



Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16
PSHCE including RSE Subject Map

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Hatchmere	<p><u>Feelings and Emotions</u></p> <p>Understanding emotions. Develop strategies to manage feelings. Understand that it is ok to ask for help.</p> <p>(Individual Liberty Mutual Respect)</p>	<p><u>Keeping/Staying Safe</u></p> <p>Identifying risks to keep ourselves and others safe. Understand that rules help to keep ourselves and others safe.</p> <p>(Rule of law)</p>	<p><u>Relationships</u></p> <p>Managing friendships and social interactions. Being aware of our own needs and having empathy for and understanding others.</p> <p>(Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs)</p>	<p><u>Being Responsible</u></p> <p>Understand that sometimes we must do things we don't like doing. Developing a sense of responsibility.</p> <p>(Mutual Respect Tolerance of those of different faiths and beliefs)</p>	<p><u>Keeping/Staying Healthy</u></p> <p>Develop an understanding of making healthy choices for example – allergies, diet, sleep, screentime, germs, oral health</p> <p>(Rule of law)</p>	<p><u>Our World</u></p> <p>Understand similarities and differences. Identify people who help us in our local community. Respecting the local environment.</p> <p>(Mutual Respect Tolerance of those of different faiths and beliefs)</p> <p><u>Computer and Online Safety</u> Understanding the risks and how to stay safe when using technology.</p>
	<p><u>Change and Transitions</u></p> <p>Managing new experiences Taking on new challenges Building confidence managing changes at home.</p> <p><u>Anti Bullying Week with class focus</u> – Celebrating friendships. Kind words/kind actions.</p>	<p><u>British Values</u> – to introduce the names and basic meanings of the fundamental British Values and introduce the OSJ British Values hand and song.</p> <p>Spotlight on RESPECT - Practising courtesy and how this shows respect to others. saying a simple 'please' and 'thank you' shows that you value someone. Other examples - holding the door open for someone or offering to help a student who is new to school.</p>		<p><u>Money and Enterprise</u></p> <ul style="list-style-type: none"> • <i>Enterprise week</i> • <i>Economic wellbeing</i> <p><u>Role play- shops and café</u> Learn to use money in different places and for different things. Visit a shop. Choose and use 1p and 2p coins.</p> <p><u>Saving and looking after money</u> Choosing a safe place to keep my money. Understand money has value and needs to be taken care of and describe the way money makes me feel.</p>		

<https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/WMM20Learning20About20Money20-20Primary20Assessment20ideas.pdf>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Sandymere	<p><u>Keeping/Staying Safe Assessment Baseline</u> What do I need to keep safe from? What may put me or others at risk?</p> <p><u>Road Safety</u> Understand road safety Develop road sense Explore real life scenario (Democracy Rule of Law Individual Liberty)</p>	<p><u>Keeping/Staying Healthy Assessment Baseline</u> What does a healthy person look like? What do we do as a class to keep healthy? (Individual Liberty)</p> <p><u>Washing Hands</u> Germs and how they may spread How to prevent spread (Democracy Individual Liberty)</p>	<p><u>Relationships Assessment Baseline</u> Types of relationship Relationship Web (Individual Liberty)</p> <p><u>Friendship</u> Recognise and name a range of feelings Caring about others How to be a good friend (Mutual Respect Tolerance of those of different faiths and beliefs)</p> <p><u>Being Responsible Assessment Baseline</u> What are you responsible for? How do responsibilities grow as you grow?</p>	<p><u>Being Responsible Water Spillage</u> Importance of preventing accidents Recognise responsible and irresponsible actions (Democracy Rule of Law Mutual Respect)</p> <p><u>Hazard Watch</u></p> <p><u>Assessment Baseline</u></p> <p><u>Is it safe to eat or drink?</u> This module allows students to identify what items may be safe or unsafe to eat or drink.</p>	<p><u>Feelings and Emotions Assessment Baseline</u> Understanding a range of emotions and how they make us feel physically and mentally (Individual Liberty)</p> <p><u>Jealousy</u> Be able to recognise and name emotions and their physical effects. (Democracy Mutual Respect)</p> <p><u>Fire Safety Hoax Calling</u> Hoax Calling looks at the risks of making a hoax call to the emergency services and how our actions can affect others. <u>Petty Arson</u> Petty Arson looks at the dangers of playing with lighters and the risk of causing fires (Democracy Mutual Respect)</p>	<p><u>Our World</u></p> <p><u>Assessment Baseline</u></p> <p><u>Growing in Our World</u> The human cycle and how our families are special and unique. (Mutual Respect Tolerance of those of different faiths and beliefs)</p> <p><u>Living in Our World</u> How humans can help take care of living things both inside and outside of the home (Mutual Respect)</p>

