



**CLORE SHALOM PSHCE CURRICULUM**

	UNIT NAME/KEY CONCEPT	CORE LEARNING	VOCAB <i>*repeated vocabulary year 1-6</i>
RECEPTION Development matters (3-4 and Reception)			
Autumn 1	My Feelings Self-regulation	<ul style="list-style-type: none"> <li>To learn how to identify feelings and associate feelings with different colours</li> <li>To identify and express my feelings</li> <li>To explore different coping strategies to help regulate or emotions. To consider the reasons behind our emotions.</li> <li>To learn the different adjectives that can be used to describe feelings.</li> <li>To explore different facial expressions and what they mean</li> <li>To identify different feelings and how to moderate behaviour socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings</li> <li>Emotions</li> <li>Coping strategies</li> <li>Regulate emotions</li> </ul>
Autumn 2	Listening and following Instructions Self-regulation	<ul style="list-style-type: none"> <li>To learn the importance of listening carefully by playing recall games</li> <li>To be able to listen to a story</li> <li>To understand the importance of listening carefully, telling the truth and thinking of others' feelings</li> <li>To follow instructions or actions and persevering when things get difficult</li> <li>To follow simple instructions involving several ideas or actions and giving simple instructions</li> <li>To learn to listen and respond to phrases and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully</li> <li>Follow instructions</li> <li>Giving simple instructions</li> <li>Respond appropriately</li> </ul>
Spring 1	Special relationships/My family and friends Building relationships	<ul style="list-style-type: none"> <li>To talk about our families and understand that all families are valuable and special.</li> <li>To talk about people that hold a special place in children's lives and thank about what it means to be a valued person.</li> <li>To understand why it is important to share and cooperate with others.</li> <li>To develop strategies to help when trying to share with others.</li> <li>To see themselves as a valuable individual.</li> <li>To understand that it is ok to like different things and to share their interests with a group.</li> <li>To explore diversity through thinking about similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Valuable</li> <li>Special</li> <li>Valued person</li> <li>Share</li> <li>Cooperate</li> <li>Strategies</li> <li>Diversity</li> <li>Similarities/differences</li> </ul>
Spring 2	NO OUTSIDERS Differences	<p><b>No outsiders. Lessons based on books:</b></p> <ol style="list-style-type: none"> <li>The Family Book by Todd Parr : All families are different</li> <li>You Choose by Nick Sharratt &amp; Pippa Goodheart : Pupil voice</li> <li>Mommy, Mamma and Me by Leslea Newman and Carol Thompson : All families are different</li> <li>Blue Chameleon by Emily Gravett : Race</li> <li>Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt : Accepting difference</li> <li>Hello Hello by Brendan Wenzel: Differences</li> </ol>	



Summer 1	Taking on challenges Managing self	<ul style="list-style-type: none"> <li>To understand why we have rules.</li> <li>To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems.</li> <li>To work together as a group to overcome challenges by communicating effectively with others.</li> <li>To learn and practise 'grounding' coping strategies.</li> <li>To understand perseverance in the face of challenge.</li> <li>To learn new skills, showing resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> <li>Persistence</li> <li>Challenge</li> <li>Solve problems</li> <li>Overcome</li> <li>Grounding coping strategies</li> <li>Perseverance</li> <li>Resilience</li> </ul>
Summer 2	My Well-being Managing self	<ul style="list-style-type: none"> <li>To learn about the importance of exercise and exploring how exercise affects different parts of the body.</li> <li>To explore yoga, guided meditation and relaxation.</li> <li>To understand why it is important to be able to take care of oneself.</li> <li>To explore what it means to be a safe pedestrian.</li> <li>To explore what it means to eat healthily.</li> <li>To understand the importance of healthy food choices and what a balanced diet is.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Yoga</li> <li>Meditation</li> <li>Relaxation</li> <li>Pedestrian</li> <li>Eat healthily</li> <li>Healthy food choices</li> <li>Balanced diet</li> </ul>
<ul style="list-style-type: none"> <li>YEAR ONE</li> </ul>			
Autumn 1	Health and Wellbeing	<ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> <li>To know the words to describe some positive and negative emotions.</li> </ul>	<ul style="list-style-type: none"> <li>allergy</li> <li>emotions</li> <li>feelings</li> <li>germs</li> <li>ill (poorly)</li> <li>qualities</li> <li>relax</li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety in school:</p> <ul style="list-style-type: none"> <li>Know a number of adults in school.</li> <li>Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</li> <li>Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</li> </ul> <p>Safety at home:</p>	<ul style="list-style-type: none"> <li>accident</li> <li>drug</li> <li>emergency</li> <li>hazards</li> <li>medicine</li> <li>physical contact</li> </ul>



