

Vocabulary			family, love, security, stability, safety, healthy, unhealthy, appropriate, inappropriate, friendship, trust, honesty, respect, compassion, loyal, kind, generous, forgiving, patient	Bully, bullying, antibullying, teasing, physical, verbal, unkind, safe, unsafe, healthy, unhealthy, friendship	Marriage, opposite sex, same sex, civil, religious, ceremony, legal, divorce, disagreement, argument, conflict, resolve, compromise, forgiveness, bully, bullying, antibullying, teasing, physical, verbal, unkind, safe, unsafe, healthy, unhealthy, friendship, bystander	Disagreement, argument, conflict, resolve, compromise, prejudice, discrimination, homophobic, racial, care giving, carer, disability, special needs, physical, verbal, elderly, dignity
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FINANCE EDUCATION								Autumn 2 (Suggested)
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	pp.4.2 Show interest in different occupations.	pp.r.1. Talk about members of their immediate family and community. * pp.r.2 Name and describe people who are familiar to them. * <i>*(Linked to occupations they are familiar with)</i>	Know what money is. Know money can be earned or gifted. Identify what money is used for.	Know that money needs to be looked after. Know the difference between a want and a need (food/toys etc). Understand the impact of spending money without permission.	Know money can be earned in different ways. Understand how to prioritise spending. Understand the importance of saving money.	Know that it is important to keep track of your money (incoming and outgoing). Understand how advertising is used to encourage spending. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.	Understand financial risk and borrowing and explain some consequences of this. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.	Know how the tax system works within the UK. Know about different bank accounts and the benefits and drawbacks of different accounts. Know about how to save for later life, for example, university, house, driving lessons, pensions. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.
Vocabulary			Employee, spending money, allowance, gift, reward, want, need, luxury, essential	Job, spending money, allowance, gift, reward, bank, money box, cash, card, save, spend, career, wage	Budget, save, spend, prioritise, luxury, essential, advert, consumer, persuade, career, jobs, skills	Advert, consumer, persuade, steal, career, jobs, skills	Value, cash, card, expense, bank account, saving account, current account, ISA, shares, stocks, steal, career, jobs, skills	Council tax, national insurance, VAT, pension, mortgage, loan, finance, debt, interest, student loan, career, jobs, skills

GROWING UP								
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	Fms.4.6. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly	Fms.r.4 Further develop the skills they need to manage the school day successfully: personal hygiene	<p>Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) RHE 1.27</p> <p>Know how to respond if being touched makes them feel uncomfortable or unsafe. RHE 1.29</p>	<p>Name body parts for both genders using correct terminology.</p> <p>Know that each person's body belongs to them and the difference between appropriate and inappropriate contact. RHE 1.27</p> <p>Know how to respond if being touched makes them feel uncomfortable or unsafe. RHE 1.29</p> <p>Notice that animals, including humans, have offspring which grow into adults. SCIENCE NCY2</p> <p>Know the importance of personal hygiene and how to keep clean and hygienic. RHE 2.30, SCIENCE NCY2</p>	<p>Revisit from Y2: Name body parts for both genders using correct terminology.</p> <p>Know that each person's body belongs to them and the difference between appropriate and inappropriate contact. RHE 1.27</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p> <p>Know the importance of personal hygiene and how to keep clean and hygienic. RHE 2.30, SCIENCE NCY2</p>	<p>Know key facts about puberty and the changing adolescent body for boys and girls, including physical and emotional changes. RHE 2.34</p> <p>Develop coping strategies to help with the changes of puberty (physical and emotional).</p> <p>Understand that everyone changes and develops at different times and rates.</p>	<p>Know key facts about puberty and the changing adolescent body for boys and girls, including physical and emotional changes. RHE 2.34</p> <p>Develop coping strategies to help with the changes of puberty (physical and emotional).</p> <p>Know about menstrual wellbeing including the key facts about the menstrual cycle. RHE 2.35</p> <p>Describe the life process of reproduction in some plants and animals. SCIENCE NCY5</p> <p>Know and understand the terms conception and reproduction.</p> <p>Understand the function of the male and female reproductive parts.</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p>	<p>Know and understand the terms conception and reproduction.</p> <p>Understand the function of the male and female reproductive parts.</p> <p>Understand rules and laws around sexual relationships.</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p> <p>Know about the different stages of pregnancy (inc birth).</p> <p>Understanding dangers and laws around grooming, sexting, up skirting.</p> <p>Know that contraception can be used to prevent pregnancy and infections.</p>

