

Creating opportunities, shaping futures	
Why we teach PSHE/RSE	At Bowhill, we want all our children to learn how to achieve to the best of their ability. To ensure this, we have a rigorous academic curriculum in place. We strongly believe that we also have a responsibility that every child must be taught how to stay safe and to forge healthy relationships with others in a rapidly changing world, both real and virtual. We are equipping students with knowledge and skills for a healthy life in modern Britain, and to become responsible members of society who can make a full contribution to their community.
How we teach PSHE/RSE	In September 2024, Bowhill, as a school, moved to deliver our PSHE/RHE using Kapow as our primary resource. Each child has 45 minutes timetabled every week where PSHE/RHE is taught as a discrete subject. The Kapow lessons are supplemented with NSPCC resources which support children protection and safeguarding. In addition to this, adults will look to cover these important issues in other areas of the curriculum (e.g. – staying safe online in ICT), through choice of reading materials in class, visits and visitors, assemblies and other opportunities through the school day. All resources and teaching materials used are up to date, engaging and age appropriate. Parents and carers of children are informed at the start of each term what topics will be covered and more detailed letters are sent out– in line with legal requirements – when sex education is being taught. These provide opportunities for parents to view teaching resources before the lessons are delivered and to withdraw their children from limited specific lessons. Our curriculum meets all statutory requirements, provides full coverage of the 2020 RSE curriculum, as well as the PSHE Association’s programme of study.
What we want children to learn	The year is divided into separate strands that are taught half termly throughout the school, under the headings of: <i>Families and Relationships, Health and Wellbeing, Safety, Citizenship and Economic Wellbeing</i>. Each lesson’s learning objective is clearly outlined at the start of every lesson and assessed against at the end of the lesson. Each unit’s outcomes are listed in the long-term overview accessible on Teams for all staff. Knowledge and skills developed include – • Valuing different family structures • Creating and maintaining positive friendships • Developing safe and respectful relationships • Understanding the changes that take place during puberty • Promoting good health and carrying out first aid • Learning to make independent choices and not be influenced by others • Operating safely in a digital world We believe our curriculum will help children to learn the importance of kind, respectful and equitable societies whilst developing the skills that will enable them to successfully, confidently and independently thrive in our changing world,

Long Term Overview EYFS & KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My feelings	Special relationships	Taking on challenges	Listening and following instructions	My family and friends	My wellbeing
EYFS	L1 Identifying my feelings L2 Feelings jars L3 Coping strategies L4 Describing feelings L5 Facial expressions L6 Creating a calm corner	L1 My family L2 Special people L3 Sharing L4 I am unique L5 My interests L6 Similarities and differences	L1 Why do we have rules? L2 Building towers L3 Team den building L4 Grounding L5 Team races L6 Circus skills	L1 Simon says L2 Listening to a story L3 Pass the whisper L4 Obstacle race L5 Blindfold walk L6 Treasure hunt	L1 Festivals L2 Sharing L3 What makes a good friend? L4 Being a good friend L5 Teamwork L6 Celebrating friendships	L1 What is exercise? L2 Yoga and relaxation L3 Looking after ourselves L4 Being a safe pedestrian L5 Eating healthily L6 A rainbow of food
KS1	Family and Relationships	Health and Wellbeing	Safety		Citizenship	Economic Wellbeing
Year 1	L1 What is family? L2 What are friendships? L3 Recognising other people's emotions L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my Emotions L2 What am I like? L3 Ready for bed L5 Personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L3 Getting Lost L4 Making an emergency phone call L6 Safety with substances L7 Safety at home	L5 Appropriate contact L8 People who keep us safe NSPCC Speak out stay safe	L1 Rules L2 Caring for others: animals L3 The needs of others L4 Similar, yet different L5 Belonging L6 Democratic decisions	L1 What is money? L2 Keeping money safe L3 What is a bank? L4 Spending and saving L6 Jobs out of school Transition lesson - strengths and new skills
Year 2	L2 Families are all different L3 Other people's feelings L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L2 Being active L3 Relaxation L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L1 Introduction to the internet L2 Communicating online L7 Road safety L8 Crossing Roads safely L8 Staying safe with medicine	L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L6 My personal boundaries NSPCC PANTS	L1 Rules beyond school L2 Our school environment L3 Our local Environment L4 Jobs in our local community L5 Similar yet different - my local community L7 Giving my opinion	L1 Where does money come from? L2 Exploring wants L3 Exploring needs 5 My skills and talents L6 Everyone is welcome Transition lesson - change

Long Term Overview Years 3 & 4

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health and Wellbeing	Safety		Citizenship	Economic Wellbeing
Year 3/4 Year A	L2 Friendship issues and bullying L3 The effects of bullying L4 Stereotyping: gender L6 Healthy friendships: boundaries L7 Learning who to Trust L8 Respecting differences L9 Change and loss - bereavement	L1 My healthy diary L2 Diet and dental health L3 Relaxation: stretches L5 My superpowers L6 Celebrating mistakes L7 Communicating my feelings L8 My happiness	L1 Be kind online L2 Cyberbullying L3 Share aware L4 Privacy and secrecy L5 First aid: bites and stings Yr 3 only – L7 First aid, calling for help Year 4 only - L4 Tobacco	L6 Choices and influences Yr 3 only – Road safety Yr 4 only – introducing puberty NSPCC Speak out stay safe	L1 Recycling L2 Local community buildings and groups L3 Local council & democracy L4 Rules L5 Rights of a child L6 What are human rights?	L1 Spending choices L2 Budgeting L3 Money and emotions L4 Jobs and careers L5 Gender and careers Transition – coping strategies
Year 3/4 Year B	L2 Friendship issues and bullying L3 Healthy families L5 Stereotyping: age/disability L6 How my behaviour affects others L7 Effective communication in friendships L8 Respect and manners L9 Respecting differences	L2 Looking after our teeth L3 Relaxation: visualisation L4 Meaning and purpose L5 Resilience L6 Emotions L7 Communicating my feelings L8 Mental health	L1 Fake emails L2 Internet safety: age restrictions L3 Consuming information online L5 First aid: asthma L6: Choices and influences Yr 3 only – L7 First aid, calling for help Year 4 only - L4 Tobacco	Yr 3 only – L8 Road safety Yr 4 only – L7 Introducing puberty NSPCC Speak out stay safe	L1 Recycling L2 Local community groups L3 Local council & democracy L4 Diverse communities L5 Rights of a child L6 Charity	L1 Spending choices L2 Budgeting L3 Money and emotions L4 Jobs and careers L5 Jobs for me Transition – coping strategies

Long Term Overview Year 5 & 6

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health and Wellbeing	Safety	RSE	Citizenship	Economic Wellbeing
Year 5/6 Year A	L2 What makes a good friend? L3 Respect L4 Respecting myself L5 Marriage L6 Bullying L7 Stereotyping L8 Challenging stereotypes	L1 Relaxation: yoga* L2 The importance of rest L3 Embracing failure L4 Going for goals L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 First aid: choking L4 Alcohol L5 Drugs, alcohol and tobacco: influences	Year 5 only L3 Puberty x 2 L4 Menstruation x 2 L5 Emotional changes in puberty x 2 Year 6 only L4 Physical & emotional changes of puberty L5 Conception L6 Pregnancy and birth L1 What is identity L2 Identity and body image	L1 Breaking the law L2 Prejudice and discrimination L3 Protecting the planet L4 Contributing to the community L5 Rights and responsibilities L6 Parliament and national democracy	L1 Borrowing L2 Income and expenditure L3 Prioritising spending L4 Risks with money L5 Careers Transition: roles and responsibilities
Year 5/6 Year B	L2 Friendship skills L3 Respect L4 Resolving conflict L5 Family life L6 Stereotyping L7 Challenging stereotypes L8 Change and loss	L1 Relaxation: mindfulness* L2 What can I be? L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6 Physical health L7 Good and bad habits	L1 Critical digital consumers L2 Social media L3 First aid: bleeding L4 First aid: basic life support	Year 5 only L3 Puberty x 2 L4 Menstruation x 2 L5 Emotional changes in puberty x 2 Year 6 only L4 Physical & emotional changes of puberty L5 Conception L6 Pregnancy and birth L1 What is identity L2 Identity and body image	L1 Pressure groups L2 Valuing diversity L3 Food choices and the environment L4 Caring for others L5 Rights and responsibilities L6 Parliament and national democracy	L1 Attitudes to money L2 Keeping money safe L3 Stereotypes in the workplace L4 Gambling L5 Careers Transition: roles and responsibilities