	<p>Anti Bullying Week with class focus – <i>The negative and positive effects of online gaming.</i></p> <p>Computer Safety Assessment Baseline Awareness of current games and apps used. Awareness of computer safety rules.</p> <p>Online Bullying Understand how online activity can affect others Be able to recognise negative aspects of using technology (Democracy Individual Liberty Mutual Respect)</p>	<p>British Values – to recap the names and meanings of the fundamental British Values making some links to everyday life using the OSJ British Values hand and song.</p> <p>Spotlight on RESPECT - children to see that we can show respect by following the rules when taking part in sports or games at school. Children usually have a strong sense of what is ‘fair’ so they eagerly engage with questions like “What would it be like to play a game with your friends if no-one followed the rules?” Allowing children to play a game in the lesson with and without rules gave them a deeper and more experiential understanding of the consequences e.g. <i>“I enjoyed the games much more when we all played fair!”</i></p>	<p>Money and Enterprise</p> <ul style="list-style-type: none"> • <i>Enterprise week</i> • <i>Economic wellbeing</i> • <i>My Money</i> <p>Role play- shops and café</p> <p>Learn to use money in different places and for different things. Children who are shopkeepers will: Tell the customer the price of items/services for sale Use the cash register to store customers’ money Write out a receipt and explain what it is for. Know the value of notes and coins. Children who are customers will: Know they have to pay for items they want to buy Choose the correct coins when paying for an item and give them to the shopkeeper. Visit a shop for real life experience. Saving and keeping money safe by using Percy the Penguin (Young Enterprise Unit) https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/WMM20Learning20About20Money20-20Primary20Assessment20ideas.pdf Know the consequences of losing money, e.g. Percy won’t have any to spend, he will feel upset. Name a money box as a safe place for keeping money and say why.</p>
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Delamere	<p>Keeping/Staying Safe Tying Shoelaces Developing understanding of safe and unsafe scenarios. (Democracy Rule of Law Individual Liberty)</p> <p>Keeping/Staying Healthy Brushing Teeth</p>	<p>Healthy Eating Foods for health and growth Healthy and unhealthy food choices (Democracy Individual Liberty)</p> <p>Hazard Watch Is it safe to play with? This module allows students to identify what items may be safe or unsafe to play with.</p>	<p>Relationships Bullying Be able to see and understand bullying behaviours Know how to cope with bullying behaviours. (Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs)</p>	<p>Being Responsible Practice Makes Perfect 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 (Democracy Individual Liberty Mutual Respect)</p> <p>Helping Someone in Need</p>	<p>Feelings and Emotion Worry Learn a range of skills for coping with unpleasant / uncomfortable emotions (Democracy Individual Liberty)</p> <p>Anger Be able to recognise and name emotions and their physical effects (Democracy Mutual Respect)</p>	<p>Money Matters Assessment Baseline What is money? Why do we need money? How can we use money? How can we get money?</p> <p>Money Matters Assessment Summative Understand different ways we can receive money Know how to keep money safe</p>

