



Early Years Curriculum: Personal, Social, Emotional Development (PSED)							
Nursery	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS Core Theme:	All About Me	Celebrations - Stars	Dinosaurs	Down on the Farm	Minibeasts and Growing	Under the Sea
	Early Years Curriculum objectives: PSED	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or</p>

		<p>conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and</p>	<p>and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity</p>	<p>extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make</p>	<p>more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using</p>	<p>more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using</p>
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Reception	EYFS Core Theme:	Me and My World	Colour my World	Bears	Growing	Fairy tales	Holidays and Transport
	Early Years Curriculum Objectives:	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs: Personal hygiene</p>

		<p>the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
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KS1/2 Core Theme:	Health and Wellbeing			Living in the Wider World			Relationships and Health		
	Topics:	Healthy Lifestyles	Growing and Changing	Keeping Safe	Rights and Responsibilities	Environment	Money	Feelings and Emotions	Healthy Relationships
Year 1	<p>To learn:</p> <p>about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>about making healthy choices</p> <p>about different kinds of feelings</p> <p>simple strategies to manage feelings</p> <p>about basic</p>	<p>To learn:</p> <p>to recognise what they are good at and set simple goals</p> <p>about how it feels when there is change or loss</p> <p>about growing, changing and becoming more independent</p>	<p>To learn:</p> <p>that household products, including medicines, can be harmful if not used correctly</p> <p>about rules for keeping safe (in familiar and unfamiliar situations)</p> <p>how to ask for help if they are worried about something</p> <p>about privacy in different contexts</p>	<p>To learn:</p> <p>about group and class rules and why they are important</p> <p>about respecting the needs of ourselves and others</p> <p>about groups and communities that they belong to</p> <p>that everybody is unique</p> <p>about the ways we are the same as other people</p>	<p>To learn:</p> <p>about looking after the local environment</p>	<p>To learn:</p> <p>about where money comes from and what it is used for</p> <p>about how to keep money safe</p>	<p>To learn:</p> <p>about recognising how other people are feeling</p> <p>about sharing feelings their own feelings with others</p> <p>about different types of behaviour and how this can make others feel</p> <p>that bodies and feelings can be hurt</p>	<p>To Learn:</p> <p>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p> <p>about listening to others and playing cooperatively</p> <p>about special people in their lives</p> <p>about safe, unwanted and and unsafe touch</p>	<p>To learn:</p> <p>to share their views and opinions with others</p> <p>about the importance for respect for the differences and similarities between people</p>

	personal hygiene routines and why these are important			about the people who work in their community how to get their help, including in an emergency				that hurtful teasing and bullying is wrong what to do if teasing and bullying is happening the correct names for the main parts of the body of boys and girls	
Year 2	To learn: about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) about making healthy choices to recognise what they are good at and set simple goals about different	To learn: to recognise what they are good at and set simple goals about how it feels when there is change or loss about growing, changing and becoming more independent	To learn: that household products, including medicines, can be harmful if not used correctly about rules for keeping safe (in familiar and unfamiliar situations) how to ask for help if they are worried about something about privacy in different contexts	To learn: about group and class rules and why they are important about respecting the needs of ourselves and others about groups and communities that they belong to that everybody is unique about the ways we are the same as other people	To learn: about looking after the local environment	To learn: about where money comes from and what it is used for about how to keep money safe	To learn: about recognising how other people are feeling about different types of behaviour and how this can make others feel about special people in their lives that bodies and feelings can be hurt	To learn: about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid about appropriate and inappropriate touch about listening to others and playing cooperatively that hurtful	To learn: to share their views and opinions with others about the importance of respect for differences and similarities between

