

## Year 1 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.						
		Autumn Term		Spring Term		Summer Term		
	1 decision resource	Being Responsible	Relationships	Computer Safety	Hazard Watch	Feelings and Emotions	Keeping/Staying Safe	Keeping/Staying Healthy
Implementation	Builds on	<b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<b>Early Learning Goal:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.	<b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<b>Early Learning Goal:</b> Using equipment safely.	<b>Early Learning Goal:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Early Learning Goal:</b> <b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b>	<b>Early Learning Goal:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
	Key Objectives	<b>Water Spillage:</b> Importance of preventing accidents Recognise responsible and irresponsible actions	<b>Friendship:</b> Recognise and name a range of feelings. Caring about others. How to be a good friend	<b>Online Bullying:</b> Understand how online activity can affect others Be able to recognise negative aspects of using technology.	<b>Personal Safety:</b> Is it safe to eat or drink? Is it safe to play with?	<b>Jealousy:</b> Be able to recognise and name emotions and their physical effects.	<b>Road Safety:</b> Understand road safety. Develop road sense Explore real life scenario.	<b>Washing Hands:</b> Germs and how they may spread. How to prevent spread.
	Key Vocabulary	Responsible behaviour, respect, prevention	Happiness, sadness, anger, fear, surprise, nervousness	Online bullying, cyber bullying, internet, electronic devices	Poisonous, hazardous, corrosive, sharp, flammable	Jealousy, worry, anger, grief, loneliness, relaxation	Crossing patrol, zebra/pelican crossing, Green Cross Code	Germs, prevention, hygiene
	Breadth & Balance across curriculum	Classroom rules School council / parliament English – writing	Nurture group work/ Assemblies. English Reading - Monty the Manatee: A book about kindness/anti-bullying (Sea School Stories) by Natalie Pritchard and Natalie Merheb	Computing English – writing Posters/Write instructions	Science - materials	SMSC, Behaviour and safety of pupils English Reading - Help Your Dragon Deal With Anxiety: Train Your Dragon To Overcome Anxiety. (My Dragon Books) by Steve Herman	Road safety activities Parent link English Reading – The Hodgeheg – Dick King Smith	PE – Health monitoring Daily Mile Walk to School 1 <sup>st</sup> Aid Day
Impact	Outcome	Keeping safe at home, at school and in the community	Anti-bullying	Online Safety Anti-bullying	Keeping safe at home, at school and in the community	Anti-bullying	Keeping safe at home, at school and in the community.	Keeping safe at home, at school and in the community.

## Year 2 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.						
		Autumn Term		Spring Term		Summer Term		
	1 decision resource	Being Responsible	Relationships	Computer Safety	Hazard Watch/ Money Matters	Feelings and Emotions	Keeping/Staying Safe	Keeping/Staying Healthy
Implementation	Builds on	Year 1 Objectives: What are you responsible for? How do responsibilities grow as you grow? Importance of preventing accidents Recognise responsible and irresponsible actions.	Year 1 Objectives: Recognise and name a range of feelings Caring about others How to be a good friend	Year 1 Objectives: Awareness of current games and apps used. Awareness of computer safety rules Understand how your online activity can affect others Be able to recognise negative aspects	Year 1 Objectives: National curriculum year 1 - recognise and know the value of different denominations of coins and notes  Build Upon Y1 understanding of keeping safe (drink/play)	Year 1 Objectives: Understanding a range of emotions and how they make us feel physically and mentally. Learn a range of skills for coping with unpleasant / uncomfortable emotions.	Year 1 Objectives: What do I need to keep safe from? What may put me or others at risk? Developing understanding of safe and unsafe scenarios.	Year 1 Objectives: What does a healthy person look like? What do we do as a class to keep healthy?
	Key Objectives	Practice Makes Perfect/ Helping Someone in Need. Be able to name ways you can improve in an activity or sport. Be able to see the benefits of practising an activity or sport. Know how you can help other people. Understand the risks of talking to people you don't know very well in the community.	Bullying/Body Language: Be able to see and understand bullying behaviours. Know how to cope with bullying behaviours. Understand that feelings can be shown without words. Understand why it is important to care about other people's feelings.	Image Sharing: Understand how your online actions can affect others Know the risks of sharing images without permission. Understand the difference between safe and risky choices online.	Personal Safety: Is it safe to eat or drink? Is it safe to play with? Money Matters: What is money? Why do we need money? How can we use money? How can we get money? Understand different ways we can receive money. Know how to keep money safe. Understand the importance of saving money.	Worry/Anger: Learn a range of skills for coping with unpleasant / uncomfortable emotions. Be able to recognise and name emotions and their physical effects.	<b>Tying Shoelaces: Developing understanding of safe and unsafe scenarios.</b>	Brushing Teeth/Eating Healthy: Understand how and why to brush your teeth. Know the differences between healthy and unhealthy choices. Foods for health and growth Healthy and unhealthy food choices.
	Key Vocabulary	Regular exercise, fitness, inactive lifestyle obesity, daily/weekly routine	Caring friendships, trust, managing conflict, respect, positive mindset	Online bullying, cyber bullying, internet, electronic devices, data	Poisonous, hazardous, corrosive, sharp, flammable Money terminology – coins/notes, savings, bank account	Happiness, sadness, Jealousy, worry, anger, grief, loneliness, temper nervousness, fear, surprise, relaxation.	Being safe, unsafe scenarios, risk	Germs, prevention, oral hygiene, dental flossing, dentist, check-ups, poor diet, tooth decay, obesity
	Breadth & Balance across curriculum	Classroom rules School council / parliament PE, Daily Mile SMSC work	Nurture group work - All About ME – 1decision/ Assemblies My Strong Mind: A Story About Developing Mental Strength (Positive Mindset series) by Niels van Hove	Computing English – writing <a href="https://www.thinkuknow.co.uk/4_7/6-7-year-olds/">https://www.thinkuknow.co.uk/4_7/6-7-year-olds/</a>	Science – materials Maths – money Computing <a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a>	Classroom rules/ School council / parliament. English: What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids) by Dawn Huebner and Bonnie Matthews Art – faces study	Home school link Observation skills	Science - teeth, decay Maths - time
Impact	Outcome	Health (including mental health) and First Aid	Keeping safe at home, at school and in the community	Online Safety	Life Skills	Anti-bullying	Protective behaviours	Health (including mental health) and First Aid