* these lessons can be omitted if the term length is variable or a curriculum week/event is planned

EYFS Autumn 1	My feelings				
EYFS Objectives	Children at the expected level of development will: • 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 an activity, and show an ability to follow instructions involving several ideas or actions.				
Outcomes	Unit Outcome Children should learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Lesson Series L1 Identifying my feelings L2 Feelings jars L3 Coping strategies L4 Describing feelings L5 Facial expressions L6 Creating a calm corner	Vocabulary		
			Emotions The range of feelings that someone can have, such as happiness or anger. Feelings Emotions that a person can have.		
EYFS Autumn 2	Special Relationships				
EYFS Objectives	Children at the expected level of development will: • 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.				
Outcomes	Unit Outcome Children should explore why families and special people are valuable, understand why it is important to share and develop strategies to help with this, see themselves as valuable individuals and explore diversity by recognising similarities and differences.	Lesson Series L1 My family L2 Special people L3 Sharing L4 I am unique L5 My interests L6 Similarities and differences	Vocabulary		
			Family A unit of people joined together. Love Feelings of affection and care. Interests/Hobbies Activities or subjects you enjoy or want to know more about.	Share To have or use something at the same time as someone else. Unique Something original and unlike anything else. Friend Someone you like and enjoy spending time with.	Similar Something that is nearly the same as another thing. Different Something that is not the same as something else. Diversity Recognising and valuing difference

EYFS Spring 1	Taking on challenges		
EYFS Objectives	Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		
Outcomes	Unit Outcome Children should consider why we have rules and the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others and practice ‘grounding’ coping strategies.	Lesson Series L1 Why do we have rules? L2 Building towers L3 Team den building L4 Grounding L5 Team races L6 Circus skills	Vocabulary
			Rule Something that tells us what is allowed or not allowed. Persistence Keeping on going, even though things might be difficult. Challenge Something that is difficult and tests your ability or determination. Problem solving The process of finding solutions to problems. Mistake Doing something incorrectly. Cope Deal successfully with a difficult situation. Teamwork Working well together as a group. Grounding technique A strategy you can use to calm yourself when you feel frustrated or unable to cope. Trial and error A way of solving a problem by trying a number of techniques and learning from your mistakes.
EYFS Spring 2	Listening and following instructions		
EYFS Objectives	Children at the expected level of development will: - 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 an activity, and show an ability to follow instructions involving several ideas or actions.		
Outcomes	Unit Outcome Children should listen to stories to practise their comprehension skills and play games which require them to listen carefully to instructions to succeed. They should consider how rumours can spread quickly and change as they do so.	Lesson Series L1 Simon says L2 Listening to a story L3 Pass the whisper L4 Obstacle race L5 Blindfold walk L6 Treasure hunt	Vocabulary
			Listening Hearing and understanding what someone is saying to you. Persevere To keep on going, even though things might be difficult. Team A group of people all working together towards the same aims.

EYFS Summer 1	My family and friends		
EYFS Objectives	Children at the expected level of development will: • 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.		
Outcomes	Unit Outcome Children should explore cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play. They should consider the ingredients for a good friend, exploring how kind words make others feel good and recognise the value in working together as a team.	Lesson Series L1 Festivals L2 Sharing L3 What makes a good friend? L4 Being a good friend L5 Teamwork L6 Celebrating friendships	Vocabulary
			Festival A day or period of celebration, usually for cultural or religious reasons. Celebration A special event that has been organised to celebrate something. Turn-taking In conversation or in a game, allowing the other person to speak and have a go, and then having your turn and repeating this process. Support To help someone when they are going through tough times or are upset.
EYFS Summer 2	My wellbeing		
EYFS Objectives	Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		
Outcomes	Unit Outcome Children should learn why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discuss some of the ways in which we can take care of ourselves, learn how to travel safely as a pedestrian and consider the importance of making balanced food choices.	Lesson Series L1 What is exercise? L2 Yoga and relaxation L3 Looking after ourselves L4 Being a safe pedestrian L5 Eating healthily L6 A rainbow of food	Vocabulary
			Exercise Being physically active and moving your body. Breathing Air moving in and out of the lungs. Heart-rate The speed at which the heart is beating. Relaxation Resting your body and mind. Health Physical health means that your body is well. Mental health is related to your emotions. Independence Being able to do something by yourself, without help. Pedestrian A person who travels by walking, rather than in a vehicle.

Year 1 Autumn 1	Family and relationships		
Objectives	Skills		Knowledge
	- Exploring how families are different to each other. - Exploring how friendship problems can be overcome. - Exploring friendly behaviours. - Recognising how other people show their feelings. - Identifying ways we can care for others when they are sad. - Exploring the ability to successfully work with different people.		- To understand that families look after us. - To know some words to describe how people are related (eg. aunty, cousin). - To know that some information about me and my family is personal. - To understand some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
Outcomes	Unit Outcome Children should explore how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair. They will learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Lesson Series L1 What is family? L2 What are friendships? L3 Recognising other people's emotions L4 Working with others* L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	Vocabulary
			<table><tr><td>Behaviour The way that somebody acts around other people Care Looking after someone or something Emotions The range of feelings that someone can have, such as happiness or anger Family A unit of people joined together by blood, marriage, or other means including adoption or a close social bond Feelings Emotions that a person can have</td><td>Friend Someone you like and enjoy spending time with Friendly Being nice or kind to someone Problem A difficult matter or situation Stereotype An oversimplified view or idea about something, often someone, which is often untrue and many people might believe Permission Allowing someone to do a particular thing.</td></tr></table>
Behaviour The way that somebody acts around other people Care Looking after someone or something Emotions The range of feelings that someone can have, such as happiness or anger Family A unit of people joined together by blood, marriage, or other means including adoption or a close social bond Feelings Emotions that a person can have	Friend Someone you like and enjoy spending time with Friendly Being nice or kind to someone Problem A difficult matter or situation Stereotype An oversimplified view or idea about something, often someone, which is often untrue and many people might believe Permission Allowing someone to do a particular thing.		
Year 1 Autumn 2	Health and Wellbeing		
Objectives	Skills		Knowledge
	- Learning how to wash my hands properly. - Learning how to deal with an allergic reaction. - Exploring positive sleep habits. - Exploring two different methods of relaxation - progressive muscle relaxation and laughter. - Exploring health-related jobs and people who help look after our health. - Identifying personal strengths and qualities. - Identifying different ways to manage feelings.		- To understand we can limit the spread of germs by having good hand hygiene. - To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. - To know that certain foods and other things can cause allergic reactions in some people. - To know that sleep helps my body to repair itself, to grow and restores my energy. - To know that strengths are things we are good at. - To know that qualities describe what we are like. - To know the words to describe some positive and negative emotions.
Outcomes	Unit Outcome	Lesson Series	Vocabulary

	Children will explore personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	L1 Understanding my emotions L2 What am I like?* L3 Ready for bed L5 Personal hygiene L6 Sun safety L7 Allergies	Allergy A strong reaction to something (e.g. certain foods, pollen) Emotions The range of feelings that someone can have, such as happiness or anger Feelings Emotions that a person can have Relax To rest or take a break	Germ A very small living thing which can make us ill Ill (poorly) Not feeling well because of an illness or disease Qualities The personality traits that make someone who they are
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Year 1 Spring 1 & 2	Safety (1 term)			
Objectives	Skills		Knowledge	
	- Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies.		- To know that some types of physical contact are never appropriate. - To know what to do if I get lost. - To know that a hazard is something which could cause an accident or injury. - To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
	Children will learn how to respond to adults in different situations; distinguish appropriate and inappropriate physical contact; understand what to do if lost and how to call the emergency services; identify: hazards in the home and people in the community who keep us safe. Children will also learn about abuse in a child friendly way and how to speak out if they are worried through the NSPCC Speak out stay safe programme.	L1 Adults in school L2 Adults outside school L3 Getting Lost L4 Making an emergency phone call L6 Safety with substances L7 Safety at home Spring 2 – NSPCC Speak out stay safe	Accident Something that happens unintentionally Drug A substance which changes the way the body, and sometimes the mind works, and can have a positive or negative effect (medicines are drugs) Emergency When someone is badly hurt, very ill or there has been a bad accident Hazards Dangerous or risky things that should be avoided if possible Medicine Something you take to make you better if you are ill	Physical contact One person touches another Polite Respectful and considerate behaviour towards others Respect Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved Role A particular job you do as part of a larger task, or the part you play in it Trust Relying on someone to do something for you, such as keeping something safe for you

