

EYFS	
<p>Communication and language</p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions• Hold conversations when engaged in back-and-forth exchanges with their teachers and peers• Participate in small group, class and one-to-one discussions, offering own idea• Express their ideas and feelings about their experiences, <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and to others' needs	<p>Physical Development</p> <ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others <p>Mathematics</p> <p>Understanding the world</p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>Expressive Arts and Design</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function• Share their creations, explaining the process they have used• Perform songs, rhymes, poems and stories with others <p>Literacy</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Key Stage One

Year 1			
	Relationships	Living in the Wider World	Health & Wellbeing
Substantive Knowledge	<p>Families and friendships</p> <ul style="list-style-type: none"> • Talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • Understand the role these different people play in children’s lives and how they care for them • Know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • Know about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Safe relationships</p> <ul style="list-style-type: none"> • Talk about situations when someone’s body or feelings might be hurt and whom to go to for help • Understand what it means to keep something private, including parts of the body that are private • Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • Know how to respond if being touched makes them feel uncomfortable or unsafe • Identify when it is important to ask for permission to touch others • Know how to ask for and give/not give permission <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Explain what kind and unkind behaviour mean in and out school • Know how kind and unkind behaviour can make people feel • Explain what respect means • Know about class rules, being polite to others, sharing and taking turns 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Give examples of rules in different situations, e.g. class rules, rules at home, rules outside • Know different people have different needs • Explain how we care for people, animals and other living things in different ways • Know how they can look after the environment, e.g. recycling <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • Know how and why people use the internet • Explain the benefits of using the internet and digital devices • Know how people find things out and communicate safely with others online <p>Money and work</p> <ul style="list-style-type: none"> • Know that everyone has different strengths, in and out of school • Explain how different strengths and interests are needed to do different jobs • Talk about people whose job it is to help us in the community • Know about different jobs and the work people do 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Know what it means to be healthy and why it is important • Talk about ways to take care of themselves on a daily basis • Know basic hygiene routines, e.g. hand washing • Discuss healthy and unhealthy foods, including sugar intake • Discuss physical activity and how it keeps people healthy • Talk about different types of play, including balancing indoor, outdoor and screen-based play • Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • Know how to keep safe in the sun <p>Growing and changing</p> <ul style="list-style-type: none"> • Recognise what makes them special and unique including their likes, dislikes and what they are good at • Know how to manage and whom to tell when finding things difficult, or when things go wrong • Know how they are the same and different to others • Talk about different kinds of feelings • Know how to recognise feelings in themselves and others • Discuss how feelings can affect how people behave <p>Keeping safe</p> <ul style="list-style-type: none"> • Know how rules can help to keep us safe • Identify why some things have age restrictions, e.g. TV and film, games, toys or play areas • Know basic rules for keeping safe online • Know whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2		
Relationships	Living in the Wider World	Health & Wellbeing
<p>Families and friendships</p> <ul style="list-style-type: none"> • Know how to be a good friend, e.g. kindness, listening, honesty • Talk about different ways that people meet and make friends • Identify strategies for positive play with friends, e.g. joining in, including others, etc. • Know what causes arguments between friends • Know how to positively resolve arguments between friends • Discuss how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Safe relationships</p> <ul style="list-style-type: none"> • Know how to recognise hurtful behaviour, including online • Identify what to do and whom to tell if they see or experience hurtful behaviour, including online • Discuss what bullying is and different types of bullying • Know how someone may feel if they are being bullied • Talk about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • Know how to resist pressure to do something that feels uncomfortable or unsafe • Discuss how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Identify the things they have in common with their friends, classmates, and other people • Know how friends can have both similarities and differences • Know how to play and work cooperatively in different groups and situations • Discuss how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • Know about different rights and responsibilities that they have in school and the wider community • Talk about how a community can help people from different groups to feel included • Recognise that they are all equal, and ways in which they are the same and different to others in their community <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • Know the ways in which people can access the internet e.g. phones, tablets, computers • Recognise the purpose and value of the internet in everyday life • Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • Understand that information online might not always be true <p>Money and work</p> <ul style="list-style-type: none"> • Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • Understand how money can be kept and looked after • Talk about getting, keeping and spending money • Understand that people are paid money for the job they do • Recognise the difference between needs and wants • Discuss how people make choices about spending money, including thinking about needs and wants 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Talk about routines and habits for maintaining good physical and mental health • Know why sleep and rest are important for growing and keeping healthy • Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • Know the importance of, and routines for, brushing teeth and visiting the dentist • Talk about food and drink that affect dental health • Describe and share a range of feelings • Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • Know how to manage big feelings including those associated with change, loss and bereavement • Discuss when and how to ask for help, and how to help others, with their feelings <p>Growing and changing</p> <ul style="list-style-type: none"> • Know about the human life cycle and how people grow from young to old • Identify how our needs and bodies change as we grow up • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • Discuss change as people grow up, including new opportunities and responsibilities • Prepare to move to a new class and setting goals for next year <p>Keeping safe</p> <ul style="list-style-type: none"> • Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • Discuss how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • Talk about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • Know how to respond if there is an accident and someone is hurt • Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Substantive Knowledge

