



Nourishing the fitrah of each unique child

Personal, Social, Health and Economic Education, Citizenship (PSHEC) and Relationships and Sex Education (RSE) Policy

“We made you into nations and tribes, so that you may know each other.”

(Surah Al Hujurat, 49:13)

Updated: January 2024	Review date: January 2025	PSHEC & RSE Coordinator: Hawwa Mbombo
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PSHEC Policy

At Unique Academy we aim to provide children with an education that enables them to become upright members of society as well as healthy, independent and responsible individuals. We teach children about their rights and responsibilities and through participation in the Shura Council, children will gain experience in decision making. Children will learn the importance of being a positive member of a diverse and multicultural society.

Aims

Our aims and objectives are in line with the National Curriculum and incorporate Health and Wellbeing, relationships and living in the wider world. Children will be taught how these are supported by Islam by teaching them the Islamic perspective:

- to learn, understand and develop a good moral character, through learning values such as honesty and kindness.
- to provide opportunities to share and explore life experiences, emotions and difficulties
- to know the difference between right and wrong
- to develop skills to form good relationships with others
- to encourage reflection on choices, values, opinions
- to understand the meaning of a positive and healthy relationship with others;
- to learn, understand, develop and enjoy a healthy lifestyle;
- to develop self-confidence and self-esteem and promote good mental health;
- to develop their individual abilities and skills to their potential, learning to set achievable goals, to work hard to achieve them and understanding of success and failure
- to learn to respect themselves as individuals and to learn good behaviour towards others and respecting other;
- to be aware of the importance of their own safety and risks to their safety;
- to develop a growth mindset
- to be responsible, active and considerate members of school and their wider society;
- to respect the beauty and natural variety of the environment and understand their role in caring for it

Intent

At Unique Academy, our PSHE and Citizenship scheme of work aims to equip children with essential skills for life in this world and the Hereafter. It aims to develop the whole child through carefully planned lessons that develop the knowledge, skills and character that children need to protect and enhance their wellbeing.

Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active Muslim citizens, responsibly participating in society around them.

Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, which also includes universal and Islamic values, to promoting strong and positive views of self in Think Positive and Be Yourself. Our PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Our scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfills the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

At Unique Academy, our PSHE scheme of work is designed to enable children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons include key vocabulary to develop understanding. PSHE is delivered in Halaqah format through discussion. These thought-provoking discussions will enable children to build confidence and resilience. Children will participate in national events such as mental health week, Age Concern etc. Assessment for learning opportunities are built into each lesson to allow teachers to evaluate and assess progress.

Each PSHE lesson should begin with a discussion of children's existing knowledge and experience, providing an opportunity to assess prior knowledge. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

Impact

Our PSHEC scheme of work provides schools with an effective curriculum for mental health and wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Our PSHEC schemes of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

At Unique Academy, we aim for successful PSHEC education which will have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHEC education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our PSHE and Citizenship scheme of work supports our whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and character they need to succeed at school and in the wider world.

Teaching Approach

Personal, Social, Health Education is central to all aspects of a child's development and opportunities to teach it are taken throughout the school day as certain situations arise. It is also taught specifically through:

- Halaqah in which children can discuss and participate in activities covering a range of topics, for example relationships, making choices, loss, bullying, feelings, rules and moral dilemmas, as part of their character development
- Whole school and class assemblies which enhance pupils' spiritual, moral, social and cultural developments, promoting and celebrating the schools' values and achievements
- Dedicated teaching of the curriculum in units of work, for example healthy eating, exercise or caring for the environment
- Active citizenship including fundraising for charities and planning special events at school
- Visiting speakers, such as health workers, the police and representatives from the local Masjid who talk about their role in creating a positive and supportive local community
- Walk to School activities
- Wellbeing Week includes activities to promote good mental wellbeing.

School Shura Council

Unique Academy will have an active Shura Council with two representatives who are elected from each class to support and contribute to the running of the school. They ensure that the views and ideas of all the children in their class are heard and discussed, thus encouraging children to have a 'voice within our school'. Meetings are held regularly to explore and make decisions on various aspects of school life including the school environment, behaviour, energy monitoring and charity events.