Year 1 Summer 1	Citizenship	
Objectives	Skills	Knowledge

	• Recognising why rules are necessary and the consequences of not following rules. • Discussing how to meet the needs of different pets. • Exploring the differences between people. • Recognising the groups that we belong to.		• To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different and that this is a good thing	
Outcomes	Unit Outcome Children will learn about the importance of rules and consequences and of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and have an introduction to democracy.	Lesson Series L1 Rules L2 Caring for others: animals* L3 The needs of others L4 Similar, yet different L5 Belonging L6 Democratic decisions	Vocabulary	
			Care Looking after someone or something Democracy A system of government where everyone can vote for who they want to represent them Different Something that is not the same as something else Fair Treating everyone equally Pet An animal we look after and care for in our homes	Responsibility Being in charge of our own actions Rule Something that tells us what is allowed or not allowed Similar Something that is nearly the same as another thing Unique Something original and unlike anything else Vote A choice for a person or thing
Year 1 Summer 2	Economic wellbeing			
Objectives	Skills		Knowledge	
	• Exploring how money is used by people. • Discussing how to keep money safe. • Discussing what to do if we find money. • Exploring choices people make about money. • Developing an understanding of how banks work. • Listening to descriptions of professions. • Thinking about questions they would like to ask others about their job. • Describing what different people do in their jobs. Transition • Recognising our own strengths.		• To know that people use money to buy things, including things they need and things they want. • To know that it is wrong to steal money. • To know that money is valuable and needs to be looked after. • To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. • To know that they should not show or give money to strangers. • To know that they can ask adults they know and trust about money and where to store it safely. • To know that banks are places where we can store our money. • To know adults have jobs to help others and to earn money. • To know that skills are things that we can do well and that everyone has different skills. • To know that different jobs need different skills. Transition • To understand that changes can be both positive and negative.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	

	Children will learn about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.	L1 What is money? L2 Keeping money safe L3 What is a bank? L4 Spending and saving L5 Jobs in school* L6 Jobs out of school Transition lesson – strengths and new skills	Banks and building societies Look after your money and can lend you money that you have to pay back Cash Physical money such as notes or coins Earn To get money for doing something, such as a job	Save Keeping money for something special or for the future Skill The ability to do something well Spend Buying something with money Value How much a coin or note is worth
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Year 2 Autumn 1	Family and relationships		
Objectives	Skills		Knowledge
	- Understanding ways to show respect for different families. - Understanding that families offer love, care and support. - Understanding difficulties in friendships and discussing action that can be taken. - Learning how other people show their feelings and how to respond to them. - Exploring the conventions of manners in different situations. - Exploring how loss and change can affect us.		- To know that families can be made up of different people. - To know that families may be different to my family. - To know some problems which might happen in friendships. - To understand that some problems in friendships might be more serious and need addressing. - To understand some ways people show their feelings. - To understand what good manners are. - To understand some stereotypes related to jobs. - To know that there are ways we can remember people or events.
Outcomes	Unit Outcome	Lesson Series	Vocabulary
	Children should learn that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. They will look at conventions of manners and develop an understanding of self-respect.	L2 Families are all different L3 Other people’s feelings L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	Friendship A special bond between yourself and a friend Love Feelings of affection and care Manners A way of behaving that shows respect towards other people
Year 2 Autumn 2	Health and Wellbeing		
Objectives	Skills		Knowledge
	- Exploring the effect that food and drink can have on my teeth. - Exploring some of the benefits of exercise on body and mind. - Exploring some of the benefits of a healthy balanced diet. - Suggesting how to improve an unbalanced meal. - Learning breathing exercises to aid relaxation. - Exploring strategies to manage different emotions. - Developing empathy. - Identifying personal goals and how to work towards them. - Exploring the need for perseverance and developing a growth mindset. - Developing an understanding of self-respect.		- To know that food and drinks with lots of sugar are bad for our teeth. - To explain the importance of exercise to stay healthy. - To understand the balance of foods we need to keep healthy. - To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. - To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Outcomes	Unit Outcome	Lesson Series	Vocabulary
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	Children will learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	L1 Experiencing different emotions L2 Being active L3 Relaxation L4 Steps to success* L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	Diet The food we eat Exercise Movement of the body for our health and fitness Goal Something you want to achieve Growth mindset Believing that we can achieve things if we work hard. 'I can't do it yet!' Healthy Being well, both physically and mentally	Physical activity Something that requires someone to move their body Relaxation Doing calming activities such as having a bath or reading a book Skill The ability to do something well Strengths The things we are good at
Year 2 Spring 1	Safety			
Objectives	Skills		Knowledge	
	- Exploring ways to stay safe online. - Exploring what people can do to feel better when they are ill. - Learning how to be safe around medicines.		- To know that I should tell an adult if I see something which makes me uncomfortable online. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can.	
Outcomes	Children learn to develop an understanding of safety: roads and medicines and have an introduction to online safety;	Lesson Series L1 Introduction to the internet L2 Communicating online L7 Road safety L8 Crossing Roads safely L8 Staying safe with medicine	Vocabulary	
			Medicine Something you take to make you feel better when you are ill Pedestrian A person walking to travel somewhere	
Year 2 Spring 2	Safety – The changing body			
Objectives	Skills		Knowledge	
	- Discussing the concept of privacy. - Exploring ways to stay safe online.		- To know the PANTS rule. - To know that I should tell an adult if I see something which makes me uncomfortable online. - To understand the difference between secrets and surprises. - To know the names of parts of my body including private parts.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	

	Children will learn how to distinguish secrets from surprises; name body parts and look at the concept of privacy.	L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L6 My personal boundaries NSPCC PANTS	Private Something personal or secret Secret Something that is not supposed to be known about or seen by anyone Surprise An unexpected fact or event	Penis The male external sex organ Testicles/testes Produce sperm and male sex organs Vulva The external female sex organs Vagina The tube inside a woman connecting the womb to the vulva
Year 2 Summer 1	Citizenship			
Objectives	Skills		Knowledge	
	- Explaining why rules are in place. - Learning how to discuss issues of concern to me.		- To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To understand that everyone has similarities and differences.	
Outcomes	Unit Outcome Children will learn about rules outside school; caring for the school and local environment. They will explore the roles people have within the local community; learn how school councils work and voice an opinion.	Lesson Series L1 Rules beyond school L2 Our school environment L3 Our local Environment L4 Jobs in our local community L5 Similar yet different - my local community L6 School Council* L7 Giving my opinion	Vocabulary	
			Election An event where people vote Environment The local surroundings or place a person lives or works in Identity Who someone is and how they define themselves Job Paid work carried out on a regular basis Opinion What a person thinks about something	Rule Something that tells us what is allowed or not allowed School council A group of children who help make school better Volunteer A person who offers to help out with tasks or activities without getting paid Vote A choice for a person or thing

Year 2 Summer 2	Economic wellbeing	
Objectives	Skills	Knowledge

	- Identifying whether something is a want or need. - Recognising that people make choices about how to spend money. Transition - Identifying people who can help us when we are worried about changes.		- To know some of the ways in which adults get money. - To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account. Transition - To understand that change is part of life.	
Outcomes	Unit Outcome Children will learn about where money comes from, how to look after money, how we use money and look at careers and jobs.	Lesson Series L1 Where does money come from?* L2 Exploring wants L3 Exploring needs L4 Bank cards and accounts L5 My skills and talents L6 Everyone is welcome Transition lesson - change	Vocabulary	
			Coins Official disks of metal used as money Need Something that we need or require to survive, rather than just simply 'want' Notes Official printed paper which is used as money	Priority Something that should come before anything else Want Something we would like to have



Year 3/4 Autumn 1 A		Family and relationships			
Objectives	Skills		Knowledge		
	• Y4: Using respectful language to discuss different families. • Y3: Exploring ways to resolve friendship problems. • Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. • Y3/Y4: Exploring physical and emotional boundaries in friendships. • Y3: Exploring the negative impact of stereotyping. • Y3/Y4: Identifying who I can trust. • Y3/Y4: Discussing how to help someone who has experienced a bereavement.		• Y4: To know that families are varied in the UK and across the world. • Y3: To know that violence is never the right way to solve a friendship problem. • Y4: To know that bullying can be physical or verbal. • Y4: To know that bullying is repeated, not a one off event. • Y3/Y4: To understand the different roles related to bullying including victim, bully and bystander. • Y3/Y4: To understand that everyone has the right to decide what happens to their body. • Y3: To understand that there are similarities and differences between people. • Y3: To understand some stereotypes related to age. • Y4: To understand some stereotypes related to disability. • Y3/Y4: To know that trust is being able to rely on someone and it is an important part of relationships. • Y3/Y4: To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		
Outcomes	Unit Outcome	Lesson Series	Vocabulary		
			Year 3	Year 4	
			Bullying To cause repeated physical or emotional pain to somebody Communicate To interact with other people through words or body language Empathy To be considerate and understanding of other people's feelings Open questions Questions that do not have simple one-word answers Similar Something that is nearly the same as another thing Solve To find an answer to a problem Sympathy Feeling sad for someone when something bad happens to them Trust Relying on someone to do something for you, such as keeping a secret or keeping something safe for you	Act of kindness Doing something nice for someone Authority A person with high status and decision making power Bereavement Mourning or grieving someone who has died Boundaries Physical or mental limits that someone establishes to protect themselves from getting hurt Bystander Someone who watches something without getting involved	