		<ul style="list-style-type: none"> <li>• Know the number for the emergency services and their own address.</li> <li>• Keeping ourselves safe:</li> <li>• Understand that some types of physical contact are never acceptable.</li> <li>• Know what can go into or onto the body and when they should check with an adult.</li> <li>• Understand that there are hazards in houses and know how to avoid them.</li> <li>• Understand and name jobs that people do to help keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>• polite</li> <li>• respect</li> <li>• role</li> <li>• trust</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>• To understand that families look after us.</li> <li>• To know some words to describe how people are related (e.g. aunty, cousin, etc.)</li> <li>• To know that some information about me and my family is personal.</li> <li>• To understand some characteristics of a positive friendship.</li> <li>• To understand that friendships can have problems but that these can be overcome.</li> <li>• To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul>	<ul style="list-style-type: none"> <li>• behaviour</li> <li>• care</li> <li>• emotions</li> <li>• family</li> <li>• feelings</li> <li>• friend</li> <li>• friendly</li> <li>• problem</li> <li>• stereotype</li> </ul>
Spring 2	NO OUTSIDERS Protected characteristics/ inclusion and diversity.	<p><b>No Outsiders. Lessons based on books:</b></p> <ol style="list-style-type: none"> <li>1. Elmer by David McKee : Race</li> <li>2. Errol's Garden: To work together</li> <li>3. My World, your World by Melanie Walsh: Sharing</li> <li>4. The Perfect Fit by Naomi and James Jones: How do I fit in?</li> <li>5. The boy who loved everyone by Jane Porter: Playing Safely</li> <li>6. Hair its a family affair by Mylo Freeman: Proud of differences</li> </ol>	
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>• To know the rules in school.</li> <li>• To know that different pets have different needs.</li> <li>• To understand the needs of younger children and that these change over time.</li> <li>• To know that voting is a fair way to make a decision.</li> <li>• To understand that people are all different.</li> </ul>	<ul style="list-style-type: none"> <li>• care</li> <li>• democracy</li> <li>• different</li> <li>• fair</li> <li>• pet</li> <li>• responsibility</li> <li>• rule</li> <li>• similar</li> <li>• unique</li> <li>• vote</li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>• To explain how children might get money.</li> </ul>	<ul style="list-style-type: none"> <li>• Spend</li> </ul>



		<ul style="list-style-type: none"> <li>To explain some different ways to keep money safe.</li> <li>To discuss the role of banks and building societies.</li> <li>To recognise that people may make different choices about spending or saving.</li> <li>To explain that a range of jobs exist in and out of school and that different skills are needed for jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Save</li> <li>Pocket money</li> <li>Bank</li> <li>Notes</li> <li>cash</li> </ul>
<ul style="list-style-type: none"> <li>YEAR TWO</li> </ul>			
Autumn 1	Health and Wellbeing	<ul style="list-style-type: none"> <li>To know that food and drinks with lots of sugar are bad for our teeth.</li> <li>To understand the importance of exercise to stay healthy.</li> <li>To understand the balance of foods we need to keep healthy and consequences of a poor diet.</li> <li>To know that breathing techniques can be a useful strategy to relax.</li> <li>To know that we can feel more than one emotion at a time.</li> <li>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>diet</li> <li>exercise</li> <li>goal</li> <li>growth mindset</li> <li>healthy</li> <li>physical activity</li> <li>relaxation</li> <li>skill</li> <li>strengths</li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety online:</p> <ul style="list-style-type: none"> <li>To know to tell an adult if they see something that makes them uncomfortable online.</li> <li>To understand the difference between secrets and surprises.</li> </ul> <p>Safety on the road:</p> <ul style="list-style-type: none"> <li>To know the rules for crossing the road safely.</li> </ul> <p>Keeping ourselves safe:</p> <ul style="list-style-type: none"> <li>To know that medicine can help us when we are ill.</li> <li>To understand that we should only take medicines when a trusted adult says we can.</li> <li>To know the names of parts of my body, including private parts.</li> <li>To know the PANTS rule.</li> </ul>	<ul style="list-style-type: none"> <li>medicine</li> <li>pedestrian</li> <li>private</li> <li>secret</li> <li>surprise</li> <li>penis</li> <li>testicles/testes</li> <li>vulva</li> <li>vagina</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>To know that families can be made up of different people.</li> <li>To know that families may be different to my family.</li> <li>To know some problems which might happen in friendships.</li> <li>To understand that some problems in friendships might be more serious and need addressing.</li> <li>To understand some ways people show their feelings.</li> <li>To understand what good manners are.</li> </ul>	<ul style="list-style-type: none"> <li>love</li> <li>manners</li> <li><i>*stereotype</i></li> <li><i>*respect</i></li> </ul>