Equal opportunities

PSHE and citizenship classes are provided to every child. Teachers will cater to the individual abilities of each child and ensure that they work with them to set targets and to monitor their progress and involve parents where appropriate.

Equality Act 2010 and Protected Characteristics

Unique Academy's PSHE curriculum encourages pupils to respect others with particular regard to the protected characteristics as set out in the Equality Act 2010, which are: age, disability, gender, marriage or civil partnership, pregnancy and maternity, race and religion or belief. The age and abilities of pupils are taken into consideration to ensure that protected characteristics are delivered in an age appropriate manner.

Assessment for learning

Teachers at Unique Academy have criteria with which to monitor the progress of children in PSHE and Citizenship. Children will not be set for formal exams in PSHE and citizenship however their progress will be monitored informally during lessons and assessments.

Resources

We keep the resources for PSHE and citizenship in the staffroom.

Monitoring and review

Teaching of PSHE and Citizenship will be monitored and reviewed by the Headteacher and this policy will be reviewed annually.

Useful Websites Resources

The following websites may be of use to support your child in aspects of this curriculum, however it is essential for parents and carers to explore them first to ensure they are appropriate for individual children and situations.

Bereavement

www.childbereavement.org.uk/

www.crusebereavementcare.org.uk/

www.clicsargent.org.uk/

Healthy Eating

http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/

<http://www.foodafactoflife.org.uk>

Feelings and Health

http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml

Understanding Money <http://www.moneyville.co.uk>



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Relationships Education Policy

From 2020, Relationships Education will be compulsory in all primary schools in England and Relationships and Sex Education (RSE) will be compulsory in all secondary schools.

This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

What is Relationship Education?

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Children will also be taught (in an age-appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

Aims

At Unique Academy, we will be implementing Relationships Education. To ensure this is effective the school will ensure:

- An age-appropriate curriculum is designed, shared and followed
- A clear policy is in place that includes parental rights to request that their child be withdrawn
- For SEND pupils, the head teacher will jointly discuss with parents if a pupil's specific needs to be taken into account when making decisions about whether a pupil may be excused

Our Curriculum

Our curriculum is based on the Kapow schemes of work for classes from Years 1 to Year 6. We build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Headteacher should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

These lessons will be taught in conjunction with our PSHE and Halaqah curriculum. All PSHE and Relationship Education lessons will be taught by the class teachers. Staff should refer to Annex A of Relationships Education and Health Education guidance from the DfE for further resources and teaching support.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school, however, as an Islamic school, we ensure that we cover these issues in line with our Islamic ethos. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

Assessment

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Monitoring and Evaluating

The Headteacher will monitor the impact of Relationships Education. The effectiveness of the Primary Objectives will be evaluated through:

- Assemblies
- Halaqah
- Stories
- Pupil Questionnaires
- Parent Questionnaires

Dealing with Difficult Questions and Statements

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

To support our team in having a joint approach, we have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1-1 basis:

- The member of staff must acknowledge the question/Statement and state 'thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.

If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have thought about these so let's move on.'

Members of staff must seek advice from the Headteacher as soon as possible.

Safeguarding and Vulnerable Children

Any child that causes concern should be referred to DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PSHE difficult in a group/whole class context, staff should discuss this with a DSL.

Withdrawal

A copy of the SRE Policy will be available on the school's website & as a paper copy obtained through the school office. This explains in detail what children are required to know and at what age.

Parents'/carers' views and concerns about SRE will be sought through communication between school and home. Information evenings will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of sex & relationship education will be taught. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parental Engagement

This policy will be shared with all stakeholders and is available on the school's website. Parents will be encouraged to feedback their views and ideas regarding this policy and the school will respond appropriately. We will also hold a parents workshop on Relationships Education in order to share the contents of the curriculum.

