

ASSESSING

YEAR 1

| Autumn Checkpoints - Relationships | | |
|---|---|--|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the different people who care for us - To know what makes a family - To know that there are different types of families | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about the concept of privacy and that their body belongs to them - To know what permission is and when they need to ask for it <p>Skills</p> <ul style="list-style-type: none"> - To identify when they need to ask for permission | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the importance of being polite <p>Skills</p> <ul style="list-style-type: none"> - To be able to understand the concept of 'respect' - To be able to use manners |
| Spring Checkpoints - Living in the Wider World | | |
| Spring Unit 1 Belonging to a Community | Spring Unit 2 Media Literacy and Digital Resilience | Spring Unit 3 Money and Work |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know what rules are and why we need them - To know that different people have different needs - To know how we can care for other people, animals and living things - To know how we can care for our environment | <p>Knowledge</p> <ul style="list-style-type: none"> - To know different uses for the internet - To know how the internet can be used to find information <p>Skills</p> <ul style="list-style-type: none"> - To be able to communicate safely with others online | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about people whose job it is to help us - To know about different jobs and the work people do - To know the skills needed for different jobs <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify their own strengths and interests |
| Summer Checkpoints - Health and Wellbeing | | |
| Summer Unit 1 Healthy Lifestyles | Summer Unit 2 Growing and Changing | Summer Unit 3 Keeping Safe |

| | | |
|--|---|---|
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know what it means to be healthy and why it is important - To know the different ways they can keep healthy (basic hygiene, healthy and unhealthy foods, keeping active) - How to keep safe in the sun | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what makes them unique - To identify different kinds of feelings - To know how people's feelings can be hurt and what can be done when they have hurt feelings - To know what to do when they are feeling worried - To know how feelings can affect people's behaviour - To know about the impact of kind and unkind behaviour <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise feelings in themselves and in others | <p>Knowledge</p> <ul style="list-style-type: none"> - To know why some things have age restrictions - To know basic rules for keeping safe online - To know what to do if they see something online that makes them feel unhappy, worried or scared |
| END POINTS | | |
| Knowledge: By the end of Year 1 pupils should know... | | Skills: By the end of Year 1 pupils should be able to... |
| <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - The roles of different people who care for us, including in our families - About the concept of privacy and how it can keep us safe - How behaviour affects other people <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - Different ways of caring for people, animals, living things and the environment - What the internet is and what its different uses - Different types of jobs available in their community and the skills needed for those jobs <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - The impact feelings can have on people's behaviour, and how people's behaviour can, in turn, impact other people's feelings - The basic rules for staying safe online and what to do if they feel unsafe | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - Recognise the importance of feeling cared for - Seek permission in appropriate situations <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - Follow simple rules - Recognise their own strengths and interests <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - Identify the different ways we can stay healthy - Identify their feelings | |

YEAR 2

| Autumn Checkpoints - Relationships | | |
|--|--|--|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the different characteristics of a 'good friend' <p>Skills</p> <ul style="list-style-type: none"> - To be able to engage in positive play - To be able to deal with arguments amongst friends | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the circumstances when keeping a secret is safe and unsafe - To know what constitutes as bullying - To know how to report bullying - To know what to do when they feel pressured <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify hurtful behaviour - To identify the difference between a safe and unsafe secret | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the benefits of collaboration - To know the value of sharing their ideas and listening to others <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise the similarities and differences between themselves and their peers |
| Spring Checkpoints - Living in the Wider World | | |
| Spring Unit 1 Belonging to a Community | Spring Unit 2 Media Literacy and Digital Resilience | Spring Unit 3 Money and Work |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know how different people and other living things have different needs - To know the different groups they belong to - To know the different roles and responsibilities people have in their community | <p>Knowledge</p> <ul style="list-style-type: none"> - To know how the internet is used in everyday life - To know that not all information given online is true | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what money is - To know the difference between wants and needs - To know how and where money can be kept safe <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify their own wants and needs - To be able to understand how our wants and needs help us make basic money choices |
| Summer Checkpoints - Health and Wellbeing | | |