Key Stage Two

Year 3		
Relationships	Living in the Wider World	Health & Wellbeing
<p>Families & friendships</p> <ul style="list-style-type: none"> Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Know that being part of a family provides support, stability and love Understand the positive aspects of being part of a family, such as spending time together and caring for each other Talk about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty Identify if/when something in a family might make someone upset or worried Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Safe Relationships</p> <ul style="list-style-type: none"> Know what is appropriate to share with friends, classmates, family and wider social groups including online Talk about what privacy and personal boundaries are, including online Identify basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision Understand that bullying and hurtful behaviour is unacceptable in any situation Know about the effects and consequences of bullying for the people involved Understand bullying online, and the similarities and differences to face-to-face bullying Know what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>Respecting ourselves & others</p> <ul style="list-style-type: none"> Recognise respectful behaviours e.g. helping or including others, being responsible Model respectful behaviour in different situations e.g. at home, at school, online Understand the importance of self-respect and their right to be treated respectfully by others Know what it means to treat others, and be treated, politely Discuss the ways in which people show respect and courtesy in different cultures and in wider society 	<p>Belonging to a community</p> <ul style="list-style-type: none"> Know the reasons for rules and laws in wider society Understand the importance of abiding by the law and what might happen if rules and laws are broken Know what human rights are and how they protect people Identify basic examples of human rights including the rights of children Know they have rights and also responsibilities Understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> Know how the internet can be used positively for leisure, for school and for work Recognise that images and information online can be altered or adapted and the reasons for why this happens Talk about strategies to recognise whether something they see online is true or accurate Evaluate whether a game is suitable to play or a website is appropriate for their age-group Make safe, reliable choices from search results Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>Money and work</p> <ul style="list-style-type: none"> Know about jobs that people may have from different sectors e.g. teachers, business people, charity work Understand that people can have more than one job at once or over their lifetime Identify common misconceptions and gender stereotypes related to work Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM Talk about some of the skills needed to do a job, such as teamwork and decision-making Recognise their interests, skills and achievements and how these might link to future jobs Discuss how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Know about the choices that people make in daily life that could affect their health Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Discuss what can help people to make healthy choices and what might negatively influence them Talk about habits and that sometimes they can be maintained, changed or stopped Identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health Talk about the things that affect feelings both positively and negatively Be able to identify and talk about their feelings Discuss some of the different ways people express feelings e.g. words, actions, body language Recognise how feelings can change overtime and become more or less powerful <p>Growing and changing</p> <ul style="list-style-type: none"> Know that everyone is an individual and has unique and valuable contributions to make Recognise how strengths and interests form part of a person's identity Identify their own personal strengths and interests and what they're proud of (in school, out of school) Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues Know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p>Keeping safe</p> <ul style="list-style-type: none"> Identify typical hazards at home and in school Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen Know about fire safety at home including the need for smoke alarms Discuss the importance of following safety rules from parents and other adults