	<p>kinds of simple strategies to manage feelings</p> <p>about basic personal hygiene routines and why these are important</p>			<p>about the people who work in their community</p> <p>how to get their help, including in an emergency</p>				<p>teasing and bullying is wrong</p> <p>what to do if teasing and bullying is happening</p> <p>the correct names for the main parts of the body of boys and girls</p>	
Year 3	<p>To learn:</p> <p>about what makes a 'balanced lifestyle'</p> <p>about making choices in relation to health</p> <p>about what makes up a balanced diet</p> <p>about opportunities they have to make their own choices about food</p>	<p>To learn:</p> <p>to recognise their achievements and set personal targets for the future</p> <p>about a wider range of feelings, both good and not so good</p> <p>that people can experience conflicting feelings at the same time</p> <p>about describing</p>	<p>To learn:</p> <p>about the kinds of change that happen in life and the feelings associated with this</p> <p>about managing risk in familiar situations and keeping safe</p> <p>that simple hygiene routines can prevent the spread of bacteria and viruses</p> <p>about feeling negative pressure and how to manage this</p>	<p>To learn:</p> <p>to discuss and debate issues concerning health and wellbeing</p> <p>about the ways in which rules and laws keep people safe</p> <p>to take part in making and changing rules</p> <p>that everyone has human rights (and that children have their own set of human rights)</p> <p>about the UN declaration on</p>	<p>To learn:</p> <p>about their responsibilities, rights and duties (home, school and the environment)</p> <p>about the sustainability of the environment across the world</p>	<p>To learn:</p> <p>about the role of money</p> <p>ways of managing money (budgeting and saving)</p> <p>about what is meant by 'interest' and 'loan'</p> <p>What it means to be 'enterprising'</p>	<p>To learn:</p> <p>to recognise a wider range of feelings in others</p> <p>about responding to how others are feeling</p> <p>about the importance of keeping personal boundaries and the right to privacy</p> <p>about the concept of keeping something confidential or secret</p>	<p>To learn:</p> <p>about what makes a positive, healthy relationship, including friendships</p> <p>how to maintain good friendships</p> <p>how actions can affect ourselves and others</p> <p>about the difference between acceptable and unacceptable physical contact</p>	<p>To learn:</p> <p>how to listen and respond respectfully to a wide range of people</p> <p>about sharing their points of view</p> <p>about differences and similarities between people, but understand everyone is equal</p> <p>about what is meant by 'stereotypes'</p>

