



Haslingden Primary School

**Relationships and Health Education, Personal Social Health
Education, and Citizenship Curriculum Information**

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information Curriculum

Intent

RHE, PSHE, CITIZENSHIP

Relationships and Health Education, Personal Social Health Education (PSHE), and Citizenship enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. This is done through the teaching the following three topics:

1. Health and Wellbeing

2. Relationships

3. Living in the wider world

National Curriculum Objectives

The curriculum planner meets the needs of the statutory National Curriculum for [Relationship and Health Education](#), and the non-statutory guidance for [Citizenship](#) and [PSHE](#).

The delivered curriculum reflects the needs of our pupils and is tailored to meet specific needs. Staff use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school.

In EYFS, KS1 and KS2 children use floor books to record their responses to and progress in PSHE sessions.

These books travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points. In EYFS the children use learning journals to record their responses.

Through the programme of study, the children should have a good balance of these overarching concepts: • Identity • Relationships • A healthy, balanced lifestyle, • Identification of risk and safety • Diversity and equality • Rights, responsibilities and consent • Change and resilience

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information Curriculum Map

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	Key work time around feelings, families, friendships, and changes. What we like and dislike. Gem powers and school traffic lights/dojo Anti-bullying (R)		Online safety (R L)	Road safety (L)	Jobs around us (L)	Feelings around change (R)
Year 1	All about me (L) L1, L2	Keeping safe on the roads (H) H12	Keeping safe around the home (H) H11	Emotional (H/R) H4, R8	Money (L) L7	Changes moving on (R) R8
Year 2	New Beginnings/ Relationships (L) L1, L2	Anti-Bullying (R) R13, R14	Rules to keep safe e.g. road, fire, water (H) H12	Maintain a healthy lifestyle – links with DT Pizza topic (H) H1, H2	Growing (H) H8	Special people in communities who help (L) L10, H13

Year 3	Health and well-being (H) H6/ H7	Rights and responsibilities (L) R9/ R18	Online safety (H) H15	Responsibilities at home, school and in the environment (L) L7	Living in the wilder world (L) H15/ L16	Challenging and responding to stereotypes (R) R16
Year 4	Healthy Relationships (R) R2	Resolving differences (L) L8	Conflicting emotions (H) H7	Bacteria and viruses (H) H12	Managing Risks (H) H10	Considering different values and customs (L) L12
Year 5	Being British (L) L11	Differences and similarities Equality Act (R) R13	What choices help health (H) H23	Online safety (L R) H22 / H24 / L18	All about money (L) Note: 6 x 1 hour lessons recommended	Road Safety – Bikeability (H) H21 SRE (R) R13 ?
Year 6	Growth mindset - Outward Bound (H & R) R10	How do we manage risk (H L) H25 / L6	Happy and health relationships (R) R3 / R4 / R5 / R6 / R19 / R20	What are human rights - Magistrates court (L) L2 / L3	How can money affect us? (L) L13 / L14	How do we stay healthy? (H) H17

Substantive Concepts revisited –

Letters found next to the unit number:

Health and Wellbeing (H), Relationships (R) and Living in the Wider World (L)

Health and Wellbeing (H), Relationships (R) and Living in the Wider World (L)

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information Knowledge and Skills Curriculum
Maps

EYFS		Key Vocabulary: <ul style="list-style-type: none">• Rules• Safe• Feelings• Right• Wrong• Friend• Family• Taking turns• Choice• Hand washing
Year 1	Unit 1	All about me L1, L2 Children will know and Identify links between values and beliefs, decisions, and actions

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		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Self-organisation (including time management) • Empathy and compassion (including impact on decision-making and behaviour) • Team working Identification, assessment (including prediction) management of positive and negative risk to self and others <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Rules • Respect • Right • Wrong • Responsibilities
	Unit 2	<p>Keeping safe on the roads H12</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Rules for and ways of keeping physically and emotionally safe for road safety <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use strategies or identifying and accessing help and support • Recalling and applying knowledge creatively and in new situations • Identification, assessment (including prediction) and management of positive and negative risk to self and others <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Safe • Rules • hazzards
	Unit 3	<p>Keeping safe around the home H11</p>

