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**Being Healthy**

		<p>Health – knowing different types of emotions. Health - coping strategies (emotions).</p> <p>Exercise – the importance.</p> <p>Food – healthy and unhealthy foods.</p> <p>Germs – ‘Catch it, Bin it, Kill it’</p>	<p>Health – learning the difference between physical, mental and emotional health.</p> <p>Exercise – daily allowance.</p> <p>Diet – healthy balanced diet.</p>	<p>Health – the 5 ways of wellbeing Learn Give Take Notice Be Active Connect Health Risks – illness etc.</p> <p>Exercise – setting goals</p> <p>Diet – healthy balanced diet – food choices and why.</p> <p>Diet – Habits and how it can be hard to change.</p>
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		<p>H1 - Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle.</p> <p>H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike.</p> <p>H2 - Recognising that choices can have good and not so good consequences.</p> <p>H3 - Setting simple goals.</p> <p>H6 - Recognising the importance of personal hygiene.</p> <p>H7 - Developing simple skills to help prevent diseases spreading.</p>	<p>H1 - Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet.</p> <p>H3 - Understanding what may influence our choices.</p> <p>H5 - Setting goals.</p>	<p>H1 - Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices.</p> <p>H4 - Recognising how images in the media do not always reflect reality.</p> <p>H5 - Setting simple but challenging goals.</p> <p>H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p>
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**Relationships**

	<p>What makes a good friend?</p> <p>People who are special to them, friends and family.</p> <p>Recognising what is right and/or wrong.</p>	<p>Different types of relationship, friendship, more than friendship, professional etc.</p> <p>What makes a healthy and unhealthy relationship?</p> <p>Understanding when it is right to 'break confidence' / 'share a secret'.</p>	<p>Difference between friends and acquaintances.</p> <p>What makes a healthy and unhealthy relationship and who to talk to.</p> <p>Relationships – marriage and civil partnerships.</p> <p>Recognising that forcing anyone to marry is a crime.</p> <p>How to resolve conflicts.</p> <p>Understanding about confidentiality and about times when it is necessary to break a confidence.</p>
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	<p>R2 - Recognising our behaviour can affect others.</p> <p>R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>R7 - Offering constructive support and feedback to others.</p> <p>R9 - Identifying their special people (family, friends, carers) and how they should care for each other.</p>	<p>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationship.</p> <p>R7 - Understanding that actions affect themselves and others.</p> <p>R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p>R10 - Listening and responding respectfully.</p> <p>R21 - Understanding personal boundaries.</p>	<p>R2 - Recognising what a healthy relationship is.</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>R5, R6 - Understanding the true meaning behind civil partnerships and marriage.</p> <p>R12 - Resolving conflicts.</p> <p>R20 - Recognising that forcing anyone to marry is a crime.</p> <p>R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>
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**Exploring Emotions**