	<p>about what influences their choices about food that images in the media do not necessarily reflect reality</p> <p>about what is meant by a habit</p> <p>how habits can be hard to change</p>	<p>their feelings to others</p>	<p>about the importance of school rules for health and safety</p> <p>about how to get help in an emergency</p> <p>about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>about keeping safe in the local environment</p> <p>about keeping safe online</p> <p>about people who help them stay healthy and safe</p>	<p>the Rights of the Child</p> <p>what anti-social behaviour is and how it can affect people</p> <p>how to get help or support</p> <p>about their responsibilities, rights and duties (home, school and the environment)</p> <p>about resolving differences – agreeing and disagreeing</p> <p>about being part of a community</p> <p>about who works with the local community</p> <p>To appreciate difference and diversity (people living in the UK)</p> <p>about the values and customs of people around the world</p>			<p>about when they should or should not agree to keeping a secret</p> <p>to recognise and manage dares</p>	<p>how to respond to unacceptable physical contact</p> <p>about working collaboratively toward shared goals</p> <p>about solving disputes and conflict amongst themselves and their peers</p> <p>about the changes that happen at puberty</p> <p>about the importance of keeping personal boundaries and the right to privacy</p>	<p>to recognise bullying</p> <p>how to respond and ask for help</p>
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				that information presented in the media can be misleading					
Year 4	<p>To learn:</p> <p>about what makes a 'balanced lifestyle'</p> <p>about making choices in relation to health</p> <p>about what makes up a balanced diet</p> <p>about opportunities they have to make their own choices about food</p> <p>about what influences their choices about food</p> <p>that images in the media do not necessarily reflect reality</p> <p>to recognise their achievements</p>	<p>To learn:</p> <p>about a wider range of feelings, both good and not so good</p> <p>that people can experience conflicting feelings at the same time</p> <p>about describing their feelings to others</p> <p>about the kinds of change that happen in life and the feelings associated with this</p>	<p>To learn:</p> <p>about managing risk in familiar situations and keeping safe</p> <p>that simple hygiene routines can prevent the spread of bacteria and viruses</p> <p>about feeling negative pressure and how to manage this</p> <p>about the importance of school rules for health and safety</p> <p>about how to get help in an emergency</p> <p>about keeping safe in the local environment</p> <p>about keeping safe online</p> <p>about people who help them stay</p>	<p>To learn:</p> <p>to discuss and debate issues concerning health and wellbeing</p> <p>about the ways in which rules and laws keep people safe</p> <p>to take part in making and changing rules</p> <p>that everyone has human rights (and that children have their own set of human rights)</p> <p>about the UN declaration on the Rights of the Child</p> <p>what anti-social behaviour is and how it can affect people</p> <p>how to get help or support</p>	<p>To learn:</p> <p>about their responsibilities, rights and duties (home, school and the environment)</p> <p>about the sustainability of the environment across the world</p>	<p>To learn:</p> <p>about the role of money</p> <p>ways of managing money (budgeting and saving)</p> <p>about what is meant by 'interest' and 'loan'</p> <p>What it means to be 'enterprising'</p>	<p>To learn:</p> <p>to recognise a wider range of feelings in others</p> <p>about responding to how others are feeling</p> <p>about the concept of keeping something confidential or secret</p> <p>about when they should or should not agree to keeping a secret</p> <p>to recognise and manage dares</p>	<p>To learn:</p> <p>about what makes a positive, healthy relationship, including friendships</p> <p>how to maintain good friendships</p> <p>how actions can affect ourselves and others</p> <p>about the changes that happen at puberty</p> <p>about the difference between acceptable and unacceptable physical contact</p> <p>how to respond to unacceptable physical contact</p>	<p>To learn:</p> <p>how to listen and respond respectfully to a wide range of people</p> <p>about sharing their points of view</p> <p>about differences and similarities between people, but understand everyone is equal</p> <p>about what is meant by 'stereotypes'</p>

	<p>and set personal targets for the future</p> <p>about what is meant by a habit</p> <p>how habits can be hard to change</p> <p>about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p>		<p>healthy and safe</p>	<p>about their responsibilities, rights and duties (home, school and the environment)</p> <p>about resolving differences – agreeing and disagreeing</p> <p>about being part of a community</p> <p>about who works with the local community</p> <p>To appreciate difference and diversity (people living in the UK)</p> <p>about the values and customs of people around the world</p> <p>that information presented in the media can be misleading</p>				<p>about working collaboratively toward shared goals</p> <p>about solving disputes and conflict amongst themselves and their peers</p> <p>to recognise bullying</p> <p>how to respond and ask for help</p> <p>about the importance of keeping personal boundaries and the right to privacy</p>	
Year 5	To learn: about the benefits of a balanced diet	To learn: about different ways of achieving and	To learn: about independence, increased responsibility and	To learn: why and how laws are rules and laws are made	To learn: about different kinds of responsibilities (home, school,	To learn: how finance plays an important part in	To learn: how to respond appropriately to a wider range of feelings in others	To learn: about the changes that happen at puberty	To learn: to respectfully listen to others but raise concerns