Year 3/4 Autumn 2 A		Health and Wellbeing			
Objectives	Skills		Knowledge		
	- Y3/Y4: Discussing why it is important to look after my teeth. - Y3/Y4: Learning stretches which can be used for relaxation. - Y3/Y4: Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. - Y3/Y4: Exploring ways we can make ourselves feel happy or happier. - Y3/Y4: Developing a growth mindset. - Y3/Y4: Exploring my own identity through the groups I belong to. - Y3/Y4: Identifying my strengths and exploring how I use them to help others.		- Y3/Y4: To understand ways to prevent tooth decay. - Y3/Y4: To understand the positive impact relaxation can have on the body. - Y3/Y4: To know the different food groups and how much of each of them we should have to have a balanced diet. - Y3/Y4: To understand that mistakes can help us to learn. - Y3/Y4: To understand the importance of belonging. - Y3 /Y4: To understand what being lonely means and that it is not the same as being alone.		
Outcomes	Unit Outcome	Lesson Series	Vocabulary		
	Children will understand that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. They will begin to develop emotional maturity by learning that we experience a range of emotions and are responsible for these.	L1 My healthy diary L2 Diet and dental health L3 Relaxation: stretches L5 My superpowers L6 Celebrating mistakes L7 Communicating my feelings L8 My happiness	Year 3	Year 4	
			Alone Being by yourself Balance A variety of different things or an equal amount of something Barriers Obstacles that stop us achieving our goals Belonging Feeling comfortable and at home in a certain situation or place Identity Who someone is, how they define themselves Lonely Feeling sad because you are alone Resilience Willingness to try even when things get really hard Boundaries An invisible line that defines what behaviours an individual finds acceptable.	Fluoride A chemical found in toothpaste that helps keep our teeth strong and healthy Mental health Our psychological and emotional wellbeing Negative emotions Emotions that make us feel sad or angry Positive emotions Emotions that make us and others around us feel happy Visualise To create an image of something in the mind	
Year 3/4 Spring 1 A	Safety				
Objectives	Skills		Knowledge		
	- Y3: Identifying things people might do near roads which are unsafe. - Y3/Y4: Discussing how to seek help if I need to. - Y3/Y4: Exploring what to do if an adult makes me feel uncomfortable. - Y3/Y4: Learning about the benefits and risks of sharing information online. - Y3/Y4: Exploring ways to respond to cyberbullying or unkind behaviour online.		- Y3/Y4: Developing skills as a responsible digital citizen. - Y3/Y4: To understand that there are risks to sharing things online. - Y3/Y4: To know the difference between private and public. - Y3/Y4: To understand that cyberbullying is bullying which takes place online. - Y3/Y4: Developing skills as a responsible digital citizen.		

	- Y3 & 4: Developing skills as a responsible digital citizen. - Y3: Learning what to do in a medical emergency, including calling the emergency services.		Y4: To understand that other people can influence our choices.	
Outcomes	Children learn how to be a responsible digital citizen by building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; cyberbullying and identifying unsafe digital content. Year 3 develop their awareness of road safety whilst year 4 learn about the risks associated with tobacco.	Lesson Series L1 Be kind online L2 Cyberbullying L3 Share aware L4 Privacy and secrecy L5 First aid: bites and stings Yr 3 only – L7 First aid, calling for help Year 4 only - L4 Tobacco	Vocabulary	
			Year 3	Year 4
			Anaphylaxis Having an acute or severe allergic reaction Bullying To cause repeated physical or emotional pain to someone Casualty Someone who has an injury Cyberbullying Bullying that occurs through the internet Fake Something that is not real but is pretending to be Injuries Damages to the body	Age restriction Something restricted from access until you are a certain age Protect To keep someone safe from something Public Something that is open to anybody Tobacco A plant grown for its leaves which contains a highly addictive drug called nicotine
Year 3/4 Spring 2 A	Safety – The changing body			
Objectives	Skills		Knowledge	
	- Y3/Y4: Discussing how to seek help if I need to. - Y3/Y4: Exploring what to do if an adult makes me feel uncomfortable. - Y3: Exploring choices and decisions that I can make. - Y4: Exploring that people and things can influence me and that I need to make the right decision for me. - Y4: Discussing some physical and emotional changes during puberty.		- Y3/Y4: To know the difference between private and public. - Y4: To understand that other people can influence our choices. - Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.	
Outcomes	Unit Outcome Children learn the difference between private, public and secret. Year 4 pupils learn about the physical and emotional changes in puberty. Year 3 pupils develop their understanding of road safety and learn about personal boundaries and keeping themselves safe.	Lesson Series L6 Choices and influences Yr 3 only – Road safety Yr 4 only – introducing puberty NSPCC Speak out stay safe	Vocabulary	
			Year 3	Year 4
			Private Something personal or secret Secret Something that is not supposed to be known about or seen by anyone Surprise An unexpected fact or event	Puberty The physical and emotional changes of a child becoming an adult Breasts Enlarged soft parts of a female’s chest which produce milk for a baby Genitals The external sex organs. The word ‘genitals’ is used for both males and females.
Year 3/4 Summer 1 A	Citizenship			
Objectives	Skills		Knowledge	

	• Y3: Discussing ways we can make a difference to recycling rates at home/school. • Y3: Identifying local community groups. • Y4: Discussing how local community groups support the community. • Y4: Considering the responsibilities that adults and children have to maintain children's rights. • Y4: Identifying ways items can be reused. • Y4: Explaining why reusing items is of benefit to the environment. • Y3/Y4: Discussing how we can help to protect human rights. • Y3/Y4: Exploring how children's rights help them and other children.	• Y3: To understand how recycling can have a positive impact on the environment. • Y3: To know that the local council is responsible for looking after the local area. • Y3: To know that elections are held where adults can vote for local councillors. • Y4: To know that reusing items is of benefit to the environment. • Y4: To understand that councillors have to balance looking after local residents and the needs of the council. • Y3/Y4: To understand some of the consequences of breaking rules. • Y3/Y4: To understand the UN Convention on the Rights of the Child.		
Outcomes	Unit Outcome Children learn why we have rules and the roles of local community groups, charities and recycling appreciating community diversity. They have an introduction to local democracy. They learn about Human rights.	Lesson Series L1 Recycling L2 Local community buildings and groups L3 Local council & democracy L4 Rules L5 Rights of a child L6 What are human rights?	Vocabulary	
			Year 3 Community A group of people in the same area, or have things in common Consequence The result of an action, usually one that is negative or involves punishment Council A group of people who manage a city, county or organisation Councillor A member of a council Law Rules enforced by government that define what we can and can't do Recycling Converting waste into reusable materials Rights A set of actions and principles that are entitled to someone United Nations/UN An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living	Year 4 Authority A person with high status and decision making power Cabinet A group of councillors who have responsibility for different things Council officer A person who works for a council, not an elected member Human rights Specific rights which belong to every person Local government The elected party who govern and make decisions for the local area Reuse To use something more than once
Year 3/4 Summer 2A	Economic wellbeing			
Objectives	Skills		Knowledge	
	• Y3: Discussing the range of feelings which money can cause. • Y3: Discussing the different attitudes people have to money. • Y3: Exploring the impact our spending can have on other people. • Y4: Exploring the factors which affect whether something is value for money. • Y4: Discussing some impacts of losing money.		• Y3: To know that budgeting money is important. • Y3: To understand that there are a range of jobs available. • Y4: To know that money can be lost in a variety of ways. • Y4: To understand the importance of tracking money. • Y3/Y4: Exploring ways to overcome stereotypes in the workplace. • Y3/Y4: To understand that there are different ways to pay for things.	

