



	Year 3 and 4	Years 5 and 6
<p><b>Health and Wellbeing</b></p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</li> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</li> <li>• To deepen understanding of good and not so good feelings (revision).</li> <li>• To learn about change, including transitions, loss, separation, divorce, and bereavement.</li> <li>• To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</li> <li>• (To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact).</li> <li>• To develop strategies for keeping physical and emotionally safe –including online safety (revision).</li> <li>• To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision).</li> <li>• To deepen their understanding of good and not so good feelings (revision).</li> <li>• To learn about change, including transitions, loss, separation, divorce, and bereavement (revision).</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>• (To learn about human reproduction including conception).</li> <li>• To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety (revision).</li> <li>• To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• To learn what is meant by the term ‘habit’ and why habits can be hard to change.</li> <li>• To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision).</li> <li>• (To learn how their bodies will change as they approach and move through puberty).</li> <li>• To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves (revision).</li> <li>• (To learn about human reproduction including conception).</li> <li>• (Online safety)</li> <li>• To deepen understanding of risk by recognising, predicting, and assessing risks in difference situations and deciding how to manage them responsibly.</li> <li>• To understand that pressure to behave in an unacceptable, unhealthy, or risky ways can come from a variety of sources, including people they know and the media.</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</li> <li>• To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision).</li> <li>• To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision).</li> </ul>	<ul style="list-style-type: none"> <li>• To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply</li> </ul>
<b>Relationships</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand the concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.</li> <li>• To learn to recognise and manage ‘dares’.</li> <li>• To recognise what constitutes a positive, healthy relationship.</li> <li>• To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To learn that their actions affect themselves and others.</li> <li>• To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, and religious diversity, age, sex, sexual orientation, and disability.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</li> <li>• To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view.</li> <li>• To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</li> <li>• To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To work collaboratively towards shared goals.</li> <li>• To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise and manage dares (revision).</li> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</li> <li>• To recognise that their actions affect themselves and others (revision). To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision).</li> <li>• To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, and religious diversity, age, sex, sexual orientation, and disability.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (revision).</li> <li>• To work collaboratively towards shared goals (revision).</li> <li>• To recognise and challenge stereotypes (revision).</li> <li>• To be aware of different types of relationship, including those between friends and families, civil partnerships, and marriage (revision). To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if</li> </ul>

	<ul style="list-style-type: none"> <li>• To be aware of different types of relationships, including those between friends and families, civil partnerships, and marriage.</li> <li>• To recognise and challenge stereotypes.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</li> <li>• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people’s feelings and try to see, respect and if necessary constructively challenge their points of view (revision).</li> </ul>	<p>necessary constructively challenge their points of view (revision).</p> <ul style="list-style-type: none"> <li>• To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, and religious diversity, age, sex, sexual orientation, and disability (revision).</li> </ul>
<p><b>Living in the real world</b></p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that everyone has human rights.</li> <li>• To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</li> <li>• That there are different kinds of responsibilities, rights, and duties at home, at school, in the community and towards the environment.</li> <li>• To appreciate the range of national, regional, religious, and ethnic identities in the UK.</li> <li>• To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</li> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (revision).</li> <li>• To develop an initial understanding if the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’.</li> <li>• To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions, and explaining choices.</li> <li>• To explore and critique how the media present information.</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</li> <li>• To learn that there are different kinds of responsibilities, rights, and duties at home, at school, and in the community.</li> <li>• To appreciate the range of national, regional, religious, and ethnic identities in the UK.</li> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• To learn about the role money plays in their own and others’ lives (revision).</li> <li>• To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer (revision).</li> <li>• To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> <li>• To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules To know that there are some cultural practices which are against British law and universal human rights (revision)</li> </ul>

	<ul style="list-style-type: none"><li>• To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</li><li>• To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment.</li><li>• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</li><li>• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).</li><li>• To learn about enterprise and the skills that make someone 'enterprising'.</li></ul>	<ul style="list-style-type: none"><li>• To realise the consequences of antisocial and aggressive behaviours such as bullying and discrimination on individuals and communities (revision)</li><li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions, and explaining choices (revision)</li><li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li><li>• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision)</li><li>• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision)</li><li>• To learn about enterprise and the skills that make someone 'enterprising' (revision)</li></ul>
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