Substantive Knowledge

- Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4		
Relationships	Living in the Wider World	Health & Wellbeing
<p>Families & friendships</p> <ul style="list-style-type: none"> • Discuss the features of positive healthy friendships such as mutual respect, trust and sharing interests • Know strategies to build positive friendships • Know how to seek support with relationships if they feel lonely or excluded • Demonstrate how to communicate respectfully with friends when using digital devices • Discuss how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • Know what to do or whom to tell if they are worried about any contact online <p>Safe Relationships</p> <ul style="list-style-type: none"> • Be able to differentiate between playful teasing, hurtful behaviour and bullying, including online • Know how to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • Know how to manage pressures associated with dares • Discuss when it is right to keep or break a confidence or share a secret • Recognise risks online such as harmful content or contact • Know how people may behave differently online including pretending to be someone they are not • Identify how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <p>Respecting ourselves & others</p> <ul style="list-style-type: none"> • Recognise differences between people such as gender, race, faith • Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • Talk about the importance of respecting the differences and similarities between people 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Know the meaning and benefits of living in a community • Recognise that they belong to different communities as well as the school community • Talk about the different groups that make up and contribute to a community • Identify the individuals and groups that help the local community, including through volunteering and work • Demonstrate how to show compassion towards others in need and the shared responsibilities of caring for them <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • Know that everything shared online has a digital footprint • Understand that organisations can use personal information to encourage people to buy things • Recognise what online adverts look like • Compare content shared for factual purposes and for advertising • Discuss why people might choose to buy or not buy something online e.g. from seeing an advert • Know that search results are ordered based on the popularity of the website and that this can affect what information people access <p>Money and work</p> <ul style="list-style-type: none"> • Understand how people make different spending decisions based on their budget, values and needs • Know how to keep track of money and why it is important to know how much is being spent • Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them • Discuss how people spending money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Know what good physical health means and how to recognise early signs of physical illness • Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • Know how to maintain oral hygiene and dental health, including how to brush and floss correctly • Discuss the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <p>Growing and changing</p> <ul style="list-style-type: none"> • Identify external genitalia and reproductive organs • Talk about the physical and emotional changes during puberty • Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Understand strategies to manage the changes during puberty including menstruation • Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Discuss the challenges of puberty with a trusted adult • Know how to get information, help and advice about puberty <p>Keeping safe</p> <ul style="list-style-type: none"> • Discuss the importance of taking medicines correctly and using household products safely • Recognise what is meant by a 'drug' • Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • Identify some of the risks associated with drugs common to everyday life • Understand that for some people using drugs can become a habit which is difficult to break • Know how to ask for help or advice

Substantive Knowledge

	<ul style="list-style-type: none"> Use vocabulary to sensitively discuss difference and include everyone 	
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Year 5			
Substantive Knowledge	Relationships	Living in the Wider World	Health & Wellbeing
Substantive Knowledge	<p>Families & friendships</p> <ul style="list-style-type: none"> Know what makes a healthy friendship and how they make people feel included Understand strategies to help someone feel included Discuss peer influence and how it can make people feel or behave Know the impact of the need for peer approval in different situations, including online Understand strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication Know that it is common for friendships to experience challenges Demonstrate strategies to positively resolve disputes and reconcile differences in friendships Know that friendships can change over time and the benefits of having new and different types of friends Recognise if a friendship is making them feel unsafe, worried, or uncomfortable Know when and how to seek support in relation to friendships <p>Safe Relationships</p> <ul style="list-style-type: none"> Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations Discuss how to ask for, give and not give permission for physical contact Know how it feels in a person's mind and body when they are uncomfortable Understand that it is never someone's fault if they have experienced unacceptable contact Respond to unwanted or unacceptable physical contact Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about 	<p>Belonging to a community</p> <ul style="list-style-type: none"> Talk about how resources are allocated and the effect this has on individuals, communities and the environment Know the importance of protecting the environment and how everyday actions can either support or damage it Show compassion for the environment, animals and other living things Know about the way that money is spent and how it affects the environment Express their own opinions about their responsibility towards the environment <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise Discuss basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased Know that some media and online content promote stereotypes Assess which search results are more reliable than others Recognise unsafe or suspicious content online Know how devices store and share information <p>Money and work</p> <ul style="list-style-type: none"> Identify jobs that they might like to do in the future Talk about the role ambition can play in achieving a future career Know how or why someone might choose a certain career Discuss what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values Identify the importance of diversity and inclusion to promote people's career opportunities Talk about stereotyping in the workplace, its impact and how to challenge it 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Know how sleep contributes to a healthy lifestyle Talk about healthy sleep strategies and how to maintain them Discuss the benefits of being outdoors and in the sun for physical and mental health Know how to manage risk in relation to sun exposure, including skin damage and heat stroke Know how medicines can contribute to health and how allergies can be managed Understand that some diseases can be prevented by vaccinations and immunisations Know that bacteria and viruses can affect health Discuss how they can prevent the spread of bacteria and viruses with everyday hygiene routines Recognise the shared responsibility of keeping a clean environment <p>Growing and changing</p> <ul style="list-style-type: none"> Talk about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes Know that for some people their gender identity does not correspond with their biological sex Discuss how to recognise, respect and express their individuality and personal qualities Know ways to boost their mood and improve emotional wellbeing Know about the link between participating in interests, hobbies and community groups and mental wellbeing <p>Keeping safe</p> <ul style="list-style-type: none"> Identify when situations are becoming risky, unsafe or an emergency