							Understand rules and laws around sexual relationships.	
	Know how to seek help or advice from others RHE 1.6, 1.30, 1.31, 1.32							
Vocabulary			hugs, tickling, kisses, punch, kick, push, comfortable, uncomfortable	Penis, testicles, breast, vagina, comfortable, uncomfortable, offspring, young, hygienic, clean	Penis, testicles, breast, vagina, comfortable, uncomfortable, appropriate, inappropriate, permission, offspring, young, hygienic, clean	Puberty, adolescence, breasts, period, menstruation, pubic hair, sweat, hormones, emotions, wet dream, erection, changes, facial hair, beard, chemical, body odour	Puberty, adolescence, breasts, period, menstruation, pubic hair, sweat, hormones, emotions, wet dream, erection, changes, facial hair, beard, chemical, ejaculations, body odour, conception, reproduction, sexual reproduction/ intercourse, womb, fallopian tube, egg, ovary, sperm, semen	Conception, reproduction, sexual reproduction/ intercourse, womb, cervix, fallopian tube, egg, ovary, sperm, penis, vagina, pregnancy, sexually transmitted infection, contraception, grooming, sexting, up skirting, law, legal, illegal

HEALTHY BODY AND MIND

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>Fms.4.3 Start to eat independently and learning how to use a knife and fork.</p> <p>Fms.4.5 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Fms.4.6. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Fms.4.7. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Br.4.4 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Br.4.5 Begin to understand how others might be feeling.</p>	<p>Fms.r.1 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Fms.r.3 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine</p> <p>Fms.r.4 Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</p> <p>Ms.r.1 Express their feelings and consider the feelings of others.</p>	<p>Know that some foods are healthy and some are unhealthy RHE 2.22.</p> <p>Know about germs, including bacteria and viruses, how they are spread and how to prevent the spread. RHE 2.30</p> <p>Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. RHE 2.27</p> <p>Recognise and name a wide range of emotions people experience. RHE 2.2, 2.3</p> <p>Understand why talking about our emotions is important. RHE 2.3</p> <p>Know ways to keep a healthy mind (self-care). RHE 2.6</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. RHE 2.1</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. SCIENCE NCY2, RHE 2.22</p> <p>Know the physical and mental benefits of physical exercise/an active lifestyle. RHE 2.5, 2.18, 2.19</p> <p>Know how to maintain personal hygiene (including dental hygiene). SCIENCE NCY2, RHE 2.29, 2.30</p> <p>Recognise possible physical effects of different emotions. RHE 2.2, 2.3</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. RHE 2.4</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. RHE 2.1</p> <p>Know ways to keep a healthy mind (self-care). RHE 2.6</p>	<p>Know the characteristics of a poor diet. RHE 2.4</p> <p>Know the risks of an inactive lifestyle and poor diet (including obesity, tooth decay). RHE 2.20, 2.24</p> <p>Know the importance of building in regular exercise into daily/weekly routine. RHE 2.19</p> <p>Know the risks associated with smoking and vaping. RHE 2.25</p> <p>Recognise the range of emotions linked to grief. RHE 2.2, 2.3</p> <p>Know how to support people experiencing difficult emotions. RHE 1.30</p> <p>Know the importance of self-respect and how this links of their own happiness. RHE 1.15</p>	<p>Know the risks of an inactive lifestyle and poor diet (including obesity, tooth decay). RHE 2.20, 2.24</p> <p>Know the importance of building in regular exercise into daily/weekly routine. RHE 2.19</p> <p>Understand the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. RHE 2.6, 2.28</p> <p>How to recognise early signs of illness and know when to seek medical help. RHE 1.32, 2.26</p> <p>Know the impact of isolation and loneliness. RHE 2.7</p> <p>Know the importance of self-respect and how this links of their own happiness. RHE 1.15</p>	<p>Recognise different types of mental health difficulties. RHE 2.10</p> <p>How to recognise early signs of illness and know when to seek medical help. RHE 1.32, 2.26</p> <p>Know which commonly available substances and drugs are legal and illegal. RHE 2.25</p> <p>Know the facts and science relating to allergies, immunisations and vaccination. RHE 2.31</p> <p>Know the importance of self-respect and how this links of their own happiness. RHE 1.15</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. SCIENCE NCY6</p> <p>Recognise the impact of drugs on the body and understand the risks associated with different drugs (legal & illegal) SCIENCE NCY6, RHE 2.25</p> <p>Know the risk associated with drugs and alcohol and associated peer pressure. SCIENCE NCY6, RHE 2.25</p> <p>Know the importance of positive body image.</p> <p>Understand how the media can influence what people think about bodies.</p> <p>Know the importance of self-respect and how this links of their own happiness. RHE 1.15</p>
				Know how and when to seek help or advice and who to seek help from. RHE 1.6, 1.30, 1.31, 1.32, 2.21, 2.10				