		<p>Children will know:</p> <ul style="list-style-type: none"> • How to use Strategies for identifying and accessing appropriate help and support • Identification, assessment (including prediction) and management of positive and negative risk to self and others • How to make decisions <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify what goes on to and into people’s bodies and how this can make people feel • recognise that household products (including medicines) can be harmful if not used correctly • describe ways of keeping safe around household products (including medicines) • identify people we can trust to tell us to put things onto and into our bodies <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Medicine • Poisonous • Safe
	Unit 4	<p>Emotional H4, R8</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses) • How to developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Valuing and respecting diversity <p>Children will be able to:</p> <ul style="list-style-type: none"> • name feelings they have had, both good and not so good • explain what makes them feel good and what makes them feel not so good • identify where in their bodies they have these feelings • demonstrate how our faces and bodies show these feelings to others • identify some ways to feel better if feeling not so good • identify similarities between themselves and others • identify differences between themselves and others • describe basic differences and similarities between class members

	<ul style="list-style-type: none"> • recognise that we all have things in common with other people, even if we think we are very different • recognise that everyone is equal <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Friends • Good actions • Bad actions • Choices • Feelings • reflections
Unit 5	<p>Money L6/ L7</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to Self-organise • Identify links between values and beliefs, decisions and actions • Making decisions <p>Children will be able to:</p> <ul style="list-style-type: none"> • recognise what money looks like • identify how money is obtained (won, borrowed, found, earned, presents) • give some examples of some of the ways that money can be used (saved as well as spent) • identify what might make someone want to spend or save their money • explain where money can be stored to keep it safe <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Spending • Saving • Coins • Notes
Unit 6	Changes moving on R8

		<p>Children will know:</p> <ul style="list-style-type: none"> • How to develop and maintain a healthy self-concept (including self-confidence, realistic self-image, selfworth, assertiveness, self-advocacy and self-respect) • How to clarify their own values <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify special people in their lives • describe what makes them special • describe ways people care for each other • suggest some ways they can help special people to care for them <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Behaviour • Rules • Unique • respect
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Year 2	Unit 1	<p>New Beginnings/ Relationships L1, L2</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to self-organisation (including time management) • How to show empathy and compassion (including impact on decision-making and behaviour) • To work as part of a team • Identification, assessment (including prediction) and management of positive and negative risk to self and others • Identify links between values and beliefs, decisions and actions <p>Children will be able to:</p> <ul style="list-style-type: none"> • give reasons for why it is a shared responsibility to contribute to the classroom and school life • identify the different contributions that pupils make and how this affects the classroom • explain how class/group rules help them to learn and make the classroom a safe place • construct and agree classroom rules together • give reasons for the rules that have been agreed • identify what can happen if class/group rules are not followed <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Responsibilities • Risk • Change
	Unit 2	<p>Anti-Bullying R13, R14</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to use strategies for identifying and accessing appropriate help and support • To show empathy and compassion (including impact on decision-making and behaviour) <p>Children will be able to:</p> <ul style="list-style-type: none"> • recognise that although teasing might sometimes be funny, it can sometimes also be hurtful

	<ul style="list-style-type: none"> • identify what is meant by bullying and why this is wrong • identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) • suggest ways they can be supportive of children who have been or feel they have been teased/bullied • identify people in school/at home whom they can talk to if they are worried about teasing/bullying <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Special • Similar • Different • community
Unit 3	<p>Rules to keep safe e.g. road, fire, water H12</p> <p>Children will know:</p> <ul style="list-style-type: none"> • How to use different strategies or identifying and accessing help and support • To recall and apply knowledge creatively and in new situations • Identification, assessment (including prediction) and management of positive and negative risk to self and others <p>Children will be able to:</p> <ul style="list-style-type: none"> • recognise they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ • describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire) • identify ways of keeping safe online • identify potential unsafe situations and steps they can take to avoid or remove themselves from them • demonstrate ways they can ask for help from people whose job it is to keep them safe <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Hazzad • Emergency • Flammable
Unit 4	<p>Maintain a healthy lifestyle – links with DT Pizza topic H1, H2</p>

		<p>Children will know:</p> <ul style="list-style-type: none"> • To Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, selfworth, assertiveness, self-advocacy and self-respect) • To identify, assessment (including prediction) and management of positive and negative risk to self and others • Identify links between values and beliefs, decisions and actions <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe what being healthy means • recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth • identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth • identify the impact on people who don't look after their bodies • describe different ways in which they can help keep themselves healthy <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Healthy • unhealthily • Choice • Hygiene
	Unit 5	<p>Growing H8/H9</p> <p>Children will know:</p> <ul style="list-style-type: none"> • To show resilience (including self-motivation, perseverance and adaptability) • To develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe ways they have grown and changed • identify ways they are more independent now from when they were younger

		<ul style="list-style-type: none"> • describe additional responsibilities they have now (in class, school and at home) • identify how people’s needs change as they grow older <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Resilience • Change
	Unit 6	<p>Special people in communities who help L10, H13</p> <p>Children will know strategies for identifying and accessing appropriate help and support</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify people who work in the community and what their roles are • explain the ways they help others • explain how to ask for help and how to ask for help in a range of different situations <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Roles • Community