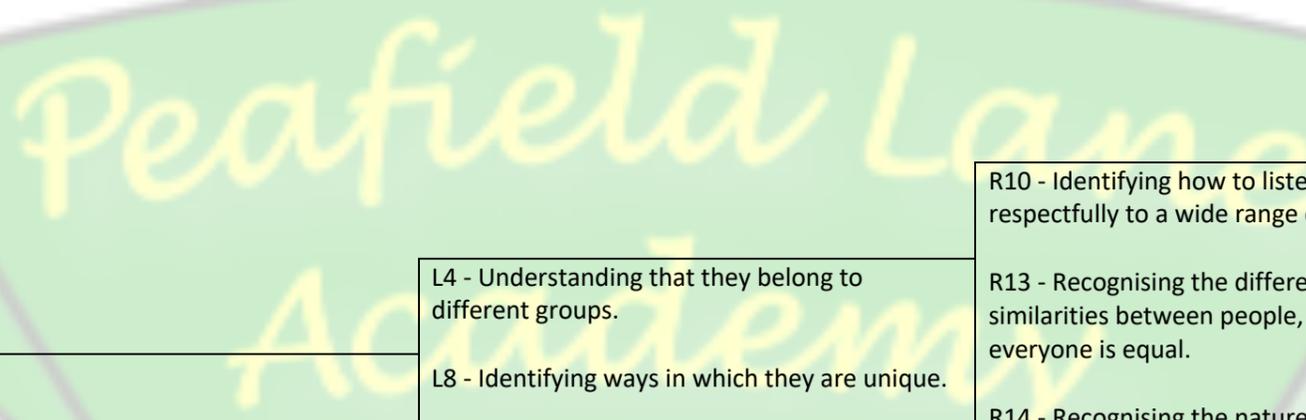
		<p>Exploring a range of feelings and emotions.</p> <p>Including a range of appropriate words to describe them.</p> <p>Managing feeling and emotions.</p> <p>Communicating feelings to others.</p> <p>Understanding behaviour can affect others.</p>	<p>Recognise a wider range of feelings and emotions in both themselves and others.</p> <p>Extending vocabulary to help explain the range and intensity of feelings.</p> <p>Respond appropriately to the situation.</p> <p>Resolve disputes.</p>	<p>Recognising a wider range of feelings in others and how to respond appropriately.</p> <p>Extend emotional vocabulary.</p> <p>Developing strategies to resolve disputes.</p> <p>Recognising when they experience conflicting emotions and how to manage these.</p>
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		<p>R1 - Recognising a range of feelings in ourselves and other people.</p> <p>R1 - Recognising how others show feelings and how to respond.</p> <p>R2 - Recognising that their behaviour can affect others.</p> <p>H1 - Communicating feelings to others.</p> <p>H4 - Developing simple strategies for managing feelings.</p> <p>H4 - Using words to describe a range of feelings.</p>	<p>R1 - Recognising a wide range of emotions in themselves and others.</p> <p>R1 - Responding appropriately to a range of emotions in themselves and others.</p> <p>R7 - Understanding their actions affect themselves and others.</p> <p>R12 - Developing strategies to resolve disputes.</p> <p>R12 - Identifying strategies to manage emotions.</p> <p>H1, H6 - Deepening their understanding of good and not so good feelings.</p> <p>H6 - Extending vocabulary to help explain the range and intensity of feelings.</p> <p>H7 - Recognising conflicting emotions.</p>	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately.</p> <p>R7 - Recognising that their actions can affect themselves and others.</p> <p>R12 - Developing strategies to resolve disputes.</p> <p>H6 - Deepening their understanding of good and not so good feelings.</p> <p>H6 - Extending emotional vocabulary.</p> <p>H6 - Exploring the intensity and range of feelings.</p> <p>H7 - Recognising when they experience conflicting emotions and how to manage these.</p>
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**Difference and Diversity**

		<p>Belonging – to different groups.</p> <p>Respecting differences and similarities.</p>	<p>Recognise differences and similarities whilst remembering we are all equal.</p> <p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes.</p>	<p>identifying how to listen and respond respectfully to a wide range of people.</p> <p>Recognising the factors that make people the same or different.</p> <p>Recognising the nature and consequences of discrimination.</p> <p>Recognising and challenging stereotypes of gender, race and religion etc.</p> <p>Understanding the correct use of terms, sex, gender identity and sexual orientation.</p>
		<p>L4 - Understanding that they belong to different groups.</p> <p>L8 - Identifying ways in which they are unique.</p> <p>R5 - Sharing opinions on things that matter using discussions.</p> <p>R8 - Identifying and respecting the differences and similarities between people.</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognising the differences and similarities between people, but understand everyone is equal.</p> <p>R14 - Recognising the nature and consequences of discrimination.</p> <p>R16 - Recognising and challenging stereotypes.</p>	<p>R10 – identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 – Recognising the factors that make people the same or different.</p> <p>R14 – Recognising the nature and consequences of discrimination.</p> <p>R16 – Recognising and challenging stereotypes.</p> <p>R17 – Understanding the correct use of terms, sex, gender identity and sexual orientation.</p>