## Year 3 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.						
		Autumn Term		Spring Term		Summer Term		
	1 decision resource	<b>Being Responsible</b>	<b>Relationships</b>	<b>Computer Safety</b>	<b>Fire Safety NHS</b>	<b>Feelings and Emotions</b>	<b>Keeping/Staying Safe</b>	<b>Keeping/Staying Healthy</b>
Implementation	Builds on	Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport. Know how you can help other people Understand the risks of talking to people you don't know very well in the community	Be able to see and understand bullying behaviours Know how to cope with bullying behaviours. Understand that feelings can be shown without words Understand why it is important to care about other people's feelings.	Understand how your online actions can affect others Know the risks of sharing images without permission. Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms Understand the difference between safe and risky choices	Build on Who keeps us safe? and Being Responsible.	Be able to recognise and name emotions and their physical effects. Learn a range of skills for coping with unpleasant / uncomfortable emotions. Be able to recognise and name emotions and their physical effects. Understand that feelings can be communicated with and without words	Who keeps us safe? Staying safe video – should James go with someone he does not know? How to keep self-safe in range of scenarios.	Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices
	Key Objectives	<b>Stealing:</b> Be able to describe how you might feel if something is borrowed and not returned. Know why it is wrong to steal.	<b>Touch:</b> Understand the difference between appropriate and inappropriate touch. Understand personal boundaries. How can we talk about things worrying us? Who can we talk to? <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule</a>	<b>Making Friends Online/Computer Safety:</b> Be able to identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chatrooms. A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary.	<b>Emergency Services:</b> Who can help keep us safe? When and why should we call 999? Know what a hoax call is Petty Arson – understand the danger of fire Texting while driving – how can drivers be distracted. Understand safe and unsafe choices.	<b>Grief:</b> Be able to recognise and name emotions and their physical effects of grief. Learn a range of coping Skills.	<b>Staying afe/Leaning out of indows:Who keeps us safe? Staying safe video. How to keep self-safe in range of scenarios. Understanding of hazards in the home and outside. How to react to hazards. Understanding of warning signs.</b>	<b>Medicine:</b> Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from.
	Key Vocabulary	Steal, loan, borrow, trust, return, respect.	Appropriate, inappropriate, touch, boundary, personal, worry, abuse, prevention, privacy, secrets, contact	Online bullying, cyber bullying, internet, electronic devices, data, apps gaming, chatrooms	Emergency, arson, hoax, danger, distraction, NHS	Happiness, sadness, Jealousy, worry, anger, grief, loneliness, temper nervousness, fear, surprise, relaxation. Self-care, hobbies, interests, rest.	Hazard, dangerous, warning, well-being, emotional, physical	Medicine, pharmacist, doctor, chemicals, overdose, harmful, risk, NHS
	Breadth & Balance across curriculum	SMSC	Nurture group activities – All About Me	Computing Writing – persuasive text		English - Writing for a purpose	<b>SMSC</b> <b>Science - Hazards</b>	<b>Science – medicines and chemicals</b> <b>PE</b>
Impact	Outcome	Keeping safe at home, at school and in the community	Protective behaviours	Online Safety	Life Skills Keeping safe at home, at school and in the community	Health (including mental health) and First Aid	Protective behaviours	Drug Education

