore ways that inequality within relationships affects personal relationships and love, especially due to differences in power.</li> <li>• To analyse how more equitable roles between people can contribute to a healthy loving relationship.</li> <li>• To recognise this potential within loving relationships and therefore adopt equitable roles.</li> <li>• To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	Desire, attraction, attachment, hormones, power dynamics, inequality
What is Forced Marriage?	<ul style="list-style-type: none"> <li>• To know that forcing anyone to marry against their will is a crime.</li> <li>• That help and support is available to people who are worried about this for themselves or others.</li> </ul>	Forced marriage, coercion, pressurised, crime.
<b>Spring 1</b> The Power of Words - Clean up Your Speech	<ul style="list-style-type: none"> <li>• To know how your words can make foes out of friends because you shift from banter to bullying!</li> </ul>	hurt, heal, banter, bullying, think, words, actions,
Social Media - Tik Tok	<ul style="list-style-type: none"> <li>• To recognise positive and negative aspects of apps like Tik-Tok.</li> <li>• About how text and images on social media can be manipulated and reinvented;</li> <li>• How to respond safely and appropriately to adults they may encounter online whom they do not know.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul>	grooming, block a user, privacy and safety, who can duet with me, report spam, violence or harm, harassment or bullying, comment filters,

<p>Identity, Gender and Sexuality</p>	<ul style="list-style-type: none"> <li>• To define homophobia and transphobia.</li> <li>• To think about the social norms that have contributed to such discrimination.</li> <li>• To recognise that all people should be able to love who they want free from judgement, violence, and coercion</li> <li>• To demonstrate ways in which they can give support to the LGBTQ+ community.</li> </ul>	<p>Equality Act, protected characteristics, parliamentary law, sexual orientation, gender reassignment, homophobic, transphobic</p>
<p>Fair Trade - The Shirt Off Your Back</p>	<ul style="list-style-type: none"> <li>• To know how we are connected through the things we wear.</li> </ul>	<p>consumer, customer, produce, exploitation, working conditions, income</p>
<p>Global Warming - Issues and Prevention</p>	<ul style="list-style-type: none"> <li>• The issues of global warming and what we can do to prevent further irreparable damage.</li> </ul>	<p>biomes, global warming, carbon footprint, emissions, fossil fuels, acronyms: COP, UNFCCC, IPCC, INDC, PPM, mitigation</p>
<p>Celebrating Women in History - Forgotten Achievements</p>	<ul style="list-style-type: none"> <li>• How we still treat people differently depending on whether they are male or female. How many of the achievements of women – even if they are spectacular – have been downplayed, overlooked or even forgotten.</li> </ul>	<p>discrimination, gender-roles, achievements, women's history</p>
<p><b>Spring 2</b> BV Lawmakers and Activists x 2</p>	<ul style="list-style-type: none"> <li>• To provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view.</li> <li>• The pupils will have learned or achieved the following by the end of the lesson.</li> <li>• To understand that some people may befriend us in order to encourage us to adopt their beliefs.</li> <li>• To see that you may be persuaded to join groups whose views and actions are considered extreme.</li> </ul>	<p>First Past the Post, Single Transferable Vote, Proportional Representation, cabinet, minority, constituencies, ballot, ruling dynasty, Secretary of State, radicalisation, grievance, extremism, propaganda, vulnerable</p>
<p>BV Rights and Radicalisation x 2</p>	<ul style="list-style-type: none"> <li>• To understand that some people may befriend us in order to encourage us to adopt their beliefs;</li> <li>• To see that you may be persuaded to join groups whose views and actions are considered extreme.</li> </ul>	<p>radicalisation, grievance, extremism, propaganda, vulnerable</p>

<p>The Government X 2</p>	<ul style="list-style-type: none"> <li>• To know who the current main political parties are.</li> <li>• To know who the current prime minister is.</li> <li>• To understand the structure of government and the role of the prime minister.</li> <li>• To explore the roles and responsibilities of the government.</li> </ul>	<p>Prime Minister, leader, political parties, General Election, Government, pressure, actions, respectfully, compromise, strategies, dispute, resolve, negotiation, represent, stereotype, rules, laws, community, decision, belief, idea, suggestion, Cabinet, Member of Parliament, MP, democratically, responsible, education, health, finance, trade, opposition, policies, British Government, Prime Minister, welfare, Royal Family, Head of State, represent, stereotype, reflect, views, election, critical consumer, accurate, disrespectful, rights, laws, prejudiced, arrest, imprisonment, racism, alternatives, community</p>
<p><b>Summer 1</b> Consent</p>	<ul style="list-style-type: none"> <li>• To understand what unwanted sexual attention is and the need for privacy when growing up;</li> <li>• The laws and ages of consent.</li> </ul>	<p>bodily autonomy, consent, exploitation, coercion, mutual respect,</p>
<p>Feeling Anxious x2</p>	<ul style="list-style-type: none"> <li>• To understand what it feels like to be anxious.</li> <li>• To know what can make us anxious.</li> <li>• About what we should do when start to feel anxious.</li> <li>• About feeling anxious in different situations.</li> </ul>	<p>worry, anxiety, concern, anxious, uncertain, emotions, feelings, fear, nervous, afraid, scared, fearful, appearance, measure, secondary school</p>
<p>Ageism x 2</p>	<ul style="list-style-type: none"> <li>• To value the different contributions that older people make to the community;</li> <li>• To understand about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected;</li> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards older people and to develop conscious thought about strategies for challenging stereotypes of ageing;</li> <li>• About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• About respecting the differences and similarities between people and recognising what they have in common with others;</li> <li>• To recognise there are human rights that are there to protect everyone;</li> </ul>	<p>life expectancy, ageism, housing, health, harm, disadvantage, injustice, demean, Communication friendly language, portrayals, assumptions</p>

