

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping and Staying Safe	<p>What do I need to keep safe from? What may put me or others at risk? Understand road safety. Develop road sense. Explore real life scenario.</p>	<p>Developing understanding of safe and unsafe scenarios.</p>	<p>Who keeps us safe? Staying safe video – should James go with someone he does not know? How to keep self-safe in range of scenarios. Understanding of hazards in the home and outside. How to react to hazards. Understanding of warning signs. Consideration of combined elements of 3-year study. What is safe? You may also consider a visit to a Hazard unit here: http://www.safetycentre.co.uk</p>	<p>What do we need to keep safe from? How do we keep safe? Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice.</p>	<p>Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.</p>	<p>Warning signs and water. Dangers of water. Keeping safe near water. An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.</p>
Keeping and Staying Healthy	<p>What does a healthy person look like? What do we do as a class to keep healthy? Germs and how they may spread. How to prevent spread of germs.</p>	<p>Understand how and why to brush your teeth. Know the differences between healthy and unhealthy choices. Foods for health and growth. Healthy and unhealthy food choices.</p>	<p>Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from. Consideration of combined elements of 3-year study. What is healthy and unhealthy?</p>	<p>What is a healthy lifestyle choice? Do you make healthy lifestyle choices? Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p>	<p>Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking.</p>	<p>Be able to predict and assess the level of risk in different fun situations. Be able to understand the risks associated with alcohol. Discussion on staying healthy and new skills learnt during the unit. Revisit the Healthy Lifestyle choices activity.</p>
Relationships	<p>Types of relationship. Relationship Web. Recognise and name a range of feelings. Caring about others. How to be a good friend.</p>	<p>Be able to see and understand bullying behaviours. Know how to cope with bullying behaviours. Understand that feelings can be shown without words. Understand why it is important to care about other people's feelings.</p>	<p>Understand the difference between appropriate and inappropriate touch. Understand personal boundaries. Consideration of combined elements of 3-year study. How can we talk about things worrying us? Who can we talk to?</p>	<p>Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity. Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed</p>	<p>Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty. Be able to develop coping strategies to help with the different stages of puberty.</p>	<p>Know and understand the terms conception and reproduction. Understand the function of the male and female reproductive systems. Learn about the different stages of pregnancy. Complete the 'What I now know' activity. School interviews on growing and changing. Sharing the message of how to gain support.</p>
Being Responsible	<p>What are you responsible for? How do responsibilities grow as you grow? Importance of preventing accidents.</p>	<p>Be able to name ways you can improve in an activity or sport. Be able to see the benefits of practising an activity or sport.</p>	<p>Be able to describe how you might feel if something is borrowed and not returned. Know why it is wrong to steal. Consideration of combined</p>	<p>How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?</p>	<p>Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour. Understand why it is important</p>	<p>Understand the importance of not stealing. Why is it important to be considerate and maintain a positive reputation?</p>

	Recognise responsible and irresponsible actions.	Know how you can help other people. Understand the risks of talking to people you don't know very well in the community. Learn a range of skills for coping with unpleasant / uncomfortable emotions.	elements of 3-year study. Consequences quiz	Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	to be considerate and stand up to people who are not behaving in an appropriate, responsible way.	Understand we should not take people's possessions without permission. Work through a range of scenarios and consider as a class responsible and irresponsible behaviour. Discuss skills and strategies learnt to support positive behaviour.
Feelings and Emotions	Understanding a range of emotions and how they make us feel physically and mentally. Be able to recognise and name emotions and their physical effects.	Learn a range of skills for coping with unpleasant / uncomfortable emotions. Understand that feelings can be communicated with and without words. Be able to recognise and name emotions and their physical effects.	Be able to recognise and name emotions and their physical effects of grief. Learn a range of coping skills. Consideration of combined elements of 3 year study. What feelings do you know? How can you manage these feelings? How can you recognise them?	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways? Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate.	Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good. Understand how we can recognise worry and support self or others who may be worried. Consider a range of scenarios (provided) and for each consider what emotion each child is feeling and what they could do to make them feel better.
Computer Safety	Awareness of current games and apps used. Awareness of computer safety rules. Understand how online activity can affect others. Be able to recognise negative aspects of using technology.	Understand how your online actions can affect others. Know the risks of sharing images without permission. Understand the difference between safe and risky choices online.	Be able to identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chatrooms. A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary.	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years. Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist, and people not always be who they say they are. Staying safe online. Pupils design a range of ways to stay safe online. Revisit the initial assessment and show how much learning has undertaken. Student video creation – how to stay safe online.

<p>Money Matters/ The Working World</p>		<p>What is money? Why do we need money? How can we use money? How can we get money? Understand different ways we can receive money. Know how to keep money safe. Understand the importance of saving money.</p>		<p>Where does the money come from to pay for all of the services that keep us healthy, safe and educated? What is Tax? What is VAT? Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.</p>	<p>Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy.</p>	<p>Understand the impact of spending money without permission. Recognise how to be responsible and respectful whilst using online games and apps. What have we learnt about the working world? How can we help the family save money?</p>
<p>Fire Safety</p>			<p>Who can help keep us safe? When and why should we call 999? Know what a hoax call is Petty Arson – understand the danger of fire. Texting while driving – how can drivers be distracted. Understand safe and unsafe choices.</p>			
<p>A World Without Judgement</p>				<p>What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged? How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.</p>	<p>What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion.</p>	<p>Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values. Create a range of values for your educational setting. Explain how all religions can live in cohesion. Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Design your perfect world</p>