| <p align="center">Summer Unit 1 Healthy Lifestyles</p> | <p align="center">Summer Unit 2 Growing and Changing</p> | <p align="center">Summer Unit 3 Keeping Safe</p> |
|---|--|---|
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know why sleep is important - To know different ways of resting and relaxing - To know why dental care is important - To know how food and drink can impact dental health - To know a wide range of different feelings and how they can impact our bodies - To know different ways to manage our feelings - To know how to manage big feelings (e.g. change, loss, bereavement) - To know where to seek help if they are experiencing big feelings <p>Skills</p> <ul style="list-style-type: none"> - To be able to brush their teeth correctly | <p>Knowledge</p> <ul style="list-style-type: none"> - To know how people grow from young to old - To know that new opportunities and responsibilities arise as we grow older | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what medicine is used for and how to use it safely - To know whose job it is to keep us safe - To know how to get help in an emergency - To know what to say on a 999 call <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise risk in everyday situations - To be able to keep safe at home - To be able to keep safe when out and about |
| <p>END POINTS</p> | | |
| <p>Knowledge: By the end of Year 2 pupils should know...</p> | | <p>Skills: By the end of Year 2 pupils should be able to...</p> |
| <p align="center">Relationships</p> <ul style="list-style-type: none"> - How to be a 'good friend' - What bullying is and how it can be dealt with - The ways in which they are both similar and different to their peers <p align="center">Living in the Wider World</p> <ul style="list-style-type: none"> - The different communities they belong to and what different roles and responsibilities there are in those communities - The everyday uses for the internet and that information from the internet isn't always true - What money is used for and how we can keep it safe <p align="center">Health and Wellbeing</p> <ul style="list-style-type: none"> - To understand the importance of rest and relaxation and know the different forms that they can take - A wide range of feelings, including big feelings (e.g. bereavement, change, loss) and where they can seek help if they are struggling with their feelings. - Who is responsible for taking care of them in different situations | <p align="center">Relationships</p> <ul style="list-style-type: none"> - Deal with conflict within their friendships - Work collaboratively with their peers, sharing their ideas and listening to the ideas of others. <p align="center">Living in the Wider World</p> <ul style="list-style-type: none"> - Recognise the difference between wants and needs and understand how the difference can influence our money decisions <p align="center">Health and Wellbeing</p> <ul style="list-style-type: none"> - Take care of their teeth properly, including making informed decisions around food and drink - Identify a range of strategies to help manage their feelings - Identify risks at home and out in public - Respond appropriately to an accident or emergency situation | |

| | |
|--|--|
| - About different medicines and how to use them safely | |
|--|--|

YEAR 3

| Autumn Checkpoints - Relationships | | |
|---|--|--|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know that being part of a family provides support, stability and love - To know about the positive aspects of being part of a family, such as spending time together and caring for each other - To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - To be able to identify if/when something in a family might make someone upset or worried | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what is appropriate to share with friends, classmates, family and wider social groups including online - To know basic strategies for keeping themselves safe online - To know that bullying is unacceptable in any situation - To know the similarities and differences between bullying and cyberbullying - To know what to do if they experience bullying or cyberbullying <p>Skills</p> <ul style="list-style-type: none"> - To understand the effects and consequence of bullying for the people involved | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what it means to have self-respect - To know how to treat people politely and why it is important - To know the importance of respecting others, regardless of difference <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise responsible and irresponsible behaviours and the impact they have |
| Spring Checkpoints - Living in the Wider World | | |
| Spring Unit 1 Belonging to a Community | Spring Unit 2 Media Literacy and Digital Resilience | Spring Unit 3 Money and Work |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the reasons for rules and laws in wider society - To know the importance of abiding by the law and what might happen if rules and laws are broken - To know what human rights are and how they | <p>Knowledge</p> <ul style="list-style-type: none"> - To know that images and information online can be altered or adapted and the reasons for why this happens - To know how to report something seen or experienced online that concerns them e.g. images | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about the range of jobs in different sectors (private and public) - To know about common misconceptions and gender stereotypes related to work |