		<ul style="list-style-type: none"> <li>To understand some stereotypes related to jobs.</li> <li>To know that there are ways we can remember people or events.</li> </ul>	
Spring 2	NO OUTSIDERS Protected characteristics/ inclusion and diversity.	<b>No Outsiders. Lessons based on books:</b> 1.How to be a Lion by Ed Vere: Self-confidence 2.The great big book of families by Mary Hoffman and Ros Asquith: Diversity 3.Amazing by Steve Antony: Friendship 4.Can I join your club by John Kelly: Differences 5.All Are Welcome by Alexandra Penfold and Suzanne Kaufman: Belonging 6.Splash by Sharon Davey: achieving dreams	
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>To know some of the different places where rules apply.</li> <li>To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>To know some of the jobs people do to look after the environment in school and the local community.</li> <li>To understand how democracy works in school through the school council.</li> <li>To understand that everyone has similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>election</li> <li>environment</li> <li>identity</li> <li>job</li> <li>opinion</li> <li>school council</li> <li>volunteer</li> <li>vote</li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>To know that some adults earn money by having a job.</li> <li>To Know some basic needs for survival.</li> <li>To know what a bank account is and what a bank account card is used for.</li> <li>To know what a skill or talent is and that different jobs require different skills.</li> <li>To understand the concept of saving money and understanding its benefits for future goals or things they want to buy.</li> <li>To understand the difference between a 'want' and 'need'.</li> <li>To know why diversity and inclusion are important in workplaces.</li> </ul>	<ul style="list-style-type: none"> <li>bank account</li> <li>debit card</li> <li>diversity</li> <li>electronic</li> <li>equality</li> <li>prioritise</li> <li>survive</li> <li>transaction</li> <li>wages</li> <li>want</li> <li>withdraw</li> </ul>
<ul style="list-style-type: none"> <li>YEAR THREE</li> </ul>			
Autumn 1	Health and Wellbeing	<ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li><i>*diet</i></li> <li><i>*exercise</i></li> <li><i>*goal</i></li> <li><i>*growth mindset</i></li> </ul>