Vocabulary			<p>Healthy, unhealthy, exercise, active, inactive, diet, hygiene, germs bacteria, virus, spread, sun burn, exposure, sun hat, sun cream, UVA, UVB, factor, emotions, mental health, wellbeing, self-care</p>	<p>Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, mental health, wellbeing, self-care, self-respect, grief, loss, bereavement, isolation, loneliness</p>	<p>Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, mental health, wellbeing, self-care, self-respect, grief, loss, bereavement, isolation, loneliness, smoking, vaping, tar, nicotine, addiction, second hand smoke, passive smoking</p>	<p>Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, drugs, legal, illegal, class A/B/C, possession, supply, drug dealer, mental health, wellbeing, self-care, depression, anxiety, self-respect, self-checking, body awareness, grief, loss, bereavement, isolation, loneliness, smoking, vaping, tar, nicotine, addiction, second hand smoke, passive smoking</p>	<p>Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, drugs, alcohol, legal, illegal, class A/B/C, possession, supply, drug dealer, mental health, wellbeing, self-care, depression, anxiety, self-respect, self-checking, body awareness, rehab, intoxication, peer pressure, stimulant, depressant, sleep deprivation, insomnia, body image, filter, media, counselling</p>
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WORLD-WIDE CITIZEN								Summer 1 (Suggested)
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>ms.4.1 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Sr.4.2 Develop their sense of responsibility and membership of a community.</p> <p>Pc.4.1. Continue to develop positive attitudes about the differences between people.</p>	<p>Pc.4.2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Pc.r.2 Understand that some places are special to members of their community.</p> <p>Pc.r.3 Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Pc.r.4 Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Identify groups and communities that they belong to (e.g. school, church, football/dance clubs, Scouts/Rainbows etc).</p> <p>Recognise what they like and dislike and understand that people may have different opinions which should be respected. RHE 1.12</p> <p>Understand what rules are and how they help us.</p> <p>Recognises that they have choices and identify possible negative and positive consequences of choices.</p> <p>Know the conventions of courtesy and manners. RHE 1.14</p>	<p>Explain if they feel something is fair or not and reflect on how things can be improved. RHE 1.11</p> <p>Recognise how the lives of people from around the world are similar and different (shelter, water/food, families, education). RHE 1.12</p> <p>Understand that everyone has the right to be respected and everyone should show due respect to others (in school and in wider society). RHE 1.16</p>	<p>Know what democracy is and understand why it is important.</p> <p>Understand what it is like for people who are not living in a democracy.</p> <p>Describe a diverse society and the benefits of living in a diverse and multicultural society. RHE 1.12, 1.16</p> <p>Understand that respect should be demonstrated between different communities and identify how this can be done. RHE 1.13, 1.16</p>	<p>Understand what laws are and why they are needed.</p> <p>Understand what laws are, how they are made and how they are enforced.</p> <p>Recognise the range of faiths and ethnicities in Britain and how to show respect to people of all faith and ethnicities. RHE 1.12, 1.16, 1.13</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative and destructive (cultural, religious, racial). RHE 1.18</p> <p>Understand global environmental issues and discuss what can be done to reduce the effects (plastic pollution).</p>	<p>Understand global environmental issues and discuss what can be done to reduce the effects (climate change).</p> <p>Understand the role of local government.</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative and destructive (cultural, religious, racial). RHE 1.18</p> <p>Recognise and challenge stereotypes (cultural, religious, racial). RHE 1.18</p>	<p>Understand why people seek asylum and why people become refugees.</p> <p>Know the basic structure of national government and the role of national government.</p> <p>Recognise types and consequences of anti-social behaviour and aggressive behaviours (e.g. bullying, racism, hate crime). RHE 1.16, 2.8</p>
	<p>CoEL's</p> <p>PE.1 Realise that their actions have an effect on the world, so they want to keep repeating them.</p>							