	Y4: Identifying negative and positive influences that can affect our career choices. Transition Y4: Learning strategies to deal with change. - Y3 & Y4 (Cycle A & B): Recognising our own achievements.		- Y3/Y4: To understand that some stereotypes can exist around jobs but these should not affect people's choices. Transition Y3: To know that setting goals can help us to achieve what we want. Y4: To understand that change often brings about more opportunities and responsibilities.	
Outcomes	Unit Outcome Children explore choices associated with spending and consider what makes something good value for money, Children are given an introduction to creating a budget and learn about: the emotional impact of money, the ethics of spending and think about potential jobs and stereotypes. They develop career aspirations and what influences career choices.	Lesson Series L1 Spending choices L2 Budgeting L3 Money and emotions L4 Jobs and careers L5 Gender and careers Transition – coping strategies	Vocabulary	
			Year 3	Year 4
			Account A record of money spent or received Budget A specific and limited amount of money you have to manage and spend Career The work a person chooses to do through life Stereotype An oversimplified and inaccurate conception held in common by many people	Influence A thing or person that has the power to affect another. Satisfaction A pleasant feeling that comes from completing something and doing it well. Value for money Something which is worth the price given to it

Year 3/4 Autumn 1 B	Family and relationships			
Objectives	Skills		Knowledge	
	• Y4: Using respectful language to discuss different families. • Y3/Y4: Learning that problems can occur in families and that there is help available if needed. • Y3: Exploring ways to resolve friendship problems. • Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. • Y3/Y4: Exploring how my actions and behaviour can affect other people. • Y3/Y4: Learning about the effects of non-verbal communication.		• Y4: To know that families are varied in the UK and across the world. • Y3/Y4: To know that I can talk to trusted adults or services such as Childline if I experience family problems. • Y3: To know that violence is never the right way to solve a friendship problem. • Y4: To know that bullying can be physical or verbal. • Y4: To know that bullying is repeated, not a one off event. • Y3: To understand that there are similarities and differences between people. • Y3: To understand some stereotypes related to age. • Y4: To understand some stereotypes related to disability. • Y3/Y4: To understand the courtesy and manners which are expected in different scenarios. • Y3/Y4: To know the signs of a good listening.	
Outcomes	Unit Outcome Children learn that families are varied and differences must be respected; They learn about bullying and consider the roles of bully, victim and bystander and how behaviour affects others. They learn about the importance of effective communication and good manners.	Lesson Series L2 Friendship issues and bullying L3 Healthy families L5 Stereotyping: age/disability L6 How my behaviour affects others L7 Effective communication in friendships L8 Respect and manners L9 Respecting differences	Vocabulary	
			Year 3	Year 4
			Bullying To cause repeated physical or emotional pain to somebody	Act of kindness Doing something nice for someone
			Communicate To interact with other people through words or body language	Authority A person with high status and decision making power
			Boundaries Physical or mental limits that someone establishes to protect themselves from getting hurt	
			Bystander Someone who watches something without getting involved	
			Permission Allowing someone to do something once they have asked first	
Year 3/4 Autumn 2 B	Health and Wellbeing			
Objectives	Skills		Knowledge	
	• Y3/Y4: Developing independence in looking after my teeth. • Y3/Y4 : Identifying what makes me feel calm and relaxed. • Y3/Y4: Learning visualisation as a tool to aid relaxation. • Y3/Y4: Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. • Y3/Y4: Exploring how my skills can be used to undertake certain jobs.		• Y3/Y4: To know key facts about dental health. • Y3/Y4: To know that visualisation means creating an image in our heads. • Y3/Y4: To know the different food groups and how much of each of them we should have to have a balanced diet. • Y3/Y4: To know that different job roles need different skills and so some roles may suit me more than others.	

	- Y3/Y4: Developing the ability to appreciate the emotions of others in different situations. - Y3/Y4: Learning to take responsibility for my emotions by knowing that I can control some things but not others. - Y3/Y4: Being able to breakdown a problem into smaller parts to overcome it.	- Y3/Y4: To know that it is normal to experience a range of emotions. - Y3/Y4: To know that mental health refers to our emotional wellbeing, rather than physical. - Y3/Y4: To know who can help if we are worried about our own or other people's mental health. - Y3/Y4: To understand what a problem or barrier is and that these can be overcome.		
Outcomes	Unit Outcome Children will understand that a healthy lifestyle includes rest and relaxation. They will explore identity through groups we belong to and how our strengths can be used to help other. They will learn how to solve problems by breaking them down. They will develop emotional maturity; learning that we experience a range of emotions and are responsible for these.	Lesson Series L2 Looking after our teeth L3 Relaxation: visualisation L4 Meaning and purpose L5 Resilience L6 Emotions L7 Communicating my feelings L8 Mental health	Vocabulary	
			Year 3	Year 4
			Diet The food we eat Exercise Movement of the body for our health and fitness Goal Something you want to achieve Growth mindset Believing that we can achieve things if we work hard. 'I can't do it yet!' Healthy Being well, both physically and mentally	Fluoride A chemical found in toothpaste that helps keep our teeth strong and healthy Mental health Our psychological and emotional wellbeing Negative emotions Emotions that make us feel sad or angry Positive emotions Emotions that make us and others around us feel happy Visualise To create an image of something in the mind
Year 3/4 Spring 1 B	Safety			
Objectives	Skills	Knowledge		
	- Y3: Identifying things people might do near roads which are unsafe. - Y3/Y4: Beginning to recognise unsafe digital content. - Y3/Y4: Developing skills as a responsible digital citizen. - Y3: Exploring choices and decisions that I can make. - Y4: Exploring that people and things can influence me and that I need to make the right decision for me. - Y3/Y4: Discussing the benefits of being a non-smoker. - Y4: Discussing some physical and emotional changes during puberty. - Y3: Learning what to do in a medical emergency, including calling the emergency services. - Y3/Y4: Learning how to help someone who is having an asthma attack.	- Y3/Y4: Developing skills as a responsible digital citizen. - Y3/Y4: To know the signs that an email might be fake. - Y3/Y4: Developing skills as a responsible digital citizen. - Y4: To understand that other people can influence our choices. - Y3/Y4: To understand the risks associated with smoking tobacco. - Y4: To understand the physical changes to both male and female bodies as people grow from children to adults. - Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. - Y3/Y4: To know that asthma is a condition which causes the airways to narrow.		
Outcomes	Children learn how to be a responsible digital citizen by learning about identifying unsafe digital content and understanding age restrictions. They learn how to help someone with asthma. Year 3 learn how to call for help and year 4 learn about the risks associated with tobacco.	Lesson Series L1 Fake emails L2 Internet safety: age restrictions L3 Consuming information online L5 First aid: asthma	Vocabulary	
			Year 3	Year 4
			Casualty Someone who has an injury Choice A decision between one or more choices Cyberbullying Bullying that occurs through the internet Fake	Age restriction Something restricted from access until you are a certain age Asthma A common lung condition that causes breathing problems Law

		L6: Choices and influences Yr 3 only – L7 First aid, calling for help Year 4 only - L4 Tobacco	Something that is not real but is pretending to be Influence To have an effect on someone else’s decision making Injuries Damages to the body	Rules enforced by the government that define what we can and cannot do Protect To keep someone safe from something Public Something that is open to anybody Tobacco (Yr 4 only) A plant grown for its leaves which contains a highly addictive drug called nicotine
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Year 3/4 Spring 2 B	Safety – The changing body			
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Objectives	Skills	Knowledge
	Y3: Identifying things people might do near roads which are unsafe. Y3/Y4: Beginning to recognise unsafe digital content. Y3/Y4: Developing skills as a responsible digital citizen. Y3: Exploring choices and decisions that I can make. Y4: Exploring that people and things can influence me and that I need to make the right decision for me. Y3/Y4: Discussing the benefits of being a non-smoker. Y4: Discussing some physical and emotional changes during puberty. Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4: Learning how to help someone who is having an asthma attack.	Y3/Y4: Developing skills as a responsible digital citizen. Y3/Y4: To know the signs that an email might be fake. Y3/Y4: Developing skills as a responsible digital citizen. Y4: To understand that other people can influence our choices. Y3/Y4: To understand the risks associated with smoking tobacco. Y4: To understand the physical changes to both male and female bodies as people grow from children to adults. Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. Y3/Y4: To know that asthma is a condition which causes the airways to narrow.

Outcomes	Unit Outcome	Lesson Series	Vocabulary	
			Year 3	Year 4
			Private Something personal or secret Secret Something that is not supposed to be known about or seen by anyone Surprise An unexpected fact or event	Puberty The physical and emotional changes of a child becoming an adult Breasts (Yr 4 only) Enlarged soft parts of a female’s chest which produce milk for a baby Genitals (Yr 4 only) The external sex organs. The word ‘genitals’ is used for both males and females.