| | | |
|--|--|--|
| <p>protect people To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify basic examples of human rights including the rights of children | <p>or content that worry them, unkind or inappropriate communication</p> <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify the positive and negative uses for the internet - To be able to recognise whether something they see online is true or accurate - To be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group | <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify transferable skills (e.g. teamwork, communication) - To be able to recognise their own strengths and achievements and how these might relate to future career options - To be able to set themselves goals |
| Summer Checkpoints - Health and Wellbeing | | |
| Summer Unit 1 Healthy Lifestyles | Summer Unit 2 Growing and Changing | Summer Unit 3 Keeping Safe |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the elements of a balanced, healthy lifestyle - To know how habits can have a positive or negative effect on a person's lifestyle - To know that habits can be maintain, changed or stopped - To know what a balanced diet consists of and in what proportions <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify healthy and unhealthy lifestyle choices - To be able to identify healthy and unhealthy habits | <p>Knowledge</p> <ul style="list-style-type: none"> - To know common challenges to self-worth <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise what makes them unique, including their strengths and interests - To be able to reframe setbacks and focus on what they can learn from the setback | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about fire safety at home - To know the importance of following safety rules from adults - To know how to keep themselves safe in the local environment and unfamiliar places <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify common hazards at home and at school - To be able to predict, assess and manage risk in everyday situations |
| END POINTS | | |
| Knowledge: By the end of Year 3 pupils should know... | | Skills: By the end of Year 3 pupils should be able to... |
| <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - That family should provide support, love and stability, and what to do if their family relationships are instead making them feel unhappy or unsafe - What constitutes 'bullying' and what the effect and consequences can be for those involved - The conventions of courtesy and manners <p style="text-align: center;">Living in the Wider World</p> | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - Recognise and respect a wide range of family structures - Recognise and report bullying and cyberbullying - Conduct themselves in a responsible, respectful and polite manner <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - Evaluate whether online content is credible, trustworthy and age-appropriate - Recognise their strengths and achievements and understand how these might relate | |

| | |
|--|--|
| <ul style="list-style-type: none"> - Why we have rules and laws in wider society and what the consequences may be if those rules and laws are broken - What rights they have as humans and as children, why we have those rights and that they also have responsibilities to uphold if they want their rights to be respected - How to safely report negative online experiences - The difference between private and public sector jobs <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - What constitutes a healthy, balanced lifestyle - The impact that habits can have on our life (both positive and negative) - The importance of following safety rules set by adults | <ul style="list-style-type: none"> - to their future career choices - Identify a range of transferable skills (e.g. teamwork, decision making, communication) <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - Make informed choices that contribute to a balanced, healthy lifestyle - Appreciate their uniqueness and individuality - Reframe setbacks and focus on the positives - Keep themselves safe at home, in their local environment and in unfamiliar places through identifying, predicting, assessing and managing risks |
|--|--|

YEAR 4

| Autumn Checkpoints - Relationships | | |
|---|--|---|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the features of positive, healthy friendships - To know strategies to help build positive friendships - To know what to do if they are worried about online communication <p>Skills</p> <ul style="list-style-type: none"> - To be able to seek support with friendships if they are feeling lonely or excluded - To be able to communicate respectfully using digital devices | <p>Knowledge</p> <ul style="list-style-type: none"> - To know when it is right to keep or break a confidence or share a secret - To know how to recognise risks online such as harmful content or contact - To know that people may behave differently online including pretending to be someone they are not <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable - To be able to manage pressures associated with dares - To be able to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online - | <p>Knowledge</p> <ul style="list-style-type: none"> - To know importance of respecting the differences and similarities between people <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise differences between people such as gender, race, faith - To be able to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations - To have a vocabulary to sensitively discuss difference and include everyone |