	<p>about different influences on food and diet</p> <p>about developing skills to help make their own choices about food</p> <p>how images in the media can distort reality</p> <p>that this can affect how people feel about themselves</p> <p>about habits <i>(in relation to drug, alcohol and tobacco education)</i></p> <p>about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p>	<p>celebrating personal goals</p> <p>how having high aspirations can support personal achievements</p> <p>how to further describe the range and intensity of their feelings to others</p> <p>how to manage complex or conflicting emotions</p> <p>about coping with change and transition - how this relates to bereavement and the process of grieving</p>	<p>keeping safe</p> <p>strategies for managing risk</p> <p>how the spread of infection can be prevented</p> <p>about different influences on behaviour, including peer pressure and media influence</p> <p>how to resist unhelpful pressure and ask for help</p> <p>about the skills needed in an emergency: what to do in an emergency</p> <p>basic emergency aid</p> <p>about strategies for managing personal safety - local environment</p> <p>about strategies for managing personal safety – online</p>	<p>how to take part in making and changing rules</p> <p>about the importance of human rights (and the Rights of the Child)</p> <p>about the UN declaration on the Rights of the Child</p> <p>that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</p> <p>that human rights overrule any beliefs, ideas or practices that harm others</p> <p>how anti-social behaviours can affect wellbeing</p> <p>how to handle, challenge or respond to anti-social or</p>	<p>community and the environment)</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p>	<p>people’s lives</p> <p>about being a critical consumer</p> <p>about what is meant by ‘interest’, ‘loan’, ‘debt’</p> <p>about the importance of looking after money, including managing loans and debts</p> <p>that people pay ‘tax’ to contribute to society</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>what it takes to set up an enterprise</p> <p>about what</p>		<p>about the right they have to protect their body</p> <p>that female genital mutilation (FGM) is physical abuse and is illegal</p> <p>about the importance of speaking out about FGM</p> <p>about different types of relationships (friends, families, couples, marriage, civil partnership)</p> <p>about what constitutes a positive, healthy relationship</p> <p>about the skills to maintain positive relationships</p> <p>to recognise</p>	<p>and challenge points of view when necessary</p> <p>about the factors that make people the same or different</p> <p>to recognise and challenge ‘stereotypes’</p> <p>about the correct use of the terms sex, gender identity and sexual orientation</p> <p>about discrimination, teasing, bullying and aggressive behaviour and its effect on others</p> <p>to recognise and manage dares</p> <p>about the importance of keeping</p>
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			<p>what to consider before sharing pictures of themselves and others online</p> <p>about who is responsible for their health and wellbeing</p> <p>where to get help advice and support</p> <p>how to keep safe and well when using a mobile phone</p>	<p>aggressive behaviours</p> <p>about different kinds of responsibilities (home, school, community and the environment)</p> <p>about resolving differences, respecting different points of view and making their own decisions</p> <p>about what it means to be a part of a community</p> <p>about different groups / individuals that support the local community</p> <p>about the role of voluntary, community and pressure groups explain that UK is a richly diverse community</p> <p>recognise that people have migrated to and</p>		<p>enterprise means for work and society</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p>		<p>when a relationship is unhealthy</p> <p>about committed loving relationships (including marriage and civil partnership)</p> <p>that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree</p> <p>that to force anyone into marriage (forced marriage) is illegal</p> <p>about the importance speaking out about forced marriage</p> <p>about the consequences of their actions on themselves and others</p>	<p>personal boundaries and the right to privacy</p>
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				<p>from the UK for many thousands of years</p> <p>explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>describe the benefits of living in a diverse society</p> <p>about the lives, values and customs of people living in other places</p> <p>to be critical of what they see and read in the media</p> <p>to critically consider information they choose to forward to others</p>				<p>about judging whether physical contact is acceptable or unacceptable</p> <p>how to respond</p> <p>about the skills needed in an emergency: what to do in an basic emergency aid</p> <p>negotiation and compromise strategies to resolve disputes and conflict</p> <p>to give helpful feedback and support to others</p>	
Year 6	To learn: about positively and negatively affects health	To learn: about different ways of achieving and celebrating	To learn: about coping with change and transition - how this relates to	To learn: To research, discuss and debate to discuss and debate	To learn: about different kinds of responsibilities (home, school,	To learn: how finance plays an important part in people's lives	To learn: how to respond appropriately to a wider range of feelings in others	To learn: about the changes that happen at puberty (recap	To learn: to respectfully listen to others but raise concerns