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**Being Responsible**

		<p>Contributions to the life of the classroom and school. Importance of rules.</p> <p>Recognition that everyone has rights and responsibilities. Identify what improves and harms their environments.</p> <p>Recognise what is fair/unfair, right/wrong, kind/unkind.</p>	<p>Research, discuss and debate current topical issues.</p> <p>Identify why rules are needed in different situations.</p> <p>Understanding that there are human rights to protect everyone.</p> <p>Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p>Explore how to resolve differences and respect others' points of view.</p> <p>Explore what being part of a community means and how they belong.</p>	<p>Research, discuss and debate current topical issues.</p> <p>Identify why rules are needed in different situations and why.</p> <p>Understanding that there are human rights to protect everyone and what these are.</p> <p>To understand there are some cultural practices against British law.</p> <p>Explore rights and responsibilities at home, school, community and the environment. Explore others' points of view.</p> <p>Explore what being part of a community means and how they belong – know some different types of communities.</p>
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		<p>L1 - Identify how they can contribute to the life of the classroom and school.</p> <p>L2 - Construct and explore the importance of rules.</p> <p>L3 - Explore and understand that everyone has rights and responsibilities.</p> <p>L5 - Identify what improves and harms their environments.</p> <p>R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.</p>	<p>L1 - Research, discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore how to resolve differences and respect others' points of view.</p>	<p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L5 - To understand there are some cultural practices against British law.</p> <p>L7 - Explore rights and responsibilities at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong.</p>
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				L9 - Explore what being part of a community means and how they belong.			
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**Bullying Matters**

		<p>Recognising their behaviour can affect others.</p> <p>Listen and work cooperatively.</p> <p>Identify that people's bodies can be hurt.</p> <p>Know who to tell when others are being unkind.</p> <p>Understand that teasing/bullying are wrong.</p> <p>Know that bullying is several times on purpose.</p> <p>Know how to resist teasing/ bullying if experienced or witnessed.</p>	<p>Recognise that their actions affect themselves and others.</p> <p>Understand how to work cooperatively towards shared goals.</p> <p>Develop strategies for getting support for themselves or for others at risk.</p> <p>Understanding the nature and consequences things such as discrimination, teasing, bullying and aggressive behaviour.</p> <p>Know bullying can also arise online 'cyberbullying'.</p> <p>Recognise bullying and abuse in all its forms.</p>	<p>Recognise their actions affect themselves and others and adapt behaviour accordingly.</p> <p>Develop strategies for getting support for themselves or for others at risk. Understand the difference types of bullying in greater detail and provide examples.</p> <p>Understanding the nature and consequences things such as discrimination, teasing, bullying and aggressive behaviour.</p> <p>Identify the different types of online bullying ('cyberbullying') and what to do about if it occurs.</p> <p>Recognise bullying and abuse in all its forms and know how to deal with it.</p>
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				R7 - Understanding that their actions affect themselves and others.	
				R7 - Understanding that their actions affect themselves and others.	R12 - Developing strategies for getting support for themselves or for others at risk.
		R2 - Recognising their behaviour can affect others.		R11 - Identifying the importance of working towards shared goals.	R13 - Identifying that differences and similarities arise from a number of factors.
		R6 - Listening to others and working cooperatively.		R12 - Developing strategies for getting support for themselves or for others at risk.	R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice- based language, 'trolling').
		R11 - Identifying that people's bodies can be hurt.		R13 - Identifying that differences and similarities arise from a number of factors.	
		R12 - Recognising when people are being unkind to them or others, who to tell and what to say.		R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including	R18 - Knowing how to recognise bullying and abuse in all its forms.