DfE Primary Objectives

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources



PSHEC and RSE Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Friendship and families Let's be friends	Clean teeth Owl babies	Once upon a time Into the woods Royal tales	Discovering dinosaurs Colour mud	Safe in the sun How do you feel?	People around the world Road safety
Reception	Where we live Exploring emotions	How machines help us	Being healthy	My heritage My family	Being brave Pets	Beside the seaside Remembering our experiences
Year 1	Families and relationships Introduction: Setting ground rules for RSE & PSHE lessons* Family* Friendships* Families are all different Other people's feelings Getting along with others*	Families and relationships Friendship problems* Health and wellbeing Understanding my feelings* Relaxation - laughter and progressive muscle relaxation What am I like? Ready for bed?	Health and wellbeing Hand washing and personal hygiene Sun safety Allergies People who help us stay healthy Safety and the changing body Communicating with adults* People who help to keep us safe in our local community	Safety and the changing body Road safety* Safety with medicines* Making a call to the emergency services The difference between secrets and surprises Appropriate contact* My private parts are private*	Citizenship Rules* Similar, yet different * Belonging Job roles in the community Our school environment Our local environment	Economic well being Money* Needs and wants* Looking after money Banks and building societies* Jobs* Transition Transition lesson
Year 2	Families and relationships Introduction: Setting ground rules for RSE & PSHE lessons* Family* Friendships* Other people's feelings Getting along with others* Friendship problems*	Families and relationships Change and loss Health and wellbeing Understanding my feelings* Steps to success Developing a growth mindset Being active	Health and wellbeing Relaxation: breathing exercises Healthy diet Looking after our teeth Safety and the changing body Communicating with adults* Road safety* Safety at home	Safety and the changing body Safety with medicines* What to do if I get lost The internet Appropriate contact* My private parts are private*	Citizenship Rules* Similar, yet different * Caring for others: Animals The needs of others Democratic decisions School Shura council Giving my opinion	Economic well being Money* Needs and wants* Saving and spending Banks and building societies* Jobs* Transition Transition lesson
Cycle A Year 3 / 4	Families and relationships Introductory lesson: Setting ground rules and signposting* Friendship issues and bullying* The effects of bullying and the responsibility of the bystander Stereotyping - Gender* Stereotyping - Age/disability* Healthy friendships - boundaries	Families and relationships Learning who to trust Respecting differences* Change and loss - bereavement* Health and wellbeing My healthy diary Diet and dental health Relaxation - stretches	Health and wellbeing Wonderful me My superpowers Celebrating mistakes My happiness Safety and the changing body Be kind online Cyberbullying	Safety and the changing body Share aware Privacy and secrecy First Aid: Bites and stings Alcohol and tobacco* First Aid: Emergencies and calling for help Road safety	Citizenship Recycling / reusing* Local community buildings and groups* Local council and democracy* Rules Rights of the child* Human rights	Citizenship Spending choices* Budgeting* Money and emotions * Jobs and careers* Gender and careers Transition Coping strategies
Cycle B Year 3 / 4	Families and relationships Introductory lesson: Setting ground rules and signposting* Friendship issues and bullying* Healthy families Stereotyping - Gender* Stereotyping - Age/disability* How my behaviour affects others	Families and relationships Effective communication to support relationships Respect and manners Respecting differences Health and wellbeing My healthy diary Looking after our teeth Relaxation – visualisation	Health and wellbeing Meaning and purpose - my role Resilience: breaking down problems Emotions Mental health Safety and the changing body Fake emails Internet safety: age restrictions	Safety and the changing body Consuming information online Tobacco First Aid: asthma Alcohol and tobacco* Citizenship Recycling? reusing* Local community buildings and groups*	Citizenship Local council and democracy* Diverse communities Rights of the child Charity Economic well being Spending choices* Budgeting*	Economic well being Money and emotions * Jobs and careers* Jobs for me Transition Coping strategies
Cycle A Year 5 / 6	Families and relationships Introduction lesson: Setting rules and signposting* Build a friend - what makes a good friend Respect* Respecting myself Marriage Bullying	Families and relationships Stereotyping Challenging stereotypes Health and wellbeing Relaxation - yoga The importance of rest Embracing failure Going for goals	Health and wellbeing Taking responsibility for my feelings Healthy meals Sun safety Safety and the changing body Online friendships Staying safe online First Aid: Choking	Safety and the changing body Alcohol Drugs, alcohol and tobacco: Influences Citizenship Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community	Citizenship Rights and responsibilities* Parliament and national democracy* Economic well being Borrowing Income and expenditure Prioritising spending Risks with money Careers*	Identity What is identity? Gender identity? Identity and body image Transition Roles and responsibilities*
Cycle B Year 5 / 6	Families and relationships Introduction lesson: Setting rules and signposting* Friendship skills Respect* Resolving conflict Family life Stereotyping	Families and relationships Challenging stereotypes Change and loss Health and wellbeing Relaxation - mindfulness What can I be? Taking responsibility for my health The impact of technology on health	Health and wellbeing Resilience toolbox Immunisation Physical health concerns Good and bad habits Safety and the changing body Critical digital consumers Social media	Safety and the changing body First Aid: Bleeding First Aid: Basic life support Citizenship Pressure groups Valuing diversity Food choices and the environment Caring for others	Citizenship Rights and responsibilities* Parliament and national democracy* Economic well being Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers*	Identity What is identity? Gender identity? Identity and body image Transition Roles and responsibilities*