	<p>Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices (Democracy Individual Liberty)</p>		<p>Body Language Understand that feelings can be shown without words Understand why it is important to care about other people's feelings (Democracy Individual Liberty)</p>	<p>Know how you can help other people Understand the risks of talking to people you don't know very well in the community (Democracy Mutual Respect)</p>	<p>Our World Working in Our World A look at why humans need money and the ways in which money can be used and received. (Individual Liberty)</p>	<p>Understand the importance of saving money.</p>
	<p>Anti Bullying Week with class focus – the impacts of sharing images</p> <p>Computer Safety Image Sharing Understand how your online actions can affect others Know the risks of sharing images without permission. (Democracy Rule of Law Mutual Respect)</p>	<p>British Values – to recall the names and meanings of the fundamental British Values with links to everyday life using the OSJ British Values hand and song.</p> <p>Spotlight on TOLERANCE – Connections with how respect helps us to celebrate our diversity and show tolerance and understanding of other people's ideas, faiths and beliefs. Appreciating that other people have their own ideas, thoughts and ways of doing things is showing them respect. practical examples that highlight the diversity in their own class. Asking the children, "When we do things together, do we all think the same? How can we show respect when we play or work together?" – we can learn so much by listening to and respecting each other's ideas and beliefs.</p>	<p>Money and Enterprise</p> <ul style="list-style-type: none"> Enterprise week Economic wellbeing My Money <p>Role Play Choose the correct coins to buy the item, i.e. exact amount. Choose coins to overpay for the item. Work out change (higher-ability). Use these skills for manning enterprise stall.</p> <p>Saving and keeping money safe Knowing and choosing different places to keep money safe and explain why. Begin to understand the consequences of losing money or having it stolen and how it might make them feel. https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/WMM20Learning20About20Money20-20Primary20Assessment20Ideas.pdf</p>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oakmere Year 3	<p>Keeping/Staying Safe Staying Safe 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</p>	<p>Keeping/Staying Healthy Medicine Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from</p>	<p>Relationships Touch Understand the difference between appropriate and inappropriate touch Understand personal boundaries</p>	<p>Being Responsible Stealing Be able to describe how you might feel if something is borrowed and not returned Know why it is wrong to steal. (Democracy Rule of Law Mutual Respect)</p>	<p>Feelings and Emotions Grief Be able to recognise and name emotions and their physical effects of grief Learn a range of coping skills (Democracy)</p>	<p>Fire Safety A stand-alone unit looking at the work of the fire service in the community Who can help keep us safe? When and why should we call 999? Know what a hoax call is</p>

	<p>(Democracy Rule of Law Individual Liberty)</p> <p>Leaning Out of Windows Understanding of hazards in the home and outside How to react to hazards Understanding of warning signs (Democracy Individual Liberty)</p> <p>Assessment Summative Consideration of combined elements of 3-year study. What is safe? http://www.safetycentre.co.uk/ (Rule of Law)</p>	<p>(Democracy)</p> <p>Assessment Summative Consideration of combined elements of 3-year study. What is healthy and unhealthy? (Individual Liberty)</p>	<p>(Rule of Law Individual Liberty Mutual Respect)</p> <p>Assessment Summative Consideration of combined elements of 3-year study. How can we talk about things worrying us? Who can we talk to? https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>Assessment Summative Consideration of combined elements of 3-year study. Consequences quiz (Rule of Law Individual Liberty)</p> <p>Our World Looking After Our World A look at the ways in which we can help look after and protect our planet. (Mutual Respect)</p>	<p>Assessment Summative Consideration of combined elements of 3-year study. What feelings do you know? How can you manage these feelings? How can you recognise them? <i>English reading: It's Ok That You're Not Ok: Meeting Grief and Loss in a Culture That Doesn't Understand by Megan Devine</i></p>	<p>Petty Arson – understand the danger of fire Texting while driving – how can drivers be distracted Understand safe and unsafe choices (Democracy Individual Liberty)</p>
	<p>Anti Bullying Week with class focus – Stay safe and keep safe online. Reporting negative online content</p> <p>Computer Safety Making Friends Online Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms. (Democracy Rule of Law)</p> <p>Computer Safety Documentary A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary Consideration of combined elements of 3-year study. Computer safety</p>		<p>British Values – to recall the names and meanings of the fundamental British Values with a wider, more varied set of links to everyday life using the OSJ British Values hand and song.</p> <p>Spotlight on RULE OF LAW – A look at the social rules we have at home, at school and in our community and country with discussions with the children about respecting each other and the places we live in, as well as the rules we may have at home and the consequences when those rules are not followed. Talk about the rules we have to follow in school and in our community, and how there are more formal consequences if we decide to break those rules. Imagine what things would be like if we didn't have rules, e.g.: How would not having any rules make people feel? What would the school environment be like?</p>		<p>Money and Enterprise</p> <ul style="list-style-type: none"> • Enterprise week • Economic wellbeing • My Money <p>Saving and keeping money safe Place the images in order of most to least safe – safest places are likely to be in the bank or safe; least safe are likely to be in a hand, or under the bed. Explain their reasons, verbally or in writing, about why a particular place is the safest/least safe, using the word 'because'.</p> <p>How to 'get' money. 'I know we get money in different ways, e.g. earn, win, borrow, find, pocket money'.</p>	