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Year 3	Unit 1	<p>Health and well-being H6/ H7</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Show resilience (including self-motivation, perseverance and adaptability) • Show self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses) • Show empathy and compassion (including impact on decision-making and behaviour) <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe a range of different feelings (good and not so good) • use a scale of intensity to help describe different feelings • describe how different feelings are experienced in their bodies • recognise that people can also have lots of different feelings all at once (such as at times of change) • recognise the importance of sharing their feelings • identify some positive ways of doing this <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Growth mindset • Decision making • Choices
	Unit 2	<p>Rights and responsibilities R14/ R18</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Use strategies for identifying and accessing appropriate help and support • To show empathy and compassion (including impact on decision-making and behaviour) • To Identify, assessment (including prediction) and management of positive and negative risk to self and others <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe what changes when 'joking' or 'playful teasing' becomes hurtful to another

		<ul style="list-style-type: none"> • give a definition of ‘bullying’ • identify how, where and when where hurtful teasing and bullying can happen (including online) • describe how teasing, bullying and aggression can make someone feel • describe some ways of responding if they experience or witness bullying • explain the importance of telling someone if they know (or think they know) this is happening • identify who to ask for help or report to, what to say and what will happen next <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Morals • Teasing • Aggression
	Unit 3	<p>Online safety H15</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Use strategies for identifying and accessing appropriate help and support • Identify, assessment (including prediction) and management of positive and negative risk to self and others • Make decisions <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify school rules about health and safety • give reasons for having school rules about health and safety • describe what could happen if health and safety rules are not followed • explain what an emergency is • explain where and how to get help if they feel a situation is unsafe or in an emergency <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Risk • Unsafe • Safe • Stranger danger

	Unit 4	<p>Responsibilities at home, school and in the environment L7</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Self-organisation (including time management) • Identify links between values and beliefs, decisions and actions <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify who is responsible for things at school, at home and in the environment • identify rights and responsibilities they have in the context of school, home and the environment • recognise the skills required to carry out their responsibilities • describe how to feels to be responsible • give suggestions of how they can make a difference to local and world-wide environment issues <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs
	Unit 5	<p>Living in the wider world H15/ L16</p> <p>Children will know use their enterprise skills and attributes (e.g., aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • recognise that being enterprising is about having an idea, developing it and gaining something (e.g., money) from doing so • give examples of being enterprising in school (e.g., eco council growing and selling produce, toy sales, fundraising events) • describe or demonstrate some of the skills that are needed to help to raise / make money at these events <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Profit • Loan • Expenses

	Unit 6	<p>Challenging and responding to stereotypes R16</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Identify unhelpful ‘thinking traps’ (e.g., generalisation and stereotyping) • Clarify own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence • Develop and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) • Value and respecting diversity <p>Children will be able to:</p> <ul style="list-style-type: none"> • give a simple definition of what is meant by ‘stereotype’ • recognise some different kinds of stereotypes (such as gender stereotypes) • give examples of when stereotypes are challenged • identify why stereotyping can lead to problems <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Gender roles • Stereotypes
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Year 4	Unit 1	<p>Healthy Relationships R2</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Identify, assessment (including prediction) and management of positive and negative risk to self and others • To develop skills for employability, including team working / negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) <p>Children will be able to:</p> <ul style="list-style-type: none"> • give reasons why there are rules and laws • identify some consequences of these being broken • identify issues that concern them in school and what they can do about them, including making or changing rules • identify the steps they can take to help to change rules • liaise with others to amend or develop a set of rules • give examples of ways in which everyone has a say in making rules / laws <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Law • Conflict • Feedback • Boundaries
	Unit 2	<p>Resolving differences L8</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Show resilience (including self-motivation, perseverance and adaptability) • Show empathy and compassion (including impact on decision-making and behaviour) • Show respect for others' right to their own beliefs, values and opinions <p>Children will be able to:</p>

		<ul style="list-style-type: none"> • describe how it can feel to agree / disagree with someone • suggest different ways to demonstrate that we value the others' points of view • explain how sometimes resolving differences means 'agreeing to disagree' • explain the concept of compromise and how both parties may need to 'give a little' to get a 'win-win' • describe the skills we need to practise to resolve differences <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Agree • Disagree • Values • Impact
	Unit 3	<p>Conflicting Emotions H6/H7</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Show resilience (including self-motivation, perseverance and adaptability) • Self-regulate (including promotion of a positive, growth mindset and managing strong emotions and impulses) • Show empathy and compassion (including impact on decision-making and behaviour) <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe a range of different feelings (good and not so good) • describe feelings according to their intensity • identify when feelings (good or not so good) might be overwhelming and describe how this can feel • explain that people can also feel lots of different emotions all at once (such as at times of change) • explain the importance of noticing different feelings • describe some positive ways of sharing feelings, recognising that this can help manage them <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Negotiation • Impulses • Compassion