Vocabulary			Community, belong, opinion, respect, differences, similarities, choice, negative, positive, consequences, manners, rude, polite, courtesy	Fair, unfair, equality, right, responsibility, similar, different, respect	Democracy, laws, diverse society, community, multicultural, stereotype, gender, negative, fair, unfair, environmental, pollution, effects, reduce	Democracy, laws, diverse society, community, multicultural, stereotype, gender, negative, fair, unfair	Environmental, climate change, ozone layer, global warming, effects, reduce, stereotype, gender, racial, cultural, religious, government, council, mayor, chamber, councillor, election, vote, polling card, polling station, ballot, campaign	Asylum seeker, refugee, safety, refugee camps, communities, stereotype, gender, racial, cultural, religious, anti-social behaviour, consequences, bullying, hate crime, racism, law, government, parliament, house of lords, house of commons, houses of parliament, member of parliament (MP), prime minister, advisor, election, vote, polling card, polling station, ballot, campaign
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KEEPING SAFE								
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>Ms.4.4 Increasingly follow rules, understanding why they are important.</p> <p>Ms.4.5 Do not always need an adult to remind them of a rule.</p>	<p>Ms.r.4 Manage their own needs.</p> <p>Fms.r.3 Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>	<p>Know how to make a clear and efficient call to emergency services if necessary. RHE 2.32</p> <p>Know how to respond safely and appropriately to adults they may encounter (including online) whom they do not know. RHE 1.28</p> <p>Know who to accept medicine from (linking to trust). RHE 1.11</p> <p>Know how to keep safe in public, including knowledge of home address/ telephone numbers and who to ask for help (e.g. getting lost).</p> <p>Understand road safety.</p>	<p>Know concepts of basic first aid: cuts, grazes, bumps. RHE 2.33</p> <p>Recognise hazards in the home and at school.</p> <p>Understand road safety.</p> <p>Understand the concept of privacy, including that it is not always right to keep secrets if they relate to being safe (good & bad secrets). RHE 1.26</p>	<p>Understand water safety (e.g. if someone falls in, iced water, temptations of swimming in open water in hot weather).</p> <p>Understand the concept of privacy, including that it is not always right to keep secrets if they relate to being safe (good & bad secrets). RHE 1.26</p>	<p>Know some more advanced first aid</p>	<p>Know some more advanced first aid</p> <p>Know the age of legal responsibility and understand the potential impact.</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p> <p>Understand cycle safety (Y5 – Bike ability programme).</p>	<p>Know how to stay safe when out without an adult (e.g. walking home, socialising out with friends).</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p> <p>Understand cycle safety (Y5 – Bike ability programme).</p>
		Know how to seek help or advice from others RHE 1.6, 1.30, 1.31, 1.32						
Vocabulary			<p>emergency services, fire service, police, ambulance, paramedics, coast guard, hoax call, stranger, familiar adult, trusted adult, medicine, crossing, pavement, traffic, danger, collision, pedestrian, high way code</p>	<p>first aid, cut, graze, bump, concussion, trip, fall, burn, scald, bandage, plaster, fire risk, gas, secret, private, safe, unsafe, risk, danger, crossing, pavement, traffic, danger, collision, pedestrian, high way code</p>	<p>cardiopulmonary resuscitation (CPR), heart attack, response, airway, breathing, circulation, recovery position, secret, private, safe, unsafe, risk, danger, electrocution, peer pressure</p>	<p>open water, depth, danger, float, lifebuoy ring, ice water, peer pressure</p>	<p>signal, manoeuvre, lights, helmet, reflective, tyres, tread, open water, depth, danger, float, lifebuoy ring, ice water, peer pressure</p>	<p>cardiopulmonary resuscitation (CPR), heart attack, response, airway, breathing, circulation, recovery position, peer pressure, responsibility, legal responsibility, trust, curfew, gang, socialise</p>