			What about if we didn't have rules in our country, what would our society be like? Identify additional virtues that help us to respect the rules at school, such as helpfulness, caring, responsibility, integrity and self-discipline		Scenarios of ways of getting money. Begin to move towards fund raising and charitable acts. Choose one charity to explore.	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Oakmere/Linmere Year 4	<p><u>Keeping/Staying Safe Assessment Baseline</u> What do we need to keep safe from? How do we keep safe? (Individual Liberty)</p> <p><u>Cycle Safety</u> Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice (Democracy Rule of Law Individual Liberty)</p> <p><u>Keeping/Staying Healthy Assessment Baseline</u> What is a healthy lifestyle choice? Do you make healthy lifestyle choices?</p>	<p><u>Keeping/Staying Healthy Healthy Living</u> Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are old. (Democracy Individual Liberty)</p> <p><u>First Aid Baseline Assessment</u> What Is First Aid?</p> <p><u>Asthma and Anaphylactic Shock</u> Breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis, and choking. (Democracy)</p>	<p><u>Growing and Changing Assessment Baseline</u> Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity</p> <p><u>Appropriate Touch / Relationships</u> 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 (Rule of Law Individual Liberty Mutual Respect)</p>	<p><u>Being Responsible Assessment Baseline</u> How can we be responsible at home, at school, in the community? How can children and young people be irresponsible? (Rule of Law Mutual Respect)</p> <p><u>Coming Home on Time</u> 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. (Democracy Rule of Law Mutual Respect)</p>	<p><u>The Working World Assessment Baseline</u> 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? (Rule of Law)</p> <p><u>Chores at Home</u> 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. (Democracy Individual Liberty Mutual Respect)</p> <p><u>A World Without Judgement Assessment Baseline</u> What does a World without judgement look like? Do we really understand the word judgement?</p>	<p><u>A World Without Judgement Breaking Down Barriers</u> 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. (Individual Liberty Mutual Respect)</p> <p><u>Feelings and Emotions Anger</u> Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words</p> <p>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</p> <p>Demonstrate a range of strategies to help</p>

					How does it feel when we are judged? (Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs)	control and manage unpleasant/uncomfortable emotions, such as anger (Individual Liberty Mutual Respect)
	<p><u>Anti Bullying Week with class focus – Cyberbullying</u></p> <p><u>Computer Safety</u> Assessment Baseline 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.</p> <p><u>Online Bullying</u> 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.</p>	<p><i>British Values</i> – to recall the names and meanings of the fundamental British Values with a wider, more varied set of links to everyday life using the OSJ British Values hand.</p> <p>Spotlight on INDIVIDUAL LIBERTY Focus on the freedom we have to make choices in our society. What things can you choose to do at home? <i>“I can have a snack if I am hungry and choose which toys to play with.”</i> What choices can you make at school? <i>“I can choose which book to read in the library and which school dinner to have.”</i> Think about the choices we make outside school and how we can make responsible choices. We have freedom to make our own choices but sometimes these choices have consequences and affect other people and our community. For example, if you see a friend drop litter, do you choose to ignore it or make a point by picking it up and putting it in the bin? Do you say something to that friend? What is the responsible choice to make?</p>	<p><u>Money and Enterprise</u></p> <ul style="list-style-type: none"> • <i>Enterprise week</i> • <i>Economic wellbeing</i> • <i>My Money</i> <p><u>Keeping track of money</u> Keep simple financial records using their account book children will: Record money paid into their account in the ‘deposit’ column. Record money paid out in the ‘withdraw’ column. Keep a running total in the ‘total’ column. Use the £ and p symbols correctly.</p> <p><u>Saving and spending</u> <u>Keeping spending logs/money diaries</u> Plan and track spending and saving by keeping accurate records. Begin to understand attitudes to and feelings about spending and saving money.</p>			
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Linmere/Blakemere Y5	<p><u>Keeping/Staying Safe</u> <u>Peer Pressure</u> Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it?</p>	<p><u>Keeping/Staying Healthy</u> <u>Smoking Inc. Adults views/Children’s views</u> Understand that cigarettes contain nicotine, which is a drug,</p>	<p><u>Growing and Changing</u> <u>Puberty inc Adults views Children’s views</u> Understand what puberty means. Know</p>	<p><u>Being Responsible</u> <u>Looking out for others inc Adults views Children’s views</u></p>	<p><u>The Working World</u> <u>Enterprise with Adults views Children’s views</u> Understand the basics of saving money, be able to identify how you can help at home</p>	<p><u>A World Without Judgement</u> <u>Inclusion and acceptance with Adults views Children’s views</u> What makes us different and unique? What</p>