| Spring Checkpoints - Living in the Wider World | | |
|--|---|---|
| Spring Unit 1 Belonging to a Community | Spring Unit 2 Media Literacy and Digital Resilience | Spring Unit 3 Money and Work |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know the meaning and benefits of living in a community - To know about the different groups that make up and contribute to a community - To know about the individuals and groups that help the local community, including through volunteering and work - To know how to show compassion towards others in need and the shared responsibilities of caring for them <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise that they belong to different communities as well as the school community | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the different ways that information can be shared digitally - To know how people are targeted for information sharing <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify the differences between information being shared factually and for advertising purposes | <p>Knowledge</p> <ul style="list-style-type: none"> - To know a variety of different payment methods - To know the ways in which our spending decisions can impact others - To know what influences our spending decisions - To know strategies for keeping track of money |
| Summer Checkpoints - Health and Wellbeing | | |
| Summer Unit 1 Healthy Lifestyles | Summer Unit 2 Growing and Changing | Summer Unit 3 Keeping Safe |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know that common illnesses can be quickly and easily treated with the right care - To know the importance of good oral hygiene - To know the effects of different foods, drinks and substances on their teeth <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise early signs of illness - To be able to manage their own oral hygiene including toothbrushing and flossing | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the importance of expressing their emotions - To know that emotions can change over time and range in intensity - To know the names for the external genitalia and reproductive organs - To know about the physical and emotional changes during puberty <p>Skills</p> <ul style="list-style-type: none"> - To be able to seek information, help and advice about puberty from appropriate sources | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the importance of taking medicines correctly and using household products safely - To know what is meant by a 'drug' - To know that drugs common to everyday life (e.g. caffeine, alcohol, cigarettes, medicine) can affect health and wellbeing - To know that for some people using drugs can become a habit which is difficult to break - To know how to ask for help and advice regarding drugs <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects - To be able to identify some of the risks associated with drugs common to everyday life |

| END POINTS | |
|---|--|
| Knowledge: By the end of Year 4 pupils should know... | Skills: By the end of Year 4 pupils should be able to... |
| <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - What a positive friendship looks like and how to build and maintain one - When it is ok to break a confidence or share a secret - To know that people may behave differently online and how to report concerns about someone's online behaviour <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - The different groups that they belong to within their community and what different groups there are that make a community - The different ways things can be paid for and how people's spending decisions can have a wider impact <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - How to identify early signs of illness and that common illnesses can be quickly and easily treated with the right care - The importance of oral hygiene and how trips to the dentist, making good decisions around food and drink and taking good care of their teeth can contribute to good oral health - The importance of expressing their emotions and how their emotions can vary over time and in intensity - About the changes that happen during puberty and how to manage these changes - About everyday drugs and the effect that they can have on a person's health and wellbeing. | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - Communicate respectfully using digital devices and report any concerns they have regarding digital communication - Recognise safe and unsafe dares and manage the pressure associated with dares - Respect the differences and similarities between different people and be able to discuss them sensitively <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - Tell the difference between how information is presented when it is for factual purposes compared to for advertisements <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - Discuss the challenges of puberty with a trusted adult using the correct language - Identify effects and risks related to drugs common to everyday life |

YEAR 5

| Autumn Checkpoints - Relationships | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| Knowledge | Knowledge | Knowledge |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> - To know the importance of feeling included and how to make someone feel included - To know about peer influence and how it can make people feel or behave - To know the impact of the need for peer approval in different situations, including online - To know that it is common for friendships to experience challenges - To know that friendships can change over time and the benefits of having new and different types of friends <p>Skills</p> <ul style="list-style-type: none"> - To be able to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication - To be able to communicate assertively - To be able to positively resolve disputes and reconcile differences in friendships - To be able to recognise if a friendship is making them feel unsafe, worried, or uncomfortable | <ul style="list-style-type: none"> - To know how to ask for, give and not give permission for physical contact - To know that it is never someone's fault if they have experienced unacceptable contact - To know whom to tell if they are concerned about unwanted physical contact <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations - To be able to appropriately respond to unwanted or unacceptable physical contact | <ul style="list-style-type: none"> - To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia - To know ways to safely challenge discrimination - To know the impact of discrimination on individuals, groups and wider society - To know that everyone should be treated equally - To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment - To be able to report discrimination online |
| Spring Checkpoints - Living in the Wider World | | |
| Spring Unit 1 Belonging to a Community | Spring Unit 2 Media Literacy and Digital Resilience | Spring Unit 3 Money and Work |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know who makes the laws in our country and what happens if we break the law - To know that it is our shared responsibility to care for people, other living things, and to protect our environment at school and at home - To know how our everyday choices impact the environment - To know how our spending decisions can affect other people and the environment | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about how text and images in the media and on social media can be manipulated or invented; <p>Skills</p> <ul style="list-style-type: none"> - To be able to evaluate the reliability of sources and identify misinformation | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them - To know about what might influence people's decisions about a job or career - To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice - To know that people may choose to do voluntary work which is unpaid - To know a variety of routes into careers <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify the kind of job that they might like to do when they are older |
| Summer Checkpoints - Health and Wellbeing | | |