PSHEC and RSE Schemes of Work Organisation

RSE Statutory guidance

(and non-statutory sex education)

PSHE Association Programme of Study



Kapow Primary scheme of work



Kapow Primary key areas

Family and relationships

Safety and the changing body

Citizenship

Economic well being

Identity Year 6 Only



Progression Map

	Skills	Knowledge	
Family	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different from each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p>	

		Y1/Y2 (Cycle A): To know that families may be different to my family.		
Friends hips	Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y2: Understanding difficulties in friendships and discussing action that can be taken.	Y1: To understand some characteristics of a positive friendship. Y1: To understand that friendships can have problems but that these can be overcome. Y2: To know some problems which might happen in friendships. Y2: To understand that some problems in friendships might be more serious and need addressing.		
Respectful relationships	Y1: Recognising how other people show their feelings. Y1: Identifying ways we can care for others when they are sad. Y1: Exploring the ability to successfully work with different people. Y2: Learning how other people show their feelings and how to respond to them. Y2: Exploring the conventions of manners in different situations.	Y2: To understand some ways people show their feelings. Y2: To understand what good manners are. Y2: To understand some gender stereotypes related to jobs.		
Change and loss	Y1/Y2 (Cycle B): Exploring how loss and change can affect us.		Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.	

	Health and wellbeing Year 1 / 2	
	S k i l s	Knowledge

<p>Health and prevention</p>	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly.</p> <p>Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p>	<p>Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.</p>
<p>Physical health and wellbeing</p>	<p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p>	<p>Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy.</p> <p>Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.</p> <p>Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.</p>
<p>Mental wellbeing</p>	<p>Y1: Identifying different ways to manage feelings.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1: To know the words to describe some positive and negative emotions.</p> <p>Y2: To know that we can feel more than one emotion at a time.</p> <p>Y1/Y2 (Cycle A): To know that strengths are things we are good at.</p> <p>Y1/Y2 (Cycle A): To know that qualities describe what we are like.</p> <p>Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>

	S k i l s	Knowledge
Being safe (including online)	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practicing what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A):To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B):To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2: (Cycle B):To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body		<p>Y1: To know the names of parts of my body including private parts.</p>
Basic first aid	<p>Y1/Y2 (Cycle A):Practicing making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A):To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A):To know that the emergency services are the police, fire service and the ambulance service.</p>

Citizenship Year 1 / 2		Economic wellbeing Year 1/2	
Skills	Skills	Knowledge	Knowledge
<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y1: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y2: Exploring the reasons why people choose certain jobs.</p> <p>Y1/Y2 (Cycle A): Discussing how to keep money safe.</p> <p>Y1/Y2 (Cycle B): Exploring choices people make about money.</p> <p>Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.</p> <p>Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.</p>	<p>Y1: To know that coins and notes have different values.</p> <p>Y1: To know some of the ways children may receive money.</p> <p>Y1: To know that it is wrong to steal money.</p> <p>Y1: To know that banks are places where we can store our money.</p> <p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'.</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p>	<p>Y1: To know the rules in school.</p> <p>Y1: To understand that people are all different.</p> <p>Y2: To know some of the different places where rules apply.</p> <p>Y2: To understand that everyone has similarities and differences.</p> <p>Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.</p> <p>Y1/Y2 (Cycle B): To know that different pets have different needs.</p> <p>Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.</p> <p>Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.</p> <p>Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.</p>

Families and relationships Year 3 / 4		
	S k i l s	Knowledge
Family	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>
Friendships	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
Change and loss	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