	Unit 4	<p>Bacteria and viruses H12</p> <p>Children will know identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain what bacteria and viruses are, how they can affect health and how they are spread • explain how people can help prevent the spread of bacteria and viruses • describe a range of simple, everyday hygiene routines • recognise the shared responsibility for maintaining a clean environment <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Bacteria • Viruses
	Unit 5	<p>Managing Risks H10</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Show resilience (including self-motivation, perseverance and adaptability) • Develop strategies for identifying and accessing appropriate help and support • To recall and applying knowledge creatively and in new situations Identification, assessment (including prediction) and management of positive and negative risk to self and others <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by risk, danger and hazard • identify risk in a range of situations • describe steps that can be taken to reduce the risk or avoid danger • assess whether they are able to manage the risk themselves and if not, who is responsible • identify if, when and how to report potential risks, dangers and hazards to others

		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> •
	Unit 6	<p>Considering different values and customs L12</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Show respect for others' right to their own beliefs, values and opinions • To value and respecting diversity • To Identify links between values and beliefs, decisions and actions <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe customs or traditions celebrated their own families / community • identify different traditions that relate to entry into adulthood / adolescence and different celebrations • describe different traditions from cultures other than their own • explain how they are similar or different to their own traditions • explain how we show respect and appreciate the traditions of other cultures <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Strategy • Intensity

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Year 5	Unit 1	<p>Being British L11</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Identify unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) • Show empathy and compassion (including impact on decision-making and behaviour) • To show respect for others’ right to their own beliefs, values and opinions • To value and respecting diversity • Identify links between values and beliefs, decisions and actions <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain that UK is a richly diverse community • recognise that people have migrated to and from the UK for many thousands of years • explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • describe the benefits of living in a diverse society <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Diversity • Values • Generslisation
	Unit 2	<p>Differences and similarities Equality Act R13</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Identify unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) • Clarify own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

		<ul style="list-style-type: none"> • Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) • Discernment in evaluating the arguments and opinions of others (including challenging 'group think') • Value and respect diversity <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe the range of different factors that make up a person's identity • identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity • give examples of different types of stereotyping in the media • explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations • explain that everyone is equal no matter their identity • give reasons for challenging stereotypes <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Discrimination • Self-worth • Self-image • Self-respect
Unit 3		<p>What choices help health H23</p> <p>Children will know use strategies for identifying and accessing appropriate help and support</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe • explain their personal responsibility to report things that mean they or others may not be safe • explain what will happen if they do seek help • give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust <p>Key Vocabulary:</p>

		<ul style="list-style-type: none"> • Personal boundaries • Privacy
Unit 4	Online safety H22 / H24 / L18	<p>Children will know:</p> <ul style="list-style-type: none"> • Show resilience (including self-motivation, perseverance and adaptability) • Recognise and manage peer influence and the need for peer approval, including evaluating perceived social norms • To use Strategies for identifying and accessing appropriate help and support • To recall and apply knowledge creatively and in new situations • Identify, assessment (including prediction) and management of positive and negative risk to self and others <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.) • give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate • recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not • explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person • identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) • explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Passwords • Personal data • Fake news
Unit 5	All about money (L13) Note: 6 x 1 hour lessons recommended	

		<p>Children will know Identify links between values and beliefs, decisions and actions</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify the role finance (money) plays in different aspects of people’s lives (e.g. where they live, their job, their social life, the products they buy) • explain that some jobs pay more than others and that money is one factor for people in choosing a career/job • explain why we should be wary of claims made in advertisements • identify how shops and manufactures use ‘deals’ (such as three for the price of two) to entice consumers to purchase more • decide which similar items are the best ‘value for money’ and explain their view <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Consumer • Debt • Budget
	Unit 6 Bikeability	<p>GE to reference knowledge and skills in H21 – Keeping Safe – Road Safety Bikeability</p> <p>Children will know:</p> <p>Children will be able to:</p> <p>SRE R13 ?</p>

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information Knowledge and Skills Curriculum Maps