## Year 4 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.							
		Autumn Term		Spring Term			Summer Term		
	1 decision resource	Being Responsible	Growing and Changing	Computer Safety	The Working World	A World Without Judgement	Feelings and Emotions	Keeping/Staying Safe	Keeping/Staying Healthy
Implementation	Builds on	<b>Be able to describe how you might feel if something is borrowed and not returned</b> <b>Know why it is wrong to steal.</b>	Understand the difference between appropriate and inappropriate touch. Understand personal boundaries.	<b>A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary.</b>	*New Focus	*New Focus	Be able to recognise and name emotions and their physical effects of grief Learn a range of coping skills.	Understanding of hazards in the home and outside How to react to hazards Understanding of warning signs.	Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from.
	Key Objectives	Coming Home on Time: How can we be responsible at home, at school, in the community? How can children and young people be irresponsible? Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	Appropriate Touch/Relationships: Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity. Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed.	Online Bullying: What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years. Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Chores At Home: Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT? Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.	Breaking Down Barriers: What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged? How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.	Jealousy: How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways? Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	<b>Cycle Safety: What do we need to keep safe from? How do we keep safe? Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice</b>	Healthy Living: What is a healthy lifestyle choice? Do you make healthy lifestyle choices? Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
	Key Vocabulary	Respect, manners, healthy/unhealthy relationships, prompt/on time, expectations, responsibility.	Expectations, seek help/advice, caring, friendships, trust, manage conflict, concerns, abuse, confidence.	Online bullying, cyber bullying, internet, electronic devices, data, apps, gaming, chatrooms, harm, privacy, social media, age restrictions, trolling, harrassment	Money, savings, managing money, bank account	Respect, diversity, judgement, judged, opinions, positive attributes	Happiness, sadness, Jealousy, worry, anger, grief, upset, lonely, temper nervousness, fear, relaxation. Manage unpleasant emotions.	Regular, vigorous, exercise, active, daily/weekly routine, sedentary, mental/physical benefits	Healthy diet, calories, nutrition, poor diet, obesity, tooth decay, impact, alcohol, saturated fat
	Breadth & Balance across curriculum	SMSC	PE, Science – living and growing Maths - measurements	Computing <a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a>	SMSC Maths – money Computing Arrange a visit from an accountant or a careers day.	SMSC, RE, History English Reading Nowhere Boy by Katherine Marsh	Writing for a purpose. Art – body study. What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger Book	<b>Bikeability training</b>	Design and technology (food) Science – food Maths measurements
Impact	Outcome	Keeping safe at home, at school and in the community	Protective behaviours	Online Safety Anti-bullying	Life Skills	Anti-Racism Protection from Extremism	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Health and First Aid



## Year 5 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.								
		Autumn Term			Spring Term			Summer Term		
	1decision resource	Being Responsible	Growing and Changing	Computer Safety	The Working World	A World Without Judgement	Feelings and Emotions	Keeping/Staying Safe	Keeping/Staying Healthy	
Implementation	Builds on	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible? Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity. Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed.	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years. Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT? Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education	What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged? How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways? Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	<b>Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice.</b>	What is a healthy lifestyle choice? Do you make healthy lifestyle choices? Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.	
	Key Objectives	Looking Out For Others: Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.	Puberty: Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty Understand why bodies go through puberty Be able to develop coping strategies to help with the different stages of puberty.	Image Sharing: Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Enterprise: Understand the basics of saving money, be able to identify how you can help at home Understand how to budget for items you would like to buy	Inclusion and acceptance: What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion	Anger: Understand more about healthy and unhealthy anger Understand it is natural to feel angry but how it is expressed is important. How to debate.	<b>Peer Pressure: Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.</b>	Smoking: Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking	
	Key Vocabulary	Respect, boundaries healthy/unhealthy relationships, expectations, privacy, secrets	Puberty, adolescent changes, physical, emotional, menstrual cycle	Online bullying, cyber bullying, internet, electronic devices, data, apps, gaming, chatrooms, harm, privacy, social media, excessive time, impact	Money, savings, managing money, bank account, enterprise, business	Respect, diversity, judgement, judged, opinions, inclusion, stereotypes, negative, positive, destructive	Happiness, sadness, Jealousy, worry, anger, grief, upset, lonely, temper nervousness, fear, relaxation, debate, violence	Regular, vigorous, exercise, active, daily/weekly routine, sedentary, mental/physical benefits	Cigarettes, nicotine, drug, risks, physical, social, legal, pressure, harmful, illegal, substances, tobacco	
	Breadth & Balance across curriculum	SMSC	Science, English reading: Dr Christian's Guide to Growing Up by Dr C. Jessen/ D. Semple	Computing Writing SMSC	Maths – money Plan an enterprise event.	RE History Art	PE, Wellbeing English – debate Nurture group work	<b>SMSC</b>	Science: <a href="http://www.quit.org.uk">http://www.quit.org.uk</a>	
Impact	Outcome	Keeping safe at home, at school and in the community	Protective behaviours	Online Safety Anti-bullying	Life Skills	Anti-Racism Protection from Extremism	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Health and First Aid	