		<ul style="list-style-type: none"> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> <li>To understand what a problem or barrier is and that these can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li><i>*healthy</i></li> <li><i>*physical activity</i></li> <li><i>*relaxation</i></li> <li><i>*skill</i></li> <li><i>*strengths</i></li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety online:</p> <ul style="list-style-type: none"> <li>Write an email with instructions written using positive language.</li> <li>Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</li> <li>Send an email that describes some of the best ways to avoid being tricked by fake emails.</li> <li>To understand that cyberbullying is bullying which takes place online.</li> <li>To know the signs that an email might be fake.</li> </ul> <p>Safety outside:</p> <ul style="list-style-type: none"> <li>Show an understanding that they must consider their own safety before helping others in an emergency situation.</li> <li>Understand how to help someone who has been bitten or stung.</li> <li>To know the rules for being safe near roads</li> </ul>	<ul style="list-style-type: none"> <li><i>*allergic</i></li> <li>anaphylaxis</li> <li>bullying</li> <li>casualty</li> <li>choice</li> <li>cyberbullying</li> <li>decision</li> <li>distraction</li> <li>fake</li> <li>influence</li> <li>injuries</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>Understand that families are all different.</li> <li>Know that families offer each other support but sometimes they can experience problems.</li> <li>Understand that problems occur in friendships and that violence is never right.</li> <li>Understand what bullying is and what to do if it happens.</li> <li>Describe what a good listener is and know how to show that they are listening.</li> <li>Say who they trust and why.</li> <li>Understand that people can have similarities and differences and explain how differences can be a positive thing.</li> <li>Understand how toys can reinforce gender stereotypes.</li> <li>Understand that stereotypes arise from a range of factors, including some of those associated with age.</li> </ul>	<ul style="list-style-type: none"> <li><i>* bullying</i></li> <li>communicate</li> <li>empathy</li> <li>open questions</li> <li>similar</li> <li>solve</li> <li><i>*stereotype</i></li> <li>sympathy</li> <li>trust</li> </ul>
Spring 2	NO OUTSIDERS	<p><b>No outsiders. Lessons based on books:</b></p> <p>1. Super Duper You by Sophy Henn: Self Respect</p>	



	Protected characteristics/ inclusion and diversity.	<p>2. We're all wonders by R.J. Palacio: Differences and bystanders.</p> <p>3. The Truth about old people by Elina Ellis: stereotypes</p> <p>4. Beegu by Alexis Deacon: To be welcoming</p> <p>5. Planet Omar: Accidental Trouble Magnet : living in Britain</p> <p>6.The Hueys in the New Jumper by Oliver Jeffers: helping outsiders</p>	
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>• Explain that children have rights and how these benefit them.</li> <li>• Explain the responsibilities adults have for supporting children's rights.</li> <li>• Discuss the benefits of recycling.</li> <li>• Recognise some of the different groups within the local community and how they use local buildings.</li> <li>• Explain how charities support the local community.</li> <li>• Describe how democracy works locally and how this affects us.</li> <li>• Recognise the need for rules and the consequences of breaking rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Charity</li> <li>• Community</li> <li>• Consequence</li> <li>• Council</li> <li>• Councillor</li> <li>• Law</li> <li>• Recycling</li> <li>• Rights</li> <li>• United Nations (UN)</li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>• The pros and cons of different payment methods.</li> <li>• The reasons for spending money.</li> <li>• The benefits of budgeting.</li> <li>• The emotional impact of money.</li> <li>• The societal and environmental impact of spending choices.</li> <li>• The range of jobs and opportunities available.</li> <li>• What job stereotypes are.</li> <li>• Individual talents should guide career choices.</li> <li>• Anyone can aspire to any career.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>*debit card</i></li> <li>• <i>*diversity</i></li> <li>• <i>*electronic</i></li> <li>• <i>*equality</i></li> <li>• <i>*prioritise</i></li> <li>• <i>*skill</i></li> <li>• <i>*survive</i></li> <li>• <i>*transaction</i></li> <li>• <i>*wages</i></li> <li>• <i>*withdraw</i></li> </ul>
<ul style="list-style-type: none"> <li>• YEAR FOUR</li> </ul>			
Autumn 1	Health and Wellbeing	<ul style="list-style-type: none"> <li>• To Identify how to keep teeth healthy.</li> <li>• To describe a calm place that helps them to feel relaxed.</li> <li>• To describe how they feel when they make a mistake and To explain what can be learned from making mistakes.</li> <li>• To write or describe their strengths and how they could use these in school.</li> </ul>	<ul style="list-style-type: none"> <li>• fluoride</li> <li>• <i>*healthy</i></li> <li>• mental health</li> <li>• negative emotions</li> </ul>