	<p>(Democracy Rule of Law Individual Liberty Mutual Respect)</p> <p>Adults views /Children’s views Explore a range of scenarios featuring adult and children’s views in order to develop strategies to cope with peer pressure. (Democracy Rule of Law Individual Liberty)</p>	<p>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. (Democracy Rule of Law Individual Liberty)</p> <p>First Aid Basic Life Support basic life support techniques, such as the recovery position, CPR, and DRs ABC. (Democracy)</p>	<p>and understand the changes that boys and girls may go through during puberty</p> <p>Understand why bodies go through puberty</p> <p>Be able to develop coping strategies to help with the different stages of puberty</p> <p>(Rule of Law Individual Liberty)</p> <p>READ THIS PRIOR TO TEACHING - https://schools.1decision.co.uk/images/How-It-Works/ensuring-an-inclusive-puberty-programme.pdf</p> <p>https://www.heygirls.co.uk/learn/teachers/</p> <p>https://www.bloodygoodperiod.com/period-poverty</p>	<p>Learn skills of how to speak out when someone is being unkind to us or others</p> <p>Be able to describe caring and considerate behaviour</p> <p>Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way</p> <p>(Democracy Mutual Respect Tolerance of those of different faiths and beliefs)</p>	<p>Understand how to budget for items you would like to buy (Democracy)</p> <p>Feelings and Emotions</p> <p>Adults and Children’s Views Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions. (Individual Liberty Mutual Respect)</p>	<p>makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion.</p> <p>(Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs)</p>
	<p>Anti Bullying Week with class focus – Peer Pressure</p> <p>Computer Safety Image sharing Adults views Children’s views 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</p>	<p>British Values – to recall the names and meanings of the fundamental British Values with a wider, more varied set of links to everyday life using the OSJ British Values hand.</p> <p>Spotlight on CELEBRATING DIVERSITY/TOLERANCE Celebrating our diversity, linking this with the virtue of tolerance and appreciating that we are all</p>	<p>Money and Enterprise</p> <ul style="list-style-type: none"> • Enterprise week • Economic wellbeing • My Money <p>Raising money – the benefits. Begin to understand how and why some of the money we earn supports the wider community...</p>			

	<p>sharing images online. How to overcome pressures to share online.</p>	<p>different. For a practical exploration, I designed a game of 'cultural pursuit' which helped the children uncover diversity in their class, highlighting different hobbies, ideas and beliefs. For example, children might share "I have had my name mispronounced..." or "I was born in a different country." a way for the children practically see that we are all unique and special, and to practise showing tolerance and respect to others. Showing an interest and curiosity towards each other's answers without being critical or forming prejudgments.</p>	<p>Know how to keep and interpret basic financial information. Know how the money they have raised benefits other people in the school. Know how the money they raised was collected and recorded. Explore charities and the importance of their work in our local community – St Luke's.</p> <p>Careers in money Speaking to banks and finding out about the different roles. https://barclayslifefskills.com/help-others/lessons/primary-school-exploring-careers-and-workplace-skills/</p>			
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Blakemere Y6	<p><u>Keeping/Staying Safe</u> Water Safety Warning signs and water Dangers of water Keeping safe near water (Democracy Rule of Law Individual Liberty)</p> <p>Assessment Summative (Individual Liberty)</p> <p>An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.</p> <p><u>First Aid</u></p> <p>Head Injuries & Severe Bleeding</p> <p>Part 1 - How we can support a casualty</p>	<p><u>First Aid</u></p> <p>Minor Burns & Scalds and Fractures</p> <p>Part 2 - fractures, heart attacks, and seizures.</p> <p>Summative Assessment My Incident Report</p> <p><u>Keeping/Staying Healthy</u> Alcohol</p> <p>Be able to predict and assess the level of risk in different fun situations Be able to understand the risks associated with alcohol</p> <p>(Democracy Rule of Law Individual Liberty)</p>	<p><u>Being Responsible</u></p> <p>Stealing</p> <p>Understand the importance of not stealing</p> <p>Why is it important to be considerate and maintain a positive reputation?</p> <p>Understand we should not take people's possessions without permission.</p> <p>(Democracy Rule of Law Mutual Respect)</p> <p>Assessment Summative</p> <p>Work through a range of scenarios and consider</p>	<p><u>Feelings and Emotions</u></p> <p>Worry</p> <p>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.</p> <p>Understand how we can recognise worry and support self or others who may be worried.</p> <p>(Democracy)</p> <p>Assessment Summative</p> <p>Consider a range of scenarios (provided) and for each consider what emotion each child is</p>	<p><u>Growing and Changing</u></p> <p>Conception</p> <p>Know and understand the terms conception and reproduction Understand the function of the male and female reproductive systems Learn about the different stages of pregnancy (Rule of Law Individual Liberty)</p> <p>Assessment Summative Complete the 'What I now know activity School interviews on growing and changing Sharing the message of how to gain support</p> <p><u>The Working World</u> In-app Purchases</p>	<p><u>A World Without Judgement</u> British Values</p> <p>Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values</p> <p>Create a range of values for your educational setting Explain how all religions can live in cohesion.</p> <p>(Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs)</p> <p>Assessment Summative</p>

	<p>with a head injury, severe bleeding, and minor burns.</p>	<p>Assessment Summative</p> <p>Discussion on staying healthy and new skills learnt during the unit</p> <p>Revisit the Healthy Lifestyle choices activity</p> <p>(Individual Liberty)</p>	<p>as a class responsible and irresponsible behaviour Discuss skills and strategies learnt to support positive behaviour</p> <p>(Mutual Respect)</p>	<p>feeling and what they could do to make them feel better.</p>	<p>Understand the impact of spending money without permission. Recognise how to be responsible and respectful whilst using online games and apps.</p> <p>(Democracy)</p> <p>Assessment Summative</p> <p>What have we learnt about the working world? How can we help the family save money</p> <p>(Rule of Law Mutual Respect)</p>	<p>Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Design your perfect world</p> <p>(Mutual Respect Tolerance of those of different faiths and beliefs)</p>
	<p><u>Anti Bullying Week with class focus – Peer pressure and staying safe.</u></p> <p><u>Computer Safety</u></p> <p><u>Making Friends Online</u></p> <p>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.</p> <p><u>Assessment Summative</u></p> <p>Revisit the initial assessment and show how much learning has undertaken Student video creation – how to stay safe online.</p>	<p><i>British Values</i> – to recall the names and meanings of the fundamental British Values with a wider, more varied set of links to everyday life both in their own lives and the wider world.</p> <p>Spotlight on DEMOCRACY. Practising respect, cooperation and patience. Giving the children the opportunity to vote for and discuss topics that they feel passionate about and to share their ideas, using their individual liberty in a respectful way. using democracy as a tool for making decisions. (note BV is looked at in Summer 2)</p>	<p><u>Money and Enterprise</u></p> <ul style="list-style-type: none"> • <i>Enterprise week</i> • <i>Economic wellbeing</i> • <i>My Money</i> <p><u>Raising money – the benefits.</u></p> <p>Understand how and why some of the money we earn supports the wider community. Know how to keep and interpret basic financial information. Know how the money they have raised benefits other people in the school. Know how the money they raised was collected and recorded.</p> <p>Explore charities and the importance of their work across the UK.</p> <p><u>Careers in money</u></p> <p>Speaking to banks and finding out about the different roles. https://barclayslifeskills.com/help-others/lessons/primary-school-exploring-careers-and-workplace-skills/</p>			