Year 3/4 Summer 1 B	Citizenship			
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Objectives	Skills	Knowledge
	Y3: Discussing ways we can make a difference to recycling rates at home/school. Y3: Identifying local community groups. Y4: Discussing how local community groups support the community. Y4: Considering the responsibilities that adults and children have to maintain children’s rights.	Y3: To understand how recycling can have a positive impact on the environment. Y3: To know that the local council is responsible for looking after the local area. Y3: To know that elections are held where adults can vote for local councillors. Y4: To know that reusing items is of benefit to the environment. Y4: To understand that councillors have to balance looking after local residents and the needs of the council.

	• Y4: Identifying ways items can be reused. • Y4: Explaining why reusing items is of benefit to the environment. • Y3/Y4: Identifying the benefits different groups bring to the local community. • Y3/Y4: Discussing the positives diversity brings to a community. • Y3/Y4: Exploring how children's rights help them and other children.	• Y3/Y4: To understand the role of charities in the community. • Y3/Y4: To know that there are a number of groups which make up the local community. • Y3/Y4: To understand the UN Convention on the Rights of the Child.		
Outcomes	Unit Outcome Children learn why we have rules and the roles of local community groups, charities and recycling appreciating community diversity. They have an introduction to local democracy. They learn about charities.	Lesson Series L1 Recycling L2 Local community groups L3 Local council & democracy L4 Diverse communities L5 Rights of a child L6 Charity	Vocabulary	
			Year 3	Year 4
			Charity An organisation that raises money for those in need Community A group of people in the same area, or have things in common Council A group of people who manage a city, county or organisation Councillor A member of a council Recycling Converting waste into reusable materials Rights A set of actions and principles that are entitled to someone United Nations/UN An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living	Authority A person with high status and decision making power Cabinet A group of councillors who have responsibility for different things Council officer A person who works for a council, not an elected member Diversity Recognising and valuing difference Human rights Specific rights which belong to every person Local government The elected party who govern and make decisions for the local area Reuse To use something more than once
Year 3/4 Summer 2B	Economic wellbeing			
Objectives	Skills		Knowledge	
	• Y3: Discussing the range of feelings which money can cause. • Y3: Discussing the different attitudes people have to money. • Y3: Exploring the impact our spending can have on other people. • Y4: Exploring the factors which affect whether something is value for money. • Y4: Discussing some impacts of losing money. • Y4: Identifying negative and positive influences that can affect our career choices. Transition • Y3: Being able to set goals. • Y4: Learning strategies to deal with change.		• Y3: To know that budgeting money is important. • Y3: To understand that there are a range of jobs available. • Y4: To know that money can be lost in a variety of ways. • Y4: To understand the importance of tracking money. • Y3/Y4: To know that many people will have more than one job or career in their lifetimes. • Y3/Y4 Exploring ways to overcome stereotypes in the workplace. • Y3/Y4: To understand that there are different ways to pay for things. • Y3/Y4: To understand that some stereotypes can exist around jobs but these should not affect people's choices. Transition • Y3: To know that setting goals can help us to achieve what we want.	

	Y3 & Y4 (Cycle A & B): Recognising our own achievements.		Y4: To understand that change often brings about more opportunities and responsibilities.	
Outcomes	Unit Outcome Children explore choices associated with spending and consider what makes something good value for money, They are given an introduction to creating a budget and learn about: the emotional impact of money, the ethics of spending and think about potential jobs. They develop career aspirations and what influences career choices.	Lesson Series L1 Spending choices L2 Budgeting L3 Money and emotions L4 Jobs and careers L5 Jobs for me Transition – coping strategies Transition lesson - change	Vocabulary	
			Year 3	Year 4
			Account A record of money spent or received Budget A specific and limited amount of money you have to manage and spend Career The work a person chooses to do through life Feeling An awareness or general sensation of something	Bank account An arrangement with a bank where the customer/person puts money in and takes it out. The bank keeps a record of this. Bank statement A document from the bank showing all the money that went in and out of a bank account. Influence A thing or person that has the power to affect another. Satisfaction A pleasant feeling that comes from completing something and doing it well. Value for money Something which is worth the price given to it

Year 5/6 Autumn 1 A	Family and relationships			
Objectives	Skills		Knowledge	
	- Y5/Y6: Exploring the impact that bullying might have. Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. - Y5/Y6: Exploring our positive attributes and being proud of these (self respect).		- Y5/Y6: To know that marriage is a legal commitment and is a choice people can make. - Y5/Y6: To know what attributes and skills make a good friend. - Y5/Y6: To understand what might lead to someone bullying others. - Y5/Y6: To know what action a bystander can take when they see bullying. Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination - Y5/Y6: To understand that positive attributes are the good qualities that someone has.	
Outcomes	Unit Outcome Children learn that families are varied and differences must be respected. They will understand physical and emotional boundaries in friendships. They explore the roles of bully, victim and bystander and consider how behaviour affects others.	Lesson Series L2 What makes a good friend? L3 Respect L4 Respecting myself L5 Marriage L6 Bullying L7 Stereotyping L8 Challenging stereotypes	Vocabulary	
			Year 5	Year 6
			Attributes Qualities or characteristics that make up someone’s personality Cyberbullying Bullying that occurs through the internet Marriage The legal commitment of two people to each other which is intended to be lifelong Secret Something that is not meant to be known or seen by anyone Wedding The ceremony which celebrates the marriage of two people	Authority A person with high status and decision making power Earn To gain something like respect by showing others that you are a good, trustworthy person Expectation Anticipating that something will happen a certain way Respect Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved
Year 5/6 Autumn 2 A	Health and Wellbeing			
Objectives	Skills		Knowledge	
	- Y5/Y6: Developing independence for protecting myself in the sun. - Y5/Y6: Considering calories and food groups to plan healthy meals. - Y5/Y6: Developing greater responsibility for ensuring good quality sleep. - Y5/Y6: Understanding the relationship between stress and relaxation. - Y5/Y6: Taking responsibility for my own feelings.		- Y5/Y6: To understand the risks of sun exposure. - Y5/Y6: To know that relaxation stretches can help us to relax and de-stress. - Y5/Y6: To know that calories are the unit that we use to measure the amount of energy certain foods give us. - Y5/Y6: To know that what we do before bed can affect our sleep quality. - Y5/Y6: To understand what can cause stress. - Y5/Y6: To understand that failure is an important part of success.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	

	Children learn about the importance of relaxation and sleep. They will understand how to cope with failure, learn how to set goals and how to achieve them. They will learn about taking precautions while in the sun and healthy meals and ingredients. They will consider different emotions and possible ways of dealing with a difficult situation.	L1 Relaxation: yoga* L2 The importance of rest L3 Embracing failure L4 Going for goals L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	Year 5 Fail To be unsuccessful in achieving a goal Protect To keep someone safe from something Responsibility Being in charge of or taking ownership of our own actions, having a duty to fulfil Steps To do what is necessary to reach a goal Assertive Saying in a direct, but respectful way what you want or believe. Aggressive Showing anger and a willingness to attack others in words or actions. Passive Allowing something to happen without trying to change anything.	Year 6 Antibodies A substance that special cells in the body produce. These reduce or remove the effects of a disease germ (or its poisons) Habit A repeated action Vaccination An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease
Year 5/6 Spring 1 A	Safety			
Objectives	Skills		Knowledge	
	- Y5/Y6: Developing an understanding of how to ensure relationships online are safe. - Y5/Y6: Learning to make 'for' and 'against' arguments to help with decision making. - Y5/Y6: Discussing the reasons why adults may or may not drink alcohol. - Y5/Y6: Learning how to help someone who is choking.		- Y5/Y6: To know the steps to take before sending a message online (using the THINK mnemonic). - Y5/Y6: To know some of the possible risks online. - Y5/Y6: To know some strategies I can use to overcome pressure from others and make my own decisions. - Y5/Y6: To understand the risks associated with drinking alcohol.	
Outcomes	Children learn what is safe to share online and what they should do before sending a message. They will identify possible dangers online, and suggest ways to stay safe, using the web to research relevant information. They will be taught how to recognise when someone is choking. They will consider some of the reasons adults decide to drink or not drink alcohol.	Lesson Series L1 Online friendships L2 Staying safe online L3 First aid: choking L4 Alcohol L5 Drugs, alcohol and tobacco: influences	Vocabulary	
			Year 5 Attraction Liking or being drawn towards someone Decision Making a choice Consent Give permission for something to happen. Influence To have an effect on someone's decision making	Year 6 Alcohol Alcohol is an active ingredient found in alcoholic drinks such as wine and beer and plays a social role within some cultures. Most countries regulate the production and sale of alcoholic beverages, because too much can be toxic to the human body and cause health problems including addiction or cancer of the liver. Internet trolling Someone who posts rude, inappropriate or unkind things online with the purpose of upsetting others