		<ul style="list-style-type: none"> <li>To describe what makes them happy, suggesting how they could work towards this as a goal.</li> <li>To explain that there are some things they can control and others they cannot.</li> <li>To understand the range of emotions we can experience.</li> <li>To understand what mental health is and that sometimes people might need help.</li> </ul>	<ul style="list-style-type: none"> <li>positive emotions</li> <li><i>*relaxation</i></li> <li>resilience</li> <li>visualise</li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety online: Understand how quickly information can spread on the internet and some of the risks associated with that. Understand how search engines work and whether information is useful.</p> <p>Safety in first aid:  <ul style="list-style-type: none"> <li>Understand the reasons for legal age restrictions.</li> <li>Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> </ul> </p> <p>Keeping ourselves safe:  <ul style="list-style-type: none"> <li>Understand the difference between private and public, and secrets and surprises.</li> <li>Understand the changes they have already gone through and aware of some changes to come.</li> <li>Understand that they will change physically as they develop into adults.</li> <li>Understand some of the risks of smoking and some of the benefits of being a non-smoker.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Age restriction</li> <li>Asthma</li> <li>Breasts</li> <li>Genitals</li> <li><i>*Vulva</i></li> <li><i>*Penis</i></li> <li><i>*Private</i></li> <li>Protect</li> <li>Puberty</li> <li>Public</li> <li>Testicles/Testes</li> <li>Tobacco</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>Understand that manners vary in different situations.</li> <li>Understand boundaries in friendships, including physical boundaries and expectations.</li> <li>Understand that what they do and say affects other people.</li> <li>Understand the impact of bullying and the role bystanders can take.</li> <li>Recognise male and female stereotyped characters.</li> <li>Understand that stereotypes about disabilities are usually untrue.</li> <li>Understand that families are all different and they offer each other support but sometimes they can experience problems.</li> <li>Know what bereavement is and how to support someone who has experienced a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>act of kindness</li> <li>authority</li> <li>bereavement</li> <li>boundaries</li> <li>bystander</li> <li>permission</li> </ul>
Spring 2	NO OUTSIDERS Protected characteristics/ inclusion and diversity.	<p><b>No outsiders. Lessons based on books:</b></p> <ol style="list-style-type: none"> <li>Along Came a Different by Tom McLaughlin: accepting differences</li> <li>When Sadness comes to call by Eva Eland: Looking after mental health</li> <li>Julian is a mermaid by Jessica Love: showing acceptance</li> <li>Dogs don't do Ballet by Anna Kemp and Sara Ogilvie: assertiveness</li> <li>Aalfred and Aalbert a love story by Morag Hood: finding common ground</li> <li>Red: A crayon;s story by Michael Hall: being proud</li> </ol>	





Summer 1	Citizenship	<ul style="list-style-type: none"> <li>• Understand what human rights are and why they are important.</li> <li>• Understand how reusing items benefits the environment.</li> <li>• Understand the range of groups that exist in the wider community.</li> <li>• Understand how community groups can focus on different areas of interest.</li> <li>• Understand that diversity supports a community to work effectively.</li> <li>• Understand the role of local councillors.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>*Authority</i></li> <li>• Cabinet</li> <li>• Council</li> <li>• Council officer</li> <li>• <i>*Diversity</i></li> <li>• Human rights</li> <li>• Local government</li> <li>• Reuse</li> <li>• United Nations/UN</li> <li>• Volunteer</li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>• Identify and justify items they consider good value for money.</li> <li>• Identify multiple factors that influence whether something is good value for money.</li> <li>• Understand the importance of tracking spending.</li> <li>• Identify different ways to keep money safe.</li> <li>• Identify a range of influences on job choices.</li> <li>• Suggest ways to respond to certain influences over career choices.</li> <li>• Identify different reasons why people might change careers</li> <li>• Suggest proactive steps that can be taken to challenge and overcome these stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>*bank account</i></li> <li>• bank statement</li> <li>• career</li> <li>• career satisfaction</li> <li>• influence</li> <li>• perspective</li> <li>• satisfaction</li> <li>• security</li> <li>• value for money</li> </ul>
<ul style="list-style-type: none"> <li>• YEAR FIVE</li> </ul>			
Autumn 1	Health and Wellbeing	<ul style="list-style-type: none"> <li>• To understand the risks of sun exposure.</li> <li>• To know that relaxation stretches can help us to relax and de-stress.</li> <li>• To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>• To know that what we do before bed can affect our sleep quality.</li> <li>• To understand what can cause stress.</li> </ul> <p>To understand that failure is an important part of success.</p>	<ul style="list-style-type: none"> <li>• fail</li> <li>• goal</li> <li>• protect</li> <li>• <i>*relaxation</i></li> <li>• responsibility</li> <li>• steps</li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety online:</p> <ul style="list-style-type: none"> <li>• Understand what is safe to share online and what to do before sending a message.</li> <li>• Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Attraction</li> <li>• Bladder</li> <li>• <i>*Breasts</i></li> <li>• Cervix</li> <li>• Clitoris</li> </ul>