| Summer Unit 1 Healthy Lifestyles | Summer Unit 2 Growing and Changing | Summer Unit 3 Keeping Safe |
|--|---|---|
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know about how sleep contributes to a healthy lifestyle - To know routines that support good quality sleep - Know the effects of lack of sleep on the body, feelings, behaviour and ability to learn - To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection - To know the wider importance of personal hygiene and how to maintain it - To know how medicines, when used responsibly, contribute to health - To know that some diseases can be prevented by vaccinations and immunisations; - To know how allergies can be managed - To know about the benefits of sun exposure and risks of overexposure - To be able to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the internal reproductive organs in males and females and how the process of puberty relates to human reproduction - To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) - To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - To know that some people's gender identity does not correspond with their biological sex | <p>Knowledge</p> <ul style="list-style-type: none"> - To know what is meant by first aid; basic techniques for dealing with common injuries - To know how to respond and react in an emergency situation - To know how to identify situations that may require the emergency services - To know how to contact them and what to say <p>Skills</p> <ul style="list-style-type: none"> - To be able to deal with common injuries using basic techniques - To be able to predict, assess and manage risk in different situations |
| END POINTS | | |
| Knowledge: By the end of Year 5 pupils should know... | | Skills: By the end of Year 5 pupils should be able to... |
| <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - To know the importance of feeling included and the different ways that we can ensure we make other people feel included - To know the different types of discrimination, the impact it can have and how to safely challenge discrimination, including online <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - How our environment is impacted by our everyday choices and spending decisions and how it is our shared responsibility to care for the environment - To know that both images and information on the internet can be manipulated and that they must be considered critically - The range of influences that could impact a person's career choice <p style="text-align: center;">Health and Wellbeing</p> | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - Use a range of strategies including assertive communication to manage peer influence - Manage conflict within their friendships - Identify and respond to inappropriate touch and report any concerns <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - Identify the kind of job they would be interested in pursuing and identify what route they would need to take to enter into that career <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - Deal with common injuries using basic first aid techniques | |

| | |
|---|--|
| <ul style="list-style-type: none"> - To know how sleep can impact our health - To know how and why we become ill and how illnesses can be treated and prevented - To know the effects of sun exposure and how to stay safe from sun damage - To know about the physical and emotional changes that happen throughout puberty - To know about the different aspects of one's personal identity and how some people do not identify with the gender identity connected to their biological sex - To know how to react in an emergency situation | |
|---|--|

YEAR 6

| Autumn Checkpoints - Relationships | | |
|---|--|---|
| Autumn Unit 1 Friends and Family | Autumn Unit 2 Safe Relationships | Autumn Unit 3 Valuing Difference |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know what it means to be attracted to someone and different kinds of loving relationships - To know that people who love each other can be of any gender, ethnicity or faith - To know the difference between gender identity and sexual orientation and everyone's right to be loved - To know the qualities of healthy relationships that help individuals flourish - To know the different ways in which couples show their love and commitment to one another, including those who are not married or who live apart - To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - To know that people have the right to choose whom they marry or whether to get married - To know that to force anyone into marriage is illegal - To know how and where to report forced marriage or ask for help if they are worried | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - To know how to get advice and report concerns about personal safety, including online - To know what consent means and how to seek and give/not give permission in different situations <p>Skills</p> <ul style="list-style-type: none"> - To be able to compare the features of a healthy and unhealthy friendship - To be able to respond to pressure from friends including online - To be able to assess the risk of different online 'challenges' and 'dares' | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the link between values and behaviour and how to be a positive role model - To know how to discuss issues respectfully - To know ways to participate effectively in discussions online and manage conflict or disagreements |
| Spring Checkpoints - Living in the Wider World | | |