Year 5/6 Spring 2 A	Safety – The changing body			
Objectives	Skills		Knowledge	
	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.		Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.	
Outcomes	Unit Outcome		Vocabulary	
	Lesson Series		Year 5	Year 6
	Year 5 only L3 Puberty x2 L4 Menstruation x 2 L5 Emotional changes in puberty x 2 Year 6 only L4 Physical & emotional changes of puberty L5 Conception L6 Pregnancy and birth L1 What is identity L2 Identity and body image		Menstruation/period The shedding of the uterus/lining every month Bladder The organ in males and females where urine is stored before it leaves the body Cervix A ring of muscles at the bottom of a female's womb/uterus Clitoris The sensitive part of female genitals, above the urethra Egg or ova Produced by females in the ovary Ejaculation When the penis becomes erect and sperm come out of the body Erection When the penis becomes hard and upright Fallopian tube The tube which connects the ovaries to the womb/uterus. Eggs travel along the tubes each month. Labia The folds of skin on the external female genitals (vulva) Nipples On the chest of males and the breast of females Ovary/ovaries Are found on each side of the womb and release eggs each month Pubic hair The hair found around the genitals Scrotum	Pregnant When a woman has a baby developing in her womb Conception (Yr 6 Only) Another word for fertilisation Fertilisation When a male sperm joins a female egg and a baby starts to grow Sexual intercourse Where a male inserts his penis into the female's vagina Sperm The male sex cell made in the testicles

			The pouch which hangs behind the male's penis and contain the testes Sperm duct The tube sperm travels through Urethra The tube in males and females which takes urine from the bladder out of the body Uterus Another name for the womb which is the place in a female where a baby grows during pregnancy Vaginal opening The end of the vagina which can be seen between a female's legs Voice breaking The change in a boy's voice Wet dreams Ejaculation which happens when a boy is asleep Womb Another name for the uterus	
Year 5/6 Summer 1 A	Citizenship			
Objectives	Skills		Knowledge	
	Y5: Discussing how rights and responsibilities link. Y5: Exploring the right to a freedom of expression. Y5: Developing an understanding of how parliament and Government work. Y6: Discussing how education and other human rights protect us. Y6: Identifying causes which are important to us. Y6: Discussing how people can influence what happens in parliament. Y6: Identifying appropriate ways to share views and ideas with others. - Y5/Y6: Discussing ways to challenge prejudice and discrimination. - Y5/Y6: Explaining why reducing the use of materials is positive for the environment. - Y5/Y6: Identifying the contribution people make to the community and how this is recognised.		Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Y6: To know that education is an important human right. Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - Y5/Y6:To know what happens when someone breaks the law. - Y5/Y6:To understand the waste hierarchy. - Y5/Y6: To know that prejudice is making assumptions about someone based on certain information. - Y5/Y6: To know that discrimination is treating someone differently because of certain factors.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
			Year 5	Year 6

	Children will learn what happens when someone breaks the law. They will understand what prejudice and discrimination are and why and how they should be challenged. They will consider how reducing the use of materials and energy helps the environment, and what individuals can do to support this.	L1 Breaking the law L2 Prejudice and discrimination L3 Protecting the planet L4 Contributing to the community L5 Rights and responsibilities L6 Parliament and national democracy	Defendant Qualities or characteristics that make up someone’s personality Freedom of expression Bullying that occurs through the internet Government A group that has the authority to rule or govern over a country or state (in a democracy, people vote for those in the Government) House of Commons Made up of MPs (Members of Parliament) that the public have voted to represent them Protected characteristics It is against the law to discriminate against someone because of a protected characteristic such as age, disability, gender, race. Judge Listens to both sides of a court case (the defence and the prosecution) and makes the final decision as to whether the defendant is guilty of what they are being accused of Jury A group of people chosen at random who look at evidence in a criminal case and help decide whether or not the defendant is guilty or not guilty Member of Parliament (MP) A person in the House of Commons who has been elected by vote to represent people from a specific area Parliament Where the laws of our country are decided. It is made up of the House of Lords and the House of Commons Pressure group Aim to change the opinions or activities of people and try to influence government policy or legislation Prime Minister Leads the government Trial The examination of evidence by a judge and usually a jury, in order to decide whether or not the defendant is guilty or not	Authority A person with high status and decision making power Conflict A disagreement or argument Earn To gain something like respect by showing others that you are a good, trustworthy person Resolve To find a solution to a problem Respect Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved Harassment When someone repeatedly behaves in a way which causes you emotional suffering.
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Year 5/6 Summer 2A	Economic wellbeing			
Objectives	Skills		Knowledge	
	Y6: Identifying jobs which might be suitable for them. - Y5/Y6: Discussing risks associated with money. - Y5/Y6: Making a budget based on priorities. Transition Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change. Identity (Yr 6 Only) - Discussing the factors that make our 'identity'. - Recognising the difference between how we see ourselves and how others see us. - Exploring how the media might influence our identity		Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. - Y5/Y6: To know that when money is borrowed it needs to be paid back, usually with interest. - Y5/Y6: To know that it is important to prioritise spending. - Y5/Y6: To know some ways that people lose money. - Y5/Y6: To know that income is the amount of money received and expenditure is the amount of money spent. Transition Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries. Identity (Yr 6 Only) - To know that identity is the way we see ourselves and also how other people see us.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
	Children will understand that borrowing money is a way to pay for something but this has to be repaid. They will learn what income and expenditure are and understand how to create a weekly budget. They will learn that there are risks associated with money and what some of these are. Children will learn that there are different routes into careers and that there are a range of jobs people can do with their skills. Year 6 only – Children learn identity is how we see ourselves, which may differ from how others see us, and how images can be manipulated.	L1 Borrowing L2 Income and expenditure L3 Prioritising spending L4 Risks with money L5 Careers Transition: roles and responsibilities Year 6 Only – Identity L1 What is identity? L2 Identity and body image	Year 5 Allocate To distribute resources or duties for a particular purpose. Expenditure Money going out or spent Income Money coming in, earnt or recieved Loan Money that is borrowed and needs to be paid back, often with interest. Repayment Giving back money you have borrowed	Year 6 Earnings The money that people receive for the work they do. Roles and responsibilities Specific job functions and duties within a workplace. University A place of higher education where people go to earn a degree. Personal Identification Number. A private set of numbers used to access a bank account.

Year 5/6 Autumn 1 B		Family and relationships		
Objectives	Skills		Knowledge	
	- Y5/Y6: Identifying ways families might make children feel unhappy or unsafe. - Y5/Y6: Exploring issues which might be encountered in friendships and how these might impact the friendship. - Y5/Y6: Identifying ways to resolve conflict through negotiation and compromise - Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. - Y6: Discussing how and why respect is an important part of relationships. - Y5/Y6: Exploring the process of grief and understanding that it is different for different people.		- Y5/Y6: To know that if I have a problem, I can call ChildLine on 0800 1111. - Y5/Y6: To know that a conflict is a disagreement or argument and can occur in friendships. - Y5/Y6: To understand the concepts of negotiation and compromise. - Y5: To understand what respect is. - Y5: To understand that everyone deserves respect but respect can be lost. - Y6: To know that stereotypes can be unfair, negative and destructive. - Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. - Y6: To understand that stereotypes can lead to bullying and discrimination - Y5/Y6: To understand that loss and change can cause a range of emotions - Y5/Y6: To know that grief is the process people go through when someone close to them dies.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
			Year 5	Year 6
			Attributes	Conflict
			Secret	Earn