		<p>Keeping ourselves safe:</p> <ul style="list-style-type: none"> <li>• Accurately name all the relevant parts of the body.</li> <li>• Understand the changes their own gender will go through during puberty.</li> <li>• List the range of changes they will go through during puberty.</li> <li>• Understand that other people can influence our decisions but we have the right to make our own choices.</li> </ul> <p>Safety in First Aid:</p> <ul style="list-style-type: none"> <li>• Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Egg or ova</li> <li>• Ejaculation</li> <li>• Erection</li> <li>• Fallopian tube</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>• Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</li> <li>• Recognise that friendships have ups and downs and this is normal.</li> <li>• Understand what marriage is and know that it is a choice people make.</li> <li>• Understand that we all have a range of attributes that make us who we are and we should be proud of these.</li> <li>• Understand that sometimes families can make children feel unhappy or unsafe.</li> <li>• Understand why someone might bully others.</li> <li>• Understand that attitudes and laws around gender equality have changed over time.</li> <li>• Understand that stereotypes exist and these can lead to discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• attributes</li> <li>• <i>*bullying</i></li> <li>• <i>*bystander</i></li> <li>• cyberbullying</li> <li>• marriage</li> <li>• secret</li> <li>• wedding</li> </ul>
Spring 2	NO OUTSIDERS Protected characteristics/ inclusion and diversity.	<p><b>No outsiders. Lessons based on books:</b></p> <ol style="list-style-type: none"> <li>1. Mixed by Arree Chung: responses to racism</li> <li>2. Rose Blanche by Roberto Innocenti: justify actions</li> <li>3. How to heal a broken Wing by Bob Graham: empathy</li> <li>4. And Tabgo makes three by Justin Richardson and Peter Parnell: express opinions</li> <li>5. Kenny lives with Erica and Martina by Olly Pike: consequences</li> <li>6. The Girls by Lauren Lee and Jenny Lovlie: Friendship</li> </ol>	
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>• Understand what happens when someone breaks the law.</li> <li>• Understand what rights are and that freedom of expression is one of these rights.</li> <li>• Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.</li> <li>• Understand how people contribute to society and how this is recognised.</li> <li>• Understand the role of pressure groups.</li> <li>• Understand the basics of how parliament works including the parts of parliament.</li> </ul>	<ul style="list-style-type: none"> <li>• defendant</li> <li>• freedom of expression</li> <li>• government</li> <li>• House of Commons</li> <li>• human rights</li> <li>• judge</li> <li>• jury</li> </ul>



			<ul style="list-style-type: none"> <li>Member of Parliament (MP)</li> <li>parliament</li> <li>pressure group</li> <li><i>*Prime Minister</i></li> <li>trial</li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>Prioritise needs over wants.</li> <li>Manage a weekly budget.</li> <li>Understand the responsibilities and consequences of borrowing and loaning.</li> <li>Recognise the risks and considerations associated with spending money online.</li> <li>Explain why workplace stereotyping needs to be challenged.</li> <li>Describe how interests and skills align with future careers.</li> </ul>	<ul style="list-style-type: none"> <li>allocate</li> <li>borrow</li> <li>commitment</li> <li>expenditure</li> <li>impact</li> <li>income</li> <li>loan</li> <li>prioritise</li> <li>repayment</li> <li>risk</li> </ul>
<ul style="list-style-type: none"> <li>YEAR SIX</li> </ul>			
Autumn 1	Health and Well Being	<ul style="list-style-type: none"> <li>Describe qualities or values they want to develop and create achievable goals.</li> <li>Describe the importance of relaxation and suggest different strategies.</li> <li>Describe how they take care of their physical wellbeing.</li> <li>Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.</li> <li>Describe what resilience is, why it is important and some useful resilience strategies.</li> <li>Understand how vaccination works and why it is important to individuals.</li> <li>Understand that habits can be good or bad for health.</li> <li>Understand that changes in their body could indicate illness and know what to do if they notice them.</li> </ul>	<ul style="list-style-type: none"> <li>antibodies</li> <li>growth mindset</li> <li>habit</li> <li>qualities</li> <li>responsibility</li> <li>vaccination</li> </ul>
Autumn 2	Safety and the Changing body	<p>Safety online:</p> <ul style="list-style-type: none"> <li>Understand how they should behave online and the impact negativity can have</li> </ul>	<ul style="list-style-type: none"> <li><i>*Cervix</i></li> <li>Conception</li> <li><i>*Erection</i></li> <li><i>*Fallopian tube</i></li> </ul>



		<ul style="list-style-type: none"> <li>• Understand some ways to check that a news story is real.</li> </ul> <p>Keeping ourselves safe:</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons adults decide to drink or not drink alcohol.</li> <li>• Understand of changes that take place during puberty.</li> <li>• Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</li> <li>• Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.</li> </ul> <p>Safety in First Aid:</p> <ul style="list-style-type: none"> <li>• Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.</li> <li>• To identify when it is necessary for CPR to be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Fertilisation</li> <li>• Sexual intercourse</li> <li>• Sperm duct</li> <li>• Uterus</li> <li>• Vaginal opening</li> <li>• Womb</li> </ul>
Spring 1	Family and relationships	<ul style="list-style-type: none"> <li>• Understand and challenge stereotypes</li> <li>• To understand respect is two-way and how we treat others how we can expect to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• authority</li> <li>• conflict</li> <li>• earn</li> <li>• expectation</li> <li>• grief</li> <li>• grieving</li> <li>• resolve</li> <li>• <i>*respect</i></li> <li>• <i>*stereotype</i></li> </ul>
Spring 2	NO OUTSIDERS Protected characteristics/ inclusion and diversity.	<p><b>No Outsiders. Lessons based on books:</b></p> <ol style="list-style-type: none"> <li>1. Introducing Teddy by Jessica Walton: To show acceptance</li> <li>2. King of the Sky by Nicola Davis: immigration</li> <li>3. The only way is Badger by Stella Jones and Carmen Saldana: Freedom of Speech</li> <li>4. Leaf by Sandra Dieckmann: difference</li> <li>5. A day in the life of Marlon Bundo by Marlon Bundo and Jill Twiss: democracy</li> <li>6. The Island by Armin Greder: racism</li> </ol>	
Summer 1	Citizenship	<ul style="list-style-type: none"> <li>• Understand that education is a human right and why education is important.</li> <li>• Understand some environmental issues relating to food and food production.</li> </ul>	<ul style="list-style-type: none"> <li>• Authority</li> <li>• Conflict</li> <li>• <i>*Earn</i></li> </ul>



		<ul style="list-style-type: none"> <li>• Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</li> <li>• Understand what prejudice and discrimination are and why and how they should be challenged.</li> <li>• Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation</li> <li>• <i>*Grief</i></li> <li>• <i>*Grieving</i></li> <li>• Protected characteristics</li> <li>• Resolve</li> <li>• <i>*Stereotype</i></li> </ul>
Summer 2	Economic Well-being	<ul style="list-style-type: none"> <li>• Understand feelings about money and the impact they can have.</li> <li>• Explain how to safeguard money in both digital and physical environments.</li> <li>• Know the money changes when moving to secondary school.</li> <li>• Understand the risks of gambling.</li> <li>• Explain how careers function in different settings and what roles and responsibilities come with them.</li> <li>• Explore different career routes and their requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• earnings</li> <li>• educational requirements</li> <li>• expenses</li> <li>• gambling</li> <li>• <i>*responsibilities</i></li> <li>• risks</li> <li>• safeguard</li> <li>• university</li> <li>• valuables</li> <li>• workplace</li> </ul>