<ul style="list-style-type: none"> Identify whom to tell if they are concerned about unwanted physical contact <p>Respecting ourselves & others</p> <ul style="list-style-type: none"> Recognise that everyone should be treated equally Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Know the impact of discrimination on individuals, groups and wider society Discuss ways to safely challenge discrimination Know how to report discrimination online 	<ul style="list-style-type: none"> Know that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> Identify occasions where they can help take responsibility for their own safety Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour Know how to deal with common injuries using basic first aid techniques Understand how to respond in an emergency, including when and how to contact different emergency services Know that female genital mutilation (FGM) is against British law Know what to do and whom to tell if they think they or someone they know might be at risk of FGM
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Year 6			
	Relationships	Living in the Wider World	Health & Wellbeing
Substantive Knowledge	<p>Families & friendships</p> <ul style="list-style-type: none"> Understand what it means to be attracted to someone and different kinds of loving relationships Know that people who love each other can be of any gender, ethnicity or faith Discuss the difference between gender identity and sexual orientation and everyone's right to be loved Talk about the qualities of healthy relationships that help individuals flourish Understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults Know that people have the right to choose whom they marry or whether to get married Understand that to force anyone into marriage is illegal Identify how and where to report forced marriage or ask for help if they are worried <p>Safe Relationships</p> <ul style="list-style-type: none"> Compare the features of a healthy and unhealthy friendship Talk about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 	<p>Belonging to a community</p> <ul style="list-style-type: none"> Understand what prejudice means Differentiate between prejudice and discrimination Recognise acts of discrimination Discuss strategies to safely respond to and challenge discrimination Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups Know how stereotypes are perpetuated and how to challenge this <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> Understand the benefits of safe internet use e.g. learning, connecting and communicating Know how and why images online might be manipulated, altered, or faked Recognise when images might have been altered Know why people choose to communicate through social media and some of the risks and challenges of doing so Understand that social media sites have age restrictions and regulations for use Know the reasons why some media and online content is not appropriate for children Understand how online content can be designed to manipulate people's emotions and encourage them to read or share things Talk about sharing things online, including rules and laws relating to this Recognise what is appropriate to share online Report inappropriate online content or contact 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Know that mental health is just as important as physical health and that both need looking after Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing Discuss positive strategies for managing feelings Know that there are situations when someone may experience mixed or conflicting feelings Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available Identify where they and others can ask for help and support with mental wellbeing in and outside school Know the importance of asking for support from a trusted adult Talk about the changes that may occur in life including death, and how these can cause conflicting feelings Understand that changes can mean people experience feelings of loss or grief Know about the process of grieving and how grief can be expressed Discuss strategies that can help someone cope with the feelings associated with change or loss

- Identify strategies to respond to pressure from friends including online
- Discuss how to assess the risk of different online 'challenges' and 'dares'
- Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- Know how to get advice and report concerns about personal safety, including online
- Understand what consent means and how to seek and give/not give permission in different situations

Respecting ourselves & others

- Understand the link between values and behaviour and how to be a positive role model
- Discuss issues respectfully
- Listen to and respect other points of view
- Constructively challenge points of view they disagree with
- Know ways to participate effectively in discussions online and manage conflict or disagreements

Money and work

- Discuss the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- Talk about value for money and how to judge if something is value for money
- Know how companies encourage customers to buy things and why it is important to be a critical consumer
- Understanding how having or not having money can impact on a person's emotions, health and wellbeing
- Identify common risks associated with money, including debt, fraud and gambling
- Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- Know how to get help if they are concerned about gambling or other financial risks

- Identify how to ask for help and support with loss, grief or other aspects of change
- Talk about how balancing time online with other activities helps to maintain their health and wellbeing
- Discuss strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- Know what to do and whom to tell if they are frightened or worried about something they have seen online

Growing and changing

- Recognise some of the changes as they grow up e.g. increasing independence
- Talk about what being more independent might be like, including how it may feel
- Know about the transition to secondary school and how this may affect their feelings
- Discuss how relationships may change as they grow up or move to secondary school
- Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- Identify the links between love, committed relationships and conception
- Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- Know that pregnancy can be prevented with contraception
- Understand about the responsibilities of being a parent or carer and how having a baby changes someone's life

Keeping safe

- Know how to protect personal information online
- Identify potential risks of personal information being misused
- Identify strategies for dealing with requests for personal information or images of themselves
- Identify types of images that are appropriate to share with others and those which might not be appropriate
- Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- Understand what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- Report the misuse of personal information or sharing of upsetting content/ images online
- Know about the different age rating systems for social media, T.V, films, games and online gaming
- Discuss why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- Talk about the risks and effects of different drugs
- Know about the laws relating to drugs common to everyday life and illegal drugs

			<ul style="list-style-type: none">• Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs• Know about the organisations where people can get help and support concerning drug use• Know how to ask for help if they have concerns about drug use• Talk about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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