| <p align="center">Spring Unit 1 Belonging to a Community</p> | <p align="center">Spring Unit 2 Media Literacy and Digital Resilience</p> | <p align="center">Spring Unit 3 Money and Work</p> |
|---|--|--|
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know what prejudice means - To know how to recognise acts of discrimination - To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - To know how stereotypes are perpetuated and how to challenge this <p>Skills</p> <ul style="list-style-type: none"> - To be able to differentiate between prejudice and discrimination - To be able to safely respond to and challenge discrimination | <p>Knowledge</p> <ul style="list-style-type: none"> - To know about the benefits of safe internet use - To know why people choose to communicate through social media and some of the risks and challenges of doing so - To know that social media sites have age restrictions and regulations for use - To know the reasons why some media and online content is not appropriate for children - To know how online content can be designed to manipulate people's emotions and encourage them to read or share things - To know about sharing things online, including rules and laws relating to this - To know how to report inappropriate online content or contact <p>Skills</p> <ul style="list-style-type: none"> - To be able to recognise what is appropriate to share online | <p>Knowledge</p> <ul style="list-style-type: none"> - To know the role that money plays in people's lives, attitudes towards it and what influences decisions about money - To know how companies encourage customers to buy things and why it is important to be a critical consumer - To know how having or not having money can impact on a person's emotions, health and wellbeing - To know about common risks associated with money, including debt, fraud and gambling - To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - To know how to get help if they are concerned about gambling or other financial risks <p>Skills</p> <ul style="list-style-type: none"> - To be able to judge if something is good value for money |
| <p align="center">Summer Checkpoints - Health and Wellbeing</p> | | |
| <p align="center">Summer Unit 1 Healthy Lifestyles</p> | <p align="center">Summer Unit 2 Growing and Changing</p> | <p align="center">Summer Unit 3 Keeping Safe</p> |
| <p>Knowledge</p> <ul style="list-style-type: none"> - To know that mental health is just as important as physical health and that both need looking after - To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - To know that there are situations when someone may experience mixed or conflicting feelings - To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - To know about the changes that may occur in life including death, and how these can cause conflicting feelings - To know that changes can mean people experience feelings of loss or grief - To know about the process of grieving and how grief | <p>Knowledge</p> <ul style="list-style-type: none"> - To know some of the changes as they grow up e.g. increasing independence - To know about what being more independent might be like, including how it may feel - To know about the transition to secondary school and how this may affect their feelings - To know about how relationships may change as they grow up or move to secondary school - practical strategies <p>Skills</p> <ul style="list-style-type: none"> - To be able to use strategies that can help to manage times of change and transition e.g. practising the | <p>Knowledge</p> <ul style="list-style-type: none"> - To know how to protect personal information online - To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others - To know how to report the misuse of personal information or sharing of upsetting content/ images online - To know about the different age rating systems for social media, T.V, films, games and online gaming - To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play - To know about the risks and effects of different |

| | | |
|--|---|---|
| <p>can be expressed</p> <ul style="list-style-type: none"> - To know about strategies that can help someone cope with the feelings associated with change or loss - To know how balancing time online with other activities helps to maintain their health and wellbeing <p>Skills</p> <ul style="list-style-type: none"> - To be able to manage their feelings using positive strategies - To be able to identify where they and others can ask for help and support with mental wellbeing in and outside school - To be able to balance their time spent online and foster positive habits | <p>bus route to secondary school</p> | <p>drugs</p> <ul style="list-style-type: none"> - To know about the laws relating to drugs common to everyday life and illegal drugs - To know why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - To know about the organisations where people can get help and support concerning drug use - To know to ask for help if they have concerns about drug use - To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify potential risks of personal information being misused - To be able to use strategies for dealing with requests for personal information or images of themselves - To be able to identify types of images that are appropriate to share with others and those which might not be appropriate |
| END POINTS | | |
| Knowledge: By the end of Year 6 pupils should know... | | Skills: By the end of Year 6 pupils should be able to... |
| <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - About attraction to others and about different types of romantic relationships including marriages and civil partnerships - About the importance of consent in different situations - <p style="text-align: center;">Living in the Wider World</p> <ul style="list-style-type: none"> - What prejudice is and how to challenge stereotypes and discrimination - Why there are age restrictions on many websites, games and other forms of media - How to safely share things online and the rules and laws involved in this - How money can influence and affect people's lives, including taking financial risks <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - What affects mental health and ways to take care of it - What having increasing independence may entail - How to keep their personal information safe - About drug use and the law and in the media | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> - Manage pressure from their peers and assess the risks involved with dares and online challenges - Express their opinions whilst respecting the views of others <p style="text-align: center;">Living in the Wider World</p> <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> - Manage change and have strategies for dealing with bereavement - Manage their time spent online - Manage the transition into high school | |