## Year 6 Relationships and Health Education Key Knowledge Document 2021

Intent	Vision and Aims	At Euxton C.E. Primary School we focus on the importance of <b>relationships</b> and the qualities and <b>character</b> needed to sustain the best relationships that <b>honour</b> each other and explore how we can <b>'love our neighbour'</b> through what we say and do, even when we might disagree. The greatest commandment <b>Jesus</b> taught was to <b>love God</b> and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the <b>Christian view of positive and healthy relationships</b> and that we can all <b>SHINE</b> in the light of Jesus.								
		Autumn Term			Spring Term			Summer Term		
	1decision resource	Being Responsible	Growing and Changing	Computer Safety	The Working World	A World Without Judgement	Feelings and Emotions	Keeping/Staying Safe	Keeping/Staying Healthy	
Implementation	Builds on	Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate Behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.	Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty. Be able to develop coping strategies to help with the different stages of puberty.	Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy	What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion	Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate.	<b>Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.</b>	Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking.	
	Key Objectives	Stealing: Understand the importance of not Stealing Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission. Work through a range of scenarios and consider as a class responsible and irresponsible behaviour. Discuss skills/strategies learnt to support positive behaviour	Puberty/ Relationships: Complete the 'What I now know activity. School interviews on growing and changing. Sharing the message of how to gain support.	Making Friends Online: Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist, and people not always be who they say they are. Staying safe online Pupils design a range of ways to stay safe online. Revisit the initial assessment and show how much learning has undertaken. Student video creation – how to stay safe online.	In-app Purchases: Understand the impact of spending money without permission. Recognise how to be responsible and respectful whilst using online games and apps. What have we learnt about the working world? How can we help the family save money?	British Values: Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values. Create a range of values for your educational setting. Explain how all religions can live in cohesion. Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Design your perfect world.	Worry: Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good. Understand how we can recognise worry and support self or others who may be worried. Consider a range of scenarios (provided) and for each consider what emotion each child is feeling and what they could do to make them feel better	<b>Water Safety: Warning signs and water Dangers of water Keeping safe near Water. An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.</b>	Alcohol: Be able to predict and assess the level of risk in different fun situations. Be able to understand the risks associated with alcohol. Discussion on staying healthy and new skills learnt during the unit. Revisit the Healthy Lifestyle choices activity	
	Key Vocabulary	Respect, reputation, possessions, irresponsible, positive, trust	Puberty, adolescent changes, physical, emotional, menstrual cycle	Internet, profile, electronic devices, data, apps, gaming, fake, harm, chatrooms, privacy, social media, impact	Discerning consumer, online, information, search engines	Respect, diversity, judgement, inclusion, stereotypes, stable, caring, security, emotions, appropriate,	Emotions, appropriate, proportionate, self-care, rest, interests, relaxation, hobbies,	Emergency, respond, danger	Alcohol, drugs, risks, physical, social, legal, pressure, harmful, illegal, substances,	
	Breadth & Balance across curriculum	SMSC Nurture Group	Science – conception in animals	Computing Writing SMSC	Maths <a href="https://ulsterbankni.mymoneysense.com">https://ulsterbankni.mymoneysense.com</a>	RE History Art	Nurture group work SMSC, The Huge Bag of Worries by V.Ironside and F. Rodgers	<b>PE Swimming</b>	Science PE – nutrition and health	
Impact	Outcome	Keeping safe at home, at school and in the community	Protective behaviours	Online Safety Anti-bullying	Life Skills	Anti-Racism Protection from Extremism	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Health and First Aid	