Year 6	Unit 1	Growth mindset - Outward Bound R10
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		<p>Children will know:</p> <ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary • about working collaboratively toward shared goals • negotiation and compromise strategies to resolve disputes and conflict • to give helpful feedback and support to others <p>Children will be able to:</p> <ul style="list-style-type: none"> • demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner • explain why we have a responsibility to care about and protect other people’s feelings in order for a relationship to be healthy and positive • give reasons for how this skill can help to develop mutual respect in a relationship • describe shared goals that have been achieved by collaboration (class, community, country) • recognise the positive effects of collaboration (on the individual/group/wider community) • explain the importance of everyone playing their part to ensure shared goals are achieved • describe or demonstrate strategies that can be used to ensure collaboration is positive and inclusive • evaluate the different ways to resolve disputes and conflict in class, playground and home • demonstrate language to use to give constructive feedback to others in negotiation/compromise situations • describe how it feels to receive constructive feedback/support • identify the ways in which feedback and support is helpful <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Confidence • Mental well being • Informed decisions
	Unit 2	<p>How do we manage risk H25 / L6</p> <p>Children will know:</p> <ul style="list-style-type: none"> • To know the terms ‘risk’, ‘danger’ and ‘hazard’. • To learn to recognise, predict and assess risks in their everyday life.

		<ul style="list-style-type: none"> • React and behave when pressurised to behave in risky or unacceptable ways • Keep themselves safe online • Manage risks associated with sharing images • The consequences of anti-social behaviour <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online) • explain the difference between a risk, a danger and a hazard in different situations • recognise their personal responsibility to self and others when managing risk, danger and hazard • evaluate the level of risk in different situations by predicting possible consequences and their likelihood • recognise that risk can depend on who is there, where it is and what it is • suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice • give examples of how individual/group actions can impact on others in a positive or negative way • give examples of the wider impact of both positive and negative actions on others • describe what can help people in ‘moments’ when they have to make decisions about what action they will take <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Peer pressure • Anti-social behaviour • Consequence
	Unit 3	<p>Happy and health relationships R2 / R3 / R4 / R5 / R6 / R19 /</p> <p>Children will know:</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree

		<ul style="list-style-type: none"> • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage <p>Children will be able to:</p> <ul style="list-style-type: none"> • describe different kinds of loving relationships • identify the qualities that enable these relationships to flourish • explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship • explain what this means in an emotional and physical sense • describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy • explain how relationships can change (as we grow up or as circumstances change) • explain why sometimes relationships may change or end • recap what makes a healthy relationship • explain that everyone has the right to feel safe and happy within a relationship • suggest some signs that a relationship is not healthy • explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends • identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship • give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else • explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together • explain that people have the right to choose the person they may marry <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Entitled • Equal
Unit 4		<p>What are human rights - Magistrates court L2 / L3</p> <p>Children will know:</p>

		<ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child <p>Children will be able to:</p> <ul style="list-style-type: none"> • give examples of rules and laws that protect us and keep us safe • identify who helps to uphold rules and laws in our local community / wider community • explain how the democratic process works in Britain (voting system, political parties, Parliament) • explain how laws can be changed democratically at a national level • explain what <u>human rights</u> mean to them and how they can demonstrate these rights in the classroom, school and wider community • explain what is meant by the UN Conventions on the Rights of the Child <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Freedom • Law • Human right • Parliament
Unit 5	How can money affect us? L13 / L14	<p>Children will know:</p> <ul style="list-style-type: none"> • how finance plays an important part in people's lives • about being a critical consumer • about what is meant by 'interest', 'loan', 'debt' • about the importance of looking after money, including managing loans and debts <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain how personal finance can affect lifestyle choices

		<ul style="list-style-type: none"> • evaluate how people judge success in their working lives and the extent to which a person’s salary is more or less important than fulfilment/job satisfaction • describe the factors that make consumers want to buy a product • identify how shops and manufactures use ‘deals’ (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this • evaluate whether something is ‘value for money’ • give reasons for the importance of being a critical consumer • explain why people may borrow money (e.g. loans, credit cards) • explain the differences between credit and debt and what is meant by ‘interest’ • explain the difference between a manageable and an unmanageable debt and how this can affect someone • explain the importance of being a critical consumer when it comes to saving or borrowing money • identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Credit card • Mortgage • Interest • Debt • Salary
	Unit 6	<p>How do we stay health? H17</p> <p>Children will know:</p> <ul style="list-style-type: none"> • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) <p>Children will be able to:</p> <ul style="list-style-type: none"> • explain the reasons why someone might choose to use a drug • explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else • explain the possible effects and risks of different drugs

		<ul style="list-style-type: none">• explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Legal• Illegal• Substances• Side effects
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