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			<p>R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.</p> <p>R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.</p>	<p>cyberbullying, prejudice-based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>			
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**Drug Education**

			<p>The importance of physical, mental and emotional health.</p> <p>Make informed choices. Understanding the role of drugs as medicines.</p> <p>Identifying alternatives to taking medicines.</p> <p>Identifying that household products, including medicines, can be harmful if not used properly.</p> <p>Identifying rules for and ways of keeping safe.</p> <p>Know they have a shared responsibility for keeping themselves and others safe.</p>	<p>Understand they have the ability to make informed choices.</p> <p>Recognise some people have different attitudes to risk. Recognise, predict and assess risks in different situations.</p> <p>Know where to get help and how to ask for help.</p> <p>Distinguishing between safe and harmful substances.</p> <p>Know some substances can be harmful if misused.</p> <p>Learning rules about staying safe.</p>	<p>Know how to make informed choices. Identify a range of drugs/substances and assessing some of the risks/effects.</p> <p>Understand the word influence. Recognise different types of influence (positive and negative) and when an influence becomes a pressure.</p> <p>Develop skills of how to ask for help. Identify basic emergency procedures – first aid.</p> <p>Understanding the term 'habit' and why habits can be hard to change – linked to drugs.</p>
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			<p>H1 - Exploring the importance of physical, mental and emotional health.</p> <p>H2 - Exploring how to make informed choices. H11 - Understanding the role of drugs as medicines.</p> <p>H11 - Identifying alternatives to taking medicines.</p>	<p>H2 - Recognising how to make informed choices. H9 - Understanding that people have different attitudes to risk.</p> <p>H10, H11 - Recognising, predicting and assessing risks in different situations. H14 - Where to get help and how to ask for help.</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>H21, H23 - Learning rules about staying safe.</p>	<p>H2 - Knowing how to make informed choices.</p> <p>H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.</p> <p>H13 - Identifying influences and when an influence becomes a pressure.</p> <p>H14 - Developing skills of how to ask for help.</p> <p>H15 - Identify basic emergency procedures.</p> <p>H16 - Understanding the term 'habit' and why habits can be hard to change.</p>
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			<p>H11 - Identifying that household products, including medicines, can be harmful if not used properly.</p> <p>H12 - Identifying rules for and ways of keeping safe.</p> <p>H15 - Recognising they have a shared responsibility for keeping themselves and others safe.</p>				
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**Growing Up**

		<p>Growing up from young to old.</p> <p>Growing, changing and independence.</p> <p>Correct names for the main parts of the body (including external genitalia) and everyone is unique.</p> <p>Knowing who to ask for help. Know way of keeping safe.</p> <p>Knowing they do not keep secrets. About privacy in different contexts – in person; online etc.</p> <p>Knowing what physical contact is acceptable.</p>	<p>Know changes that happen as they grow up and although there are similarities and differences, everyone is equal.</p> <p>Knowing the names of the body parts.</p> <p>Know difference between acceptable and unacceptable physical contact in different situations - now that we have the right to protect our own bodies.</p> <p>Know that simple hygiene routine can prevent the spread of bacteria.</p> <p>That images in the media do not always reflect reality.</p> <p>Recognise and challenge stereotypes.</p>	<p>Identify the intensity of feelings and recognise conflicting feelings.</p> <p>Identify pressures and influences.</p> <p>Understand changes that happen at puberty. Understand what puberty and human reproduction is.</p> <p>That simple hygiene routine can prevent the spread of bacteria in all body parts including those that are sensitive.</p> <p>Explore how images in the media and online do not always reflect reality.</p>
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		<p>H8 - The process of growing from young to old.</p> <p>H9 - Exploring growing and changing and becoming independent.</p> <p>H10 - The correct names for the main parts of the body (including external genitalia).</p> <p>H13 - Identifying people who they can ask for help and think about how they might do that.</p>	<p>H4 - That images in the media do not always reflect reality.</p> <p>H5 - Celebrate our strengths/qualities.</p> <p>H8 - About the kind of changes that happen in life and the associated feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p>	<p>H4 - Exploring how images in the media and online do not always reflect reality.</p> <p>H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p> <p>H13 - Identify pressures and influences.</p> <p>H18 - Understanding changes that happen at puberty.</p>
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			<p>H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets.</p> <p>H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people.</p> <p>R8 - Identifying similarities and difference. R10 - What physical contact is acceptable. L8 - That everybody is unique.</p>	<p>H18 - About the changes that happen as they grow up.</p> <p>H20 - The right to protect our bodies.</p> <p>R4 - About differences and similarities between people, but understand everyone is equal.</p> <p>R8 - About the difference between acceptable and unacceptable physical contact.</p> <p>R13 - Knowing the names of the body parts. R16 - Recognise and challenge stereotypes.</p>		<p>H19 - Understanding what puberty and human reproduction is.</p> <p>R2- Identifying qualities of a healthy relationship R5 - About committed loving relationships.</p> <p>R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>L1 - Debate topical issues.</p>
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**Changes**