	- Y5/Y6: Identifying a range of relaxation strategies and situations in which they would be useful. - Y5/Y6: Exploring ways to maintain good habits. - Y5/Y6: Setting achievable goals for a healthy lifestyle. - Y5 & Y6: Understanding the relationship between stress and relaxation. - Y5/Y6: Exploring my personal qualities and how to build on them. - Y5/Y6: Developing strategies for being resilient in challenging situations.	- Y5/Y6: To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. - Y5/Y6: To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). - Y5/Y6: To know the effects technology can have on mental health.		
Outcomes	Unit Outcome Children will learn about the importance of relaxation and sleep and how to cope with failure. They will learn how to set goals and how to achieve goals. They will consider what is needed to live a healthy lifestyle and the impact of technology on mental health and wellbeing.	Lesson Series L1 Relaxation: mindfulness* L2 What can I be? L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6 Physical health L7 Good and bad habits	Vocabulary	
			Year 5	Year 6
			Fail To be unsuccessful in achieving a goal Protect To keep someone safe from something Responsibility Being in charge of or taking ownership of our own actions, having a duty to fulfil Steps To do what is necessary to reach a goal Assertive Saying in a direct, but respectful way what you want or believe. Aggressive Showing anger and a willingness to attack others in words or actions. Passive Allowing something to happen without trying to change anything.	Antibodies A substance that special cells in the body produce. These reduce or remove the effects of a disease germ (or its poisons) Habit A repeated action Vaccination An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease
Year 5/6 Spring 1 B	Safety			
Objectives	Skills		Knowledge	
	- Y5/Y6: Developing an understanding about the reliability of online information. - Y5/Y6: Exploring online relationships including dealing with problems. - Y5/Y6: Learning about how to help someone who is bleeding. - Y5/Y6: Placing an unresponsive patient into the recovery position.		- Y5/Y6: To understand that online relationships should be treated in the same way as face to face relationships. - Y5/Y6: To know where to get help with online problems. - Y5/Y6: To know how to assess a casualty's condition. - Y5/Y6: To know how to conduct a primary survey (using DRSABC)	
Outcomes	Children learn some ways to check that a news story is real. They will understand how they should behave online and the impact negativity can have. They will learn how to ensure the safety of themselves and others They will learn how to assess a medical situation and seek help.	Lesson Series L1 Critical digital consumers L2 Social media L3 First aid: bleeding L4 First aid: basic life support	Vocabulary	
			Year 5	Year 6
			Attraction Liking or being drawn towards someone Decision Making a choice Consent Give permission for something to happen. Influence	Alcohol Alcohol is an active ingredient found in alcoholic drinks such as wine and beer and plays a social role within some cultures. Most countries regulate the production and sale of alcoholic beverages, because too much can be toxic to the human body and cause health

			To have an effect on someone's decision making	problems including addiction or cancer of the liver. Internet trolling Someone who posts rude, inappropriate or unkind things online with the purpose of upsetting others
Year 5/6 Spring 2 B	Safety - The changing body			
Objectives	Skills		Knowledge	
	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.		Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.	
Outcomes	Unit Outcome Children will understand that other people can influence our decisions, but we have the right to make our own choices. They will be taught to accurately name all the relevant parts of the body and understand the changes their own gender will go through during puberty. Year 6 pupils only will learn about conception, sexual intercourse, pregnancy and birth. <i>(NB parents have the right to withdraw their child from these lessons in line with the school's RSE policy).</i>	Lesson Series Year 5 only L3 Puberty x 2 L4 Menstruation x 2 L5 Emotional changes in puberty x 2 Year 6 only L4 Physical & emotional changes of puberty L5 Conception L6 Pregnancy and birth L1 What is identity L2 Identity and body image	Vocabulary	
			Year 5	Year 6
			Menstruation/period The shedding of the uterus/lining every month Bladder The organ in males and females where urine is stored before it leaves the body Cervix A ring of muscles at the bottom of a female's womb/uterus Clitoris The sensitive part of female genitals, above the urethra Egg or ova Produced by females in the ovary Ejaculation When the penis becomes erect and sperm come out of the body Erection When the penis becomes hard and upright Fallopian tube The tube which connects the ovaries to the womb/uterus. Eggs travel along the tubes each month. Labia The folds of skin on the external female genitals (vulva) Nipples On the chest of males and the breast of females	Pregnant When a woman has a baby developing in her womb Conception (Yr 6 Only) Another word for fertilisation Fertilisation When a male sperm joins a female egg and a baby starts to grow Sexual intercourse Where a male inserts his penis into the female's vagina Sperm The male sex cell made in the testicles

			Ovary/ovaries Are found on each side of the womb and release eggs each month Pubic hair The hair found around the genitals Scrotum The pouch which hangs behind the male's penis and contain the testes Sperm duct The tube sperm travels through Urethra The tube in males and females which takes urine from the bladder out of the body Uterus Another name for the womb which is the place in a female where a baby grows during pregnancy Vaginal opening The end of the vagina which can be seen between a female's legs Voice breaking The change in a boy's voice Wet dreams Ejaculation which happens when a boy is asleep Womb Another name for the uterus	
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Year 5/6 Summer 1 A	Citizenship		
Objectives	Skills	Knowledge	
	Y5: Discussing how rights and responsibilities link. Y5: Exploring the right to a freedom of expression. Y5: Developing an understanding of how parliament and Government work. Y6: Discussing how education and other human rights protect us. Y6: Identifying causes which are important to us. Y6: Discussing how people can influence what happens in parliament. Y6: Identifying appropriate ways to share views and ideas with others. - Y5/Y6:Identifying ways people can bring about change in society. - Y5/Y6: Learning about environmental issues relating to food.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Y6: To know that education is an important human right. Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - Y5/Y6:To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. - Y5/Y6: To know that our food choices can affect the environment.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary
			Year 5 Year 6

	Children learn the role of pressure groups. They will understand the value of diversity in society, including significant individuals. They will consider some environmental issues relating to food and food production and learn that we all have a responsibility to care for things and people around us. Children will learn what rights are and that freedom of expression is one of these rights as well as learning the basics of how Parliament works.	L1 Pressure groups L2 Valuing diversity L3 Food choices and the environment L4 Caring for others L5 Rights and responsibilities L6 Parliament and national democracy	Defendant Qualities or characteristics that make up someone's personality Freedom of expression Bullying that occurs through the internet Government A group that has the authority to rule or govern over a country or state (in a democracy, people vote for those in the Government) House of Commons Made up of MPs (Members of Parliament) that the public have voted to represent them Protected characteristics It is against the law to discriminate against someone because of a protected characteristic such as age, disability, gender, race. Judge Listens to both sides of a court case (the defence and the prosecution) and makes the final decision as to whether the defendant is guilty of what they are being accused of Jury A group of people chosen at random who look at evidence in a criminal case and help decide whether or not the defendant is guilty or not guilty Member of Parliament (MP) A person in the House of Commons who has been elected by vote to represent people from a specific area Parliament Where the laws of our country are decided. It is made up of the House of Lords and the House of Commons Pressure group Aim to change the opinions or activities of people and try to influence government policy or legislation Prime Minister Leads the government Trial The examination of evidence by a judge and usually a jury, in order to decide whether or not the defendant is guilty or not	Authority A person with high status and decision making power Conflict A disagreement or argument Resolve To find a solution to a problem Respect Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved Harassment When someone repeatedly behaves in a way which causes you emotional suffering.
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Year 5/6 Summer 2A	Economic wellbeing			
Objectives	Skills		Knowledge	
	Y6: Identifying jobs which might be suitable for them. - Y5/Y6: Recognising differences in how people deal with money and the role of emotions in this. - Y5/Y6: Discussing some risks associated with gambling. Transition Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change. Identity (Yr 6 Only) - Discussing the factors that make our 'identity'. - Recognising the difference between how we see ourselves and how others see us. - Exploring how the media might influence our identity		Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. - Y5/Y6: To understand that there are certain rules to follow to keep money safe in bank accounts. - Y5/Y6: To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. - Y5/Y6: To know that banks and organisations such as Citizens' Advice can help with money-related problems. Transition Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries. Identity (Yr 6 Only) - To know that identity is the way we see ourselves and also how other people see us.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
	Children will understand that there can be a range of feelings related to money and the desire to spend and save. They will learn that stereotypes can exist in the workplace and how these can affect people. Children learn what gambling is and some risks associated with it. Children will learn that there are different routes into careers and that there are a range of jobs people can do with their skills. Year 6 only - Children learn identity is how we see ourselves, which may differ from how others see us, and how images can be manipulated.	L1 Attitudes to money L2 Keeping money safe L3 Stereotypes in the workplace L4 Gambling L5 Careers Transition: roles and responsibilities Year 6 Only - Identity L1 What is identity? L2 Identity and body image	Year 5	Year 6
			Allocate To distribute resources or duties for a particular purpose. Expenditure Money going out or spent Income Money coming in, earnt or received.	Gambling The act of risking money or valuables on an outcome influenced by chance. Roles and responsibilities Specific job functions and duties within a workplace. University A place of higher education where people go to earn a degree. Personal Identification Number. A private set of numbers used to access a bank account.