Health and wellbeing Year 3 / 4		
	S k i l s	Knowledge
Health and prevention	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
Physical health and wellbeing	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>

<p>Me ntal wellb eing</p>	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to break down a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>
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<p align="center">Safety and changing body Year 3 / 4</p>		
	<p>Skills</p>	<p>Knowledge</p>
<p>Being safe (including online)</p>	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	<p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>

Drugs, alcohol and tobacco	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>

Citizenship Year 3/4		Economic well being Year 3/4	
Skills	Knowledge	Skills	Knowledge

<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.</p>	<p>Y3: To understand how recycling can have a positive impact on the environment.</p> <p>Y3: To know that the local council is responsible for looking after the local area.</p> <p>Y3: To know that elections are held where adults can vote for local councillors.</p> <p>Y4: To know that reusing items is of benefit to the environment.</p> <p>Y4: To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.</p> <p>Y3/Y4 (Cycle B): To understand the role of charities in the community.</p> <p>Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.</p> <p>Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child.</p>	<p>Y3: Discussing the range of feelings which money can cause.</p> <p>Y3: Discussing the different attitudes people have to money.</p> <p>Y3: Exploring the impact our spending can have on other people.</p> <p>Y4: Exploring the factors which affect whether something is value for money.</p> <p>Y4: Discussing some impacts of losing money.</p> <p>Y4: Identifying negative and positive influences that can affect our career choices.</p>	<p>Y3: To know that budgeting money is important.</p> <p>Y3: To understand that there are a range of jobs available.</p> <p>Y4: To know that money can be lost in a variety of ways.</p> <p>Y4: To understand the importance of tracking money.</p> <p>Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.</p> <p>Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace.</p> <p>Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things.</p> <p>Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>
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<p>Sub-strand</p>	<p>Families and relationships Year 5/6</p>
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	Skills	Knowledge
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	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 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	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 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

	Health and wellbeing Year 5/6
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	Skills	Knowledge
Health and prevention	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>
Physical health and wellbeing	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>

	Safety and the changing body Year 5/6
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	Skills	Knowledge
Being safe (including online)	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).</p>

Citizenship

Year 5/6

Skills	Knowledge
<p>Y5: Discussing how rights and responsibilities link.</p> <p>Y5: Exploring the right to freedom of expression.</p> <p>Y5: Developing an understanding of how parliament and Government work.</p> <p>Y6: Discussing how education and other human rights protect us.</p> <p>Y6: Identifying causes which are important to us.</p> <p>Y6: Discussing how people can influence what happens in parliament.</p> <p>Y6: Identifying appropriate ways to share views and ideas with others.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>	<p>Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>Y6: To know that education is an important human right.</p> <p>Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>Y5/Y6 (Cycle A): To know what happens when someone breaks the law.</p> <p>Y5/Y6 (Cycle A): To understand the waste hierarchy.</p> <p>Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.</p> <p>Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.</p> <p>Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Y5/Y6 (Cycle B): To know that our food choices can affect the environment.</p>

**Economic well
being**

Year 5/6

Skills	Knowledge
<p>Y6: Identifying jobs which might be suitable for them.</p> <p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>	<p>Y6: To understand that different jobs have different routes into them.</p> <p>Y6: To understand that people change jobs for a number of reasons.</p> <p>Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>Y5/Y6 (Cycle A): To know that it is important to prioritise spending.</p> <p>Y5/Y6 (Cycle A): To know some ways that people lose money.</p> <p>Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>

Identity

Year 6

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

Transition					
Year 1/2		Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Y1: Recognising our own strengths.</p> <p>Y2: Identifying people who can help us when we are worried about changes.</p>	<p>Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative.</p> <p>Y1 & Y2 (Cycle A & B): To understand that change is part of life.</p>	<p>Y3: Being able to set goals.</p> <p>Y4: Learning strategies to deal with change.</p> <p>Y3 & Y4 (Cycle A & B): Recognising our own achievements.</p>	<p>Y3: To know that setting goals can help us to achieve what we want.</p> <p>Y4: To understand that change often brings about more opportunities and responsibilities.</p>	<p>Y5: Recognising your own skills and how these can be developed.</p> <p>Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>Y5: To understand the skills needed for roles in school.</p> <p>Y6: To know that a big change can bring opportunities but also worries.</p>