		<p>Explore what change means.</p> <p>Explore loss and change and the associated feelings.</p> <p>Explore the changes of growing from young to old.</p> <p>Know how to manage change positively.</p> <p>Identify strategies and where to go for help.</p>	<p>Understand good and not so good feelings including their range and intensity.</p> <p>Developing an understanding that change can cause conflicting emotions.</p> <p>Acknowledging, exploring and identifying how to manage change positively.</p> <p>Knowing where to go for help and how to ask for help. If they experience feelings they are unused to.</p> <p>Explore changes – example moving up key stages.</p>	<p>Explaining intensity of feelings and understand these may occur more frequently.</p> <p>Exploring and managing the difficult emotions as life can become more stressful</p> <p>Acknowledging and managing change positively to do things we can.</p> <p>Managing transition to secondary school. Exploring and managing loss, separation, divorce and bereavement.</p> <p>Practising asking for help and knowing where to go for help.</p>
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		<p>H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings.</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity.</p> <p>H7 - Developing an understanding that change can cause conflicting emotions.</p>	<p>H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions.</p> <p>H7 - Acknowledging and managing change positively.</p> <p>H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement.</p>
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			<p>H8 - Exploring the changes of growing from young to old.</p> <p>H9 - Managing change positively.</p> <p>H13 - Identifying strategies and where to go for help.</p>	<p>H7 - Acknowledging, exploring and identifying how to manage change positively.</p> <p>H8 - Exploring changes.</p> <p>H14 - Knowing where to go for help and how to ask for help.</p>		<p>H14 - Practising asking for help and knowing where to go for help.</p>
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**Being Me**

		<p>Understand they belong to different groups and communities such as family and school.</p> <p>Understand the word unique and what that means.</p> <p>Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>Know how to offer constructive support to others.</p> <p>Identify what makes them special.</p>	<p>Explore different kinds of responsibilities and in the community.</p> <p>Identifying what part of being a community means and what communities there are.</p> <p>Appreciate a range of identities in the UK.</p> <p>Know how to listen and respond respectfully.</p> <p>Identify that differences and similarities between people arise from a number of different factors including, race, religion, belief, sexuality etc.</p>	<p>Exploring different kinds of responsibilities at school and extending that out into the community.</p> <p>Identifying what part of being a community means and what communities they belong to.</p> <p>Identify that differences and similarities between people arise from a number of different factors including, race, religion, belief, sexuality.</p> <p>Identify which of these cogroups the children are associated with.</p>
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			<p>L7 – exploring different kinds of responsibilities and in the community.</p> <p>L9 – identifying what part of being a community means.</p>	<p>L7 - Exploring different kinds of responsibilities at school and in the community.</p> <p>L9 - Identifying what being part of a community means.</p>
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		<p>L4 - Recognise they belong to different groups and communities such as family and school.</p> <p>L8 - Explore ways in which they are all unique.</p> <p>L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R7 - Offer constructive support to others.</p> <p>R9 - Identify what makes them special.</p>	<p>L11 – appreciate a range of identities in the UK.</p> <p>R10 – Listen and respond respectfully.</p> <p>R13 – Identifying that differences and similarities between people arise from a number of different factors.</p>	<p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p>
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**Money Matters**