	<ul style="list-style-type: none"> <li>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> </ul>	
The Power of Negotiation X 2	<ul style="list-style-type: none"> <li>To understand that negotiation is something we do every day and it is a skill that we can learn.</li> <li>How developing empathy and an approach that understands different perspectives can help us to negotiate and to resolve conflict.</li> </ul>	disagree, opinion, view, outcome, responsibility, negotiate, negotiation, favour, request, persuade, compromise, accept, positive support, feedback, temper, calm, suggestion, tradition, sexual orientation, gender, disability, custom, religious belief, realistic, decision, dispute, conflict, result, seller, buyer, role play, bargaining
Summer 2 Transition x 2	<ul style="list-style-type: none"> <li>To know that there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools;</li> <li>To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>	friendships, positive, respect, help, qualities, peer pressure, support, services
Learning to Working x 2	<ul style="list-style-type: none"> <li>About the impact that learning can have on our work life.</li> <li>To find out how exam results can help us to reach our career goals.</li> </ul>	learning, institutions, certificates, diplomas, achievement, goal, improvement, determination, success, responsibilities, skills, job, career, qualifications, subjects, study, knowledge, focus, concentration, transferred, research, effort, requirements, BTec, A Levels, GCSEs, impact, A Level, BTec, Diploma, Certificate, goals, achievements, subject, Science, English Language, English Literature, Maths, university, Higher Education, Foreign Languages, transferable, research, qualifications, coursework, exam, knowledge, equivalent, variety

Law x 2	<ul style="list-style-type: none"> <li>To understand what the law is and why we have it.</li> <li>How a law is made and the consequences of not following laws.</li> </ul>	laws, consequences, responsibility, pressure, behave, dare, unacceptable, unhealthy, risky, trolling, bullying, harassment, dangerous, uncomfortable, anxious, advice, wrong, help, illegal, legal, substances, alcohol, drugs, harmful, respectful, conflict, violence, rights, anti-social, aggressive, consider, speeding, threaten, bystander, criminal record, afraid, prevent, protect, trusted, bothered, emergency, forced, arranged marriage, deterrent, rules, stolen, punishment, Houses of Parliament, Queen, crime, case, victim, punishment, introduce, change, signature, petition, judge, court, prison, fine, community service, warning, fair, harm, persuade, factors
Tax x 2	<ul style="list-style-type: none"> <li>About tax, why we pay it and how it works.</li> </ul>	tax, income, wages, responsibility, rights, duty, community, money, support, interest, loan, debt, evasion, expenditure, government, National Health Service, income tax, pension, earnings, salary, benefit
Banks x 2	<ul style="list-style-type: none"> <li>That money is one factor which may influence a person's future;</li> <li>How the Bank of England keeps inflation low;</li> <li>How balancing saving and spending helps to maintain financial stability.</li> <li>The economy.</li> </ul>	bank, loan, debt, borrow, account, increase, charge, money, interest, savings, insurance, financial, inflation, banks, services, national, account, cash machine, access, security, keypad, contactless card, cash, loan, business, fund, supply, demand, cost of living
Pensions x 2	<ul style="list-style-type: none"> <li>To understand what a pension is.</li> <li>To know why having a pension is important.</li> <li>To understand how to pay into a pension and know how it works.</li> </ul>	pension, retire, retirement, contribute, earnings, National Insurance, wages, salary, government, Pension Fund, State Pension, employer, transfer, Private Pension, retired, employer, transfer
How to Write a CV x 2	<ul style="list-style-type: none"> <li>To understand the importance of writing a CV.</li> <li>To understand what needs to be included in a CV.</li> </ul>	Curriculum Vitae, CV, successful, job, application, educational background, personal statement, experience, details, passwords, information, private, disability, sexual orientation, qualifications, interview, feedback, template, description, personality, character, right
Entrepreneurship	<ul style="list-style-type: none"> <li>About how to become an entrepreneur.</li> <li>About what we might need to build our own business</li> </ul>	business, company, employee, employer, entrepreneur, enterprise, risk, profit, advice, success, decision, positive, negative, opportunity, challenge, wealth, status, inspire, financial, commitment
Enterprise	<ul style="list-style-type: none"> <li>About how to become an entrepreneur.</li> <li>About what we might need to build our own business.</li> </ul>	business, company, employee, employer, entrepreneur, enterprise, risk, profit, advice, success, decision, positive, negative, opportunity, challenge, wealth, status, inspire, financial, commitment
Business	<ul style="list-style-type: none"> <li>To understand the difficulties and benefits of business growth and entrepreneurship.</li> </ul>	entrepreneur, difficulty, benefits, disadvantages, growth, entrepreneurship, enterprise, business

## Additional Cultural Capital Opportunities

All school

Wellbeing assemblies

NSPCC Pants are Private

Mental Health Week

Black History Month