	<p>and wellbeing (including mental and emotional health)</p> <p>how to make informed choices that contribute to a 'balanced lifestyle'</p> <p>about the benefits of a balanced diet</p> <p>about different influences on food and diet</p> <p>about developing skills to help make their own choices about food</p> <p>how images in the media can distort reality</p> <p>that this can affect how people feel about themselves</p> <p>how the spread of</p>	<p>personal goals</p> <p>how having high aspirations can support personal achievements</p> <p>how to further describe the range and intensity of their feelings to others</p> <p>how to manage complex or conflicting emotions</p>	<p>bereavement and the process of grieving</p> <p>about independence, increased responsibility and keeping safe</p> <p>strategies for managing risk</p> <p>about different influences on behaviour, including peer pressure and media influence</p> <p>how to resist unhelpful pressure and ask for help</p> <p>about the skills needed in an emergency:</p> <p>what to do in an emergency</p> <p>basic emergency aid</p> <p>about the right they have to protect their body</p> <p>that female genital</p>	<p>issues concerning health and wellbeing</p> <p>why and how laws are rules and laws are made</p> <p>how to take part in making and changing rules</p> <p>about the importance of human rights (and the Rights of the Child)</p> <p>about the UN declaration on the Rights of the Child</p> <p>that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</p> <p>that human rights overrule any beliefs, ideas or practices that harm others</p>	<p>community and the environment)</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p>	<p>about being a critical consumer</p> <p>about what is meant by 'interest', 'loan', 'debt'</p> <p>about the importance of looking after money, including managing loans and debts</p> <p>that people pay 'tax' to contribute to society</p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>what it takes to set up an enterprise about what enterprise means for</p>	<p>about confidentiality</p> <p>about times when it appropriate and necessary to break a confidence</p> <p>to recognise and manage dares</p>	<p>learning from years 4 and/or 5)</p> <p>about different types of relationships (friends, families, couples, marriage, civil partnership)</p> <p>about what constitutes a positive, healthy relationship</p> <p>about the skills to maintain positive relationships</p> <p>to recognise when a relationship is unhealthy</p> <p>about committed loving relationships (including marriage and civil partnership)</p> <p>that marriage, arranged</p>	<p>and challenge points of view when necessary</p> <p>about the factors that make people the same or different</p> <p>to recognise and challenge 'stereotypes'</p> <p>about the correct use of the terms sex, gender identity and sexual orientation</p> <p>about discrimination, teasing, bullying and aggressive behaviour and its effect on others</p>
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	<p>infection can be prevented</p> <p>about habits <i>(in relation to drug, alcohol and tobacco education)</i></p> <p>about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p>		<p>mutilation (FGM) is physical abuse and is illegal</p> <p>about the importance of speaking out about FGM</p> <p>about strategies for managing personal safety - local environment</p> <p>about strategies for managing personal safety – online</p> <p>what to consider before sharing pictures of themselves and others online</p> <p>about who is responsible for their health and wellbeing</p> <p>where to get help advice and support</p> <p>how to keep safe and well when using a mobile phone</p>	<p>how anti-social behaviours can affect wellbeing</p> <p>how to handle, challenge or respond to anti-social or aggressive behaviours</p> <p>how anti-social behaviours can affect wellbeing</p> <p>about resolving differences, respecting different points of view and making their own decisions</p> <p>about what it means to be a part of a community</p> <p>about different groups / individuals that support the local community</p> <p>about the role of voluntary, community and pressure groups</p>		<p>work and society</p>		<p>marriage and civil partnership is between two people who <i>willingly</i> agree</p> <p>that to force anyone into marriage (forced marriage) is illegal</p> <p>about the importance speaking out about forced marriage</p> <p>about the consequences of their actions on themselves and others</p> <p>about judging whether physical contact is acceptable or unacceptable</p> <p>how to respond</p> <p>how to respond</p> <p>about working collaboratively toward shared goals</p>	
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				<p>To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p> <p>about the lives, values and customs of people living in other places</p> <p>to be critical of what they see and read in the media</p> <p>to critically consider information they chose to forward to others.</p>				<p>negotiation and compromise strategies to resolve disputes and conflict</p> <p>to give helpful feedback and support to others</p> <p>about the importance of keeping personal boundaries and the right to privacy</p>	
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