	<p>Recognise what money looks like, how it is obtained and what it used for.</p> <p>Know how to keep money safe and what influences choices on what to do with money.</p>	<p>Exploring how to manage money. Know the importance of money in people's lives and how money is obtained. Understand the concepts of interest, loan, debt and tax.</p> <p>Understanding enterprise and begin to develop enterprise skills.</p> <p>Identify the role of voluntary and charity groups.</p> <p>Understand different values and customs.</p>	<p>Understand how finance plays an important part in people's lives. Understanding about being a critical consumer. Developing a more in depth understanding of the concepts of interest, loan, debt and tax.</p> <p>Identify how resources are allocated and the effects on individuals, communities and the environment.</p> <p>Developing enterprise skills and plan an enterprise project.</p> <p>Critiquing how social media presents information (pros and cons).</p> <p>Recognising and knowing how to manage dares.</p>
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		<p>L6 - Recognising what money looks like.</p> <p>L6 - Identifying how money is obtained.</p> <p>L6 - Understanding the ways money can be used.</p> <p>L7 - Understanding how to keep money safe and what influences choices.</p>	<p>L10 - Identify the role of voluntary and charity groups.</p> <p>L12 - Understanding different values and customs.</p> <p>L13 - Exploring how to manage money.</p> <p>L13 - Explaining the importance of money in people's lives and how money is obtained.</p> <p>L14 - Understanding the concepts of interest, loan, debt and tax.</p> <p>L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>L13 - Understand how finance plays an important part in people's lives.</p> <p>L13 - Understanding about being a critical consumer.</p> <p>L14 - Developing an understanding of the concepts of interest, loan, debt and tax.</p> <p>L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.</p> <p>L16 - Developing enterprise skills.</p> <p>L18 - Critiquing how social media presents information.</p> <p>R15 -Recognising and managing dares.</p>
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**Being Safe**

	<p>Exploring rules for and ways of keeping safe in a range of situations and know who to go to if they are worried.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Know that 'privacy' means.</p> <p>Know that they have their own privacy and must protect the privacy of others.</p> <p>Know that rules are important in keeping us safe.</p> <p>Know people who work in the community, how to ask for help and who to ask for help</p> <p>Identify that household products are hazards if not used properly.</p>	<p>Understand how rules can keep them safe. Understand how to make informed choices.</p> <p>Know how to recognise, predict and assess risks in different situations.</p> <p>Understand that increased independence brings increased responsibility to keep themselves safe. Identifying where and how to get help.</p> <p>Know strategies for keeping physically and emotionally safe in different situations.</p> <p>Understanding the importance of protecting information particularly online.</p>	<p>Understand and explain how rules can keep them safe.</p> <p>Understand how to make informed choices.</p> <p>Know how to recognise, predict and assess risks in different situations.</p> <p>Know where and how to get help in a range of situations including those online.</p> <p>Know the importance of protecting information particularly online.</p> <p>Understand how to become digitally responsible.</p> <p>Understanding the term 'habit' and how this can impact safety.</p>
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H11 - Identifying household products are hazards if not used properly.

H12 - Exploring rules for and ways of keeping safe in a range of situations.

H13 - Knowing who to go to if they are worried.

H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe.

H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.

L2 - Understanding why rules are important in keeping us safe.

L10 - Identifying people who work in the community and how to ask for help.

H2 - Understanding how to make informed choices.

H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Understanding how rules can keep them safe and Identifying where and how to get help.

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible.

H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Explaining how rules can keep them safe.

H15 - Identifying where and how to get help.

H16 - Understanding the term 'habit.'

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible.