

RHE 2023-2024 **plus endpoints**

The units of the RHE curriculum which teach our pupils to keep safe are denoted with a *

Substantive concepts	Mental Wellbeing	Family	Friendship	Community	Physical Health	Growing up	Online safety	Financial capability	Drugs and alcohol	Racism
British Values	Mutual respect		Tolerance		Democracy		Individual liberty		Rule of Law	

Colour	Location of planning
Black RHE SOW	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red Online Safety RHE SOW	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red * Online Safety SOW	https://qr.go.page.link/jwTka
Purple (various topics-Drugs and alcohol, financial capability) PSHE Association	PSHE Association scheme of work-use your login details to access the PSHE Association website
Blue Inclusion, belonging and addressing extremism PSHE Association	PSHE Association scheme of work Inclusion, belonging & addressing extremism (KS1-2).zip
Anti-racism resources	Anti Racism Education website Anti-Racism
Green Drugs and alcohol PSHE Association	PSHE Association Drugs SOW Drugs and alcohol resources

Financial Capability	Financial capability KS2
NatWest Money Sense (KS1 and Ks2)	https://natwest.mymoneysense.com/
	Email hfenlon... Password- CoitPrimary23@
Glossary Vocabulary Key stage 1 and Key stage 2 with glossary.docx	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2 Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships Understanding the World (including Online Safety) Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science)	Tolerance and mutual respect Mental Wellbeing Identifying feelings * Tolerance and mutual respect Friendship Building positive relationships * Physical Health Knowing the importance of sleep and tooth brushing Rule of Law Class rules * Growing up How have I changed since I was a baby?	Tolerance and mutual respect Mental Wellbeing Identifying and explaining feelings * Growing up Building independence (toileting, eating) Rule of Law School rules *	Mental Wellbeing Setting goals – perseverance Rule of Law Knowing right from wrong * Physical Health Keeping healthy *	Tolerance and mutual respect Community Working as part of a group/class Tolerance and mutual respect Friendship Understanding others' feelings	Physical Health Making healthy food choices * Mental Wellbeing Working independently	Mental Wellbeing Remaining focussed Rule of Law Explaining right and wrong * Mental Wellbeing Being resilient Growing up How we have changed journey through the year, including significant events through foundation year Growing up

	<p>How do humans change as they grow?</p> <p>Family</p> <p>Discussing family tree- who is older? Who is the youngest?</p> <p>Tolerance and mutual respect</p> <p>Family</p> <p>How are members of your family similar/different?</p> <p>Tolerance and mutual respect</p> <p>Family</p> <p>Families – similarities and differences between each other families within the class</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>People who help us/are special to us</p>					<p>What we are looking forward to in Year 1</p> <p>Family</p> <p>Who is in my immediate family and extended/wider family</p>
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Year 1	<p>Rule of Law Online Safety Passwords C1 **</p> <p>Physical and Mental health H4 – about why sleep is important and different ways to rest and relax *</p> <p>Rule of Law Physical health Asking for permission *</p>	<p>Tolerance and mutual respect Anti-discrimination PowerPoint-RHE SOW</p> <p>Friendship Fr1 Who is my Friend?</p> <p>Physical health P1) How do I help my body stay healthy? * CW resource pack-3e</p> <p>Online Safety Screen time (L1)*</p> <p>Tolerance and mutual respect Racism <u>Lesson 1: Talking about race and racism</u></p>	<p>Mental Wellbeing M1) Where do feelings come from?</p> <p>Physical Health P2) How do I decide what to eat?</p> <p>Online Safety What is the internet? C2*</p> <p>Financial Capability L10. what money is; forms that money comes in; that money comes from different sources- PSHE Association (What coins do we use? Where does money come from? NatWest Money Sense)</p> <p>Financial Capability L13. that money needs to be looked after; different</p>	<p>Tolerance and mutual respect Anti-discrimination PowerPoint-RHE SOW https://docs.google.com/presentation/d/14A01b7v3NuhxqhjoWfwSVf4AMUD0oEkF2yEaGfXb1gY/edit?usp=sharing</p> <p>Tolerance and mutual respect Family Fa1) Who's in my family? CW resource pack 3</p> <p>Online Safety Choosing what to do online L2* *</p> <p>Rule of Law Physical health H30. about how to keep safe at home (including around electrical appliances) and fire</p>	<p>Tolerance and mutual respect Friendship Fr2) What makes a good Friend?</p> <p>Tolerance and mutual respect Friendship Fr3) Should Friends tell us what to do?</p> <p>Tolerance and mutual respect Friendship R9. how to ask for help if a Friend is making them feel unhappy</p> <p>Online Safety Searching safely P3 *</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Safe Things that go into and onto our bodies *</p>	<p>Mental wellbeing M3) What helps me to be happy?</p> <p>Tolerance and mutual respect Online Safety Communicating online **</p> <p>Tolerance and mutual respect Online Safety Being kind online S2*</p> <p>Tolerance and mutual respect Racism <u>Lesson 4: Understanding racial socialisation and stereotypes</u></p>
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			<p>ways of doing this- PSHE Association (Where can I keep my money safe? NatWest Money Sense)</p>	<p>safety (e.g. not playing with matches and lighters)*</p> <p>Rule of Law Physical health H31. that household products (including medicines) can be harmful if not used correctly *</p> <p>Tolerance and mutual respect Racism Lesson 2: Defining anti-racism</p>	<p>Tolerance and mutual respect Racism Lesson 3: Redefining racism</p>	
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Year 2	<p>Tolerance and mutual respect Rule of Law Democracy Community C1 How do we make a happy school?</p> <p>Tolerance and mutual respect Community C2 Who lives in my neighbourhood? *</p> <p>Online Safety Os2) Personal information (S1) *</p> <p>Rule of Law Physical health Asking for permission *</p> <p>Financial capability C4) How do I save up to buy something?</p>	<p>Tolerance and mutual respect Friendship Fr 4) How do we stop bullying? *</p> <p>Online Safety Os3 Online strangers (P1) *</p> <p>Financial capability L11. that people make different choices about how to save and spend money- PSHE Association (Why is it important to save? NatWest Money Sense resources)</p> <p>Financial capability L12. about the difference between needs and wants; that sometimes people may not always be able to</p>	<p>Tolerance and mutual respect Family Fa2) Do Families always stay the same?</p> <p>Mental wellbeing H20 – about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better *</p> <p>Tolerance and mutual respect Family Fa3) How should families treat each other?</p> <p>Physical health P3) How do we stop getting ill *</p>	<p>Tolerance and mutual respect Anti-discrimination PowerPoint-RHE SOW https://docs.google.com/presentation/d/14A01b7v3NuhxqhjoWfwSVf4AMUD0oEkF2yEaGfXb1gY/edit?usp=sharing</p> <p>Rule of Law Family Fa4) When should I say no? *</p> <p>Online Safety Accepting messages C3* *</p> <p>Rule of Law Family Fa5) Who owns my body? I do! *</p> <p>Growing Up G1) Will I always be a child?</p>	<p>Online Safety Content Creators N1** Rule of Law Online Safety Os4) Fake News *</p> <p>Mental Wellbeing M2) Who am I?</p> <p>Physical health P4) How can I stay safe? *</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Healthy-Medicines *</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Safe-Medicines and Household Products *</p> <p>Tolerance and mutual respect Racism</p>	<p>Online Safety Feeling uncomfortable online * Growing Up C3) What makes a boy or a girl?</p> <p>Tolerance and mutual respect Family Fa 6) Are all families the same?</p> <p>Tolerance and mutual respect Racism <u>Lesson 7: Representation Matters</u></p> <p>Tolerance and mutual respect Racism <u>Lesson 8: Myth busting anti-racism</u></p>
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		have the things they want-PSHE Association (Wants and Needs-NatWest Money Sense resources)		<p>Tolerance and mutual respect</p> <p>Racism</p> <p><u>Lesson 5:</u></p> <p><u>Unconscious bias</u></p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism</p> <p>Sameness and difference *</p>	<p><u>Lesson 6: Being anti-racist in our actions</u></p> <p>I</p>	
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Year 3	<p>Tolerance and mutual respect Friendship What makes a good friend?</p> <p>Rule of Law Online Safety Os1) Online strangers (P1) *</p> <p>Rule of Law Online Safety Os2) Sharing Online *</p> <p>Tolerance and mutual respect Racism <u>Lesson 1: Talking about race and racism</u></p> <p>Tolerance and mutual respect Racism <u>Lesson 2: Defining anti-racism</u></p>	<p>Tolerance and mutual respect Family Do families always stay the same?</p> <p>Tolerance and mutual respect Family Are all families like mine?</p>	<p>Physical Health P1) How do I keep my body healthy? *</p> <p>Rule of Law Drugs and Alcohol H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) *</p> <p>Drugs and Alcohol H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns *</p>	<p>Tolerance and mutual respect Anti-discrimination PowerPoint-RHE SOW https://docs.google.com/presentation/d/1fmCjq0Dla8MmiSJ7BljqCPxUkii0KMi40SAa9A0Tgl6Q/edit?usp=sharing</p> <p>Tolerance and mutual respect PowerPoint-RHE SOW Fr 4) What is sexism? https://docs.google.com/presentation/d/1EkmKMAJpICSHlnXm98wOx0tyf5gTWHMlmpk1V00SrY/edit?usp=sharing</p> <p>Mental Wellbeing M1) How do I manage my feelings?</p>	<p>Rule of Law Online Safety Os4) Personal Information (C2) *</p> <p>Physical Health P3) How do I stop getting ill? *</p> <p>Rule of Law Drugs and Alcohol H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) *</p> <p>Rule of Law Drugs and Alcohol Drugs-Safety rules and risks-Medicines and Household Products *</p>	<p>Rule of Law Online Safety Deciding what is appropriate L3 * *</p> <p>Online Safety Suspicious Messages C4 * *</p> <p>Financial Capability How money is used-PSHE Association (What affects my choices about money? NatWest Money Sense)</p>
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			<div>Online Safety</div> <div>Screen Time L1**</div> <div>Online Safety</div> <div>Sleep L2* *</div>	<div>Online Safety</div> <div>Os3) Friendship</div> <div>Online (S1) *</div> <div>Physical Health</div> <div>P2) How do I get a</div> <div>healthy diet? *</div>		
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Year 4	<p>Online Safety</p> <p>Passwords C5 * *</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are all friends the same?</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are friendships always fun?</p> <p>Mutual respect and tolerance</p> <p>Mental Wellbeing</p> <p>M2) Are we happy all the time?</p>	<p>Mutual respect and tolerance</p> <p>Democracy</p> <p>Rule of Law</p> <p>Community</p> <p>C1) How do we make the world fair?</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Copyright C3 *</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Community</p> <p>C2) Where do you feel like you belong?</p> <p>Mutual respect</p> <p>Community</p> <p>C3) How can we help the people around us?</p>	<p>Online Safety</p> <p>Os5) Digital media (N1) *</p> <p>Online Safety</p> <p>Os6) Verifying content and echo chambers (N3) *</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 3: Redefining racism</u></p>	<p>Mutual respect and tolerance</p> <p>PowerPoint-RHE SOW</p> <p>Fr 4) What is sexism?</p> <p>https://docs.google.com/presentation/d/1EkmKMAJpICSHInXm98wOx0tyf5gTWHMlmpk1V00SrY/edit?usp=sharing</p> <p>Mutual respect and tolerance</p> <p>PowerPoint-RHE SOW</p> <p>https://docs.google.com/presentation/d/1fmCjq0Dla8MmsJ7BljqCPxUkii0KMi40SAa9A0Tgl6Q/edit?usp=sharing</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Family</p>	<p>Online Safety</p> <p>Advertising C1 * *</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping *</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others *</p>	<p>Growing Up</p> <p>G1) What is a period-CW resource pack 4/pack 5</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs-Safety rules and risks- Alcohol and smoking *</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism.</p> <p>C4</p> <p>Belonging to a community *</p> <p>Financial Capability</p> <p>Making decisions about money- PSHE Association</p> <p>(How do I plan a simple budget? NatWest Money Sense)</p>
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				<p>Fa3) Are boys and girls the same?</p> <p>Online Safety</p> <p>Media Bias N2 **</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 4:</u></p> <p><u>Understanding racial socialisation and stereotypes</u></p>		
Year 5	<p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Family</p>	<p>Mutual respect and tolerance</p> <p>Friendship</p>	<p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Friendship</p>	<p>Mutual respect and tolerance</p>	<p>Physical Health</p> <p>P2) How can I stay fit and healthy? *</p>	<p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Why are some people unkind?</p>

	<p>Why do some people get married?</p> <p>Mutual respect and tolerance</p> <p>Family</p> <p>Are families ever perfect?</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Os1) Control and consent (S1)*</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Os2) Protecting our identity(P1) *</p> <p>Mental Wellbeing</p> <p>C5a) Why is money important?</p>	<p>Fr1) What makes a close Friend?</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Mental Wellbeing</p> <p>M1) Does everybody have the same feelings?</p> <p>Online Safety</p> <p>Social Media anxiety L1**</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Fake news N2 **</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism</p> <p>Stereotypes *</p>	<p>Fr2) Can we be different and still be friends?</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Rule of Law</p> <p>Online Safety</p> <p>S2 Social Media and Cyberbullying **</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Friendship</p> <p>Should friends tell us what to do?</p> <p>Mutual respect and tolerance</p> <p>Physical Health</p> <p>P1) Is there such a thing as a perfect body?*</p> <p>Individual liberty</p> <p>Online Safety</p>	<p>Anti-discrimination</p> <p>PowerPoint-RHE SOW</p> <p>https://docs.google.com/presentation/d/1fmCjq0Dla8MmSJ7BljqCPxUkii0KMi40SAa9A0Tgl6Q/edit?usp=sharing</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Os3) Meeting strangers online (P4)*</p> <p>Rule of law</p> <p>Online Safety</p> <p>Os4) Personal Information, terms and conditions</p> <p>Rule of law</p> <p>Online Safety</p> <p>Protecting images of us online P2**</p>	<p>Online Safety</p> <p>Digital '5 a day' L4 **</p> <p>Physical Health</p> <p>P3) Can I avoid getting ill?*</p> <p>Individual liberty</p> <p>Mental Wellbeing</p> <p>M4) Who am I?</p> <p>Individual liberty</p> <p>Mutual respect and tolerance</p> <p>Family</p> <p>Is there such a thing as a normal family?</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs-Managing Risk-Medicine</p> <p>Mutual respect and tolerance</p> <p>Racism</p>	<p>Online Safety</p> <p>Os5) Analysing Digital Media (N1)*</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Game ratings L6 **</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs- Managing risk *</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs and Alcohol and legal drugs *</p> <p>Growing Up</p> <p>G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8</p> <p>Online Safety Unhealthy Attention P3 **</p> <p>Mutual respect and tolerance</p> <p>Growing Up</p>
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			<p>Self Esteem L2 **</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 5:</u></p> <p><u>Unconscious bias</u></p>	<p>Mental Wellbeing</p> <p>M2) Should we be happy all the time?</p> <p>Mutual respect and tolerance</p> <p>Online Safety</p> <p>Os8) Does the internet make us happy? (L1)</p> <p>Mutual respect and tolerance</p> <p>Mental Wellbeing</p> <p>M3) Why do we argue?</p>	<p><u>Lesson 6: Being anti-racist in our actions</u></p> <p>Financial Capability</p> <p>Money and emotional wellbeing-PSHE Association (How does money affect my feelings?)</p> <p>NatWest-Money Sense)</p>	<p>G2) How will my feelings change as I get older?</p> <p>Growing Up</p> <p>G3) How will I stay clean during puberty?</p> <p>Growing Up</p> <p>G4) What is menstruation?</p> <p>CW resource pack 4/Pack 5</p>
Year 6	<p>Online Safety</p> <p>Os6) Bias (N2)*</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Friendships</p> <p>What are stereotypes?</p>	<p>Mutual respect and tolerance</p> <p>Community</p> <p>C1) What is prejudice?</p> <p>Online Safety</p> <p>Os7) Echo Chambers (N5) *</p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science – does not include sexual intercourse)</p>	<p>Mutual respect and tolerance</p> <p>Anti-discrimination</p> <p>PowerPoint-RHE</p> <p>SOW</p> <p>https://docs.google.com/presentation/d/1pufywr6oLRbm</p>	<p>Mutual respect and tolerance</p> <p>Community</p> <p>C6) What makes it feel like we belong?</p> <p>Mutual respect and tolerance</p>	<p>Growing Up</p> <p>G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8</p> <p>Online Safety Unhealthy Attention P3 **</p> <p>Mutual respect and tolerance</p>

	<p>Mutual respect and tolerance Individual liberty Online Safety Online Stereotypes L5 **</p> <p>Mutual respect and tolerance Individual liberty Friendships How do I accept my friends for who they are?</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Extremism *</p> <p>Financial Capability Being a critical consumer- PSHE Association</p>	<p>Mutual respect and tolerance Community C2) What is the history of prejudice?</p> <p>Mutual respect and tolerance Community C3) What should I do if I encounter prejudice?</p> <p>Mutual respect and tolerance Racism <u>Lesson 5: Unconscious bias</u></p> <p>Mutual respect and tolerance Racism <u>Lesson 6: Being anti-racist in our actions</u></p>	<p>Mutual respect and tolerance Community C4a) How can I be a great citizen?</p> <p>Community C5) Why is money important?</p> <p>Online Safety Online Ads and money on the internet C1* *</p> <p>Rule of law Online Safety In App purchases and credit card info C5 **</p> <p>C5b-How can I spend money?</p>	<p>OGg2N9K0jbXpDm K8v- oQXKJg6NDH2mc/e dit?usp=sharing</p> <p>Individual liberty Rule of Law Physical Health P4) Why do some people take drugs? *</p> <p>Physical Health P5) Where should I get my health information? *</p> <p>Online Safety Inaccurate health info L3**</p> <p>Physical Health P6) How do I save a life? *</p> <p>Rule of Law Online Safety OS3) Meeting Strangers **</p>	<p>Individual Liberty Community C7) What does it mean to be British?</p> <p>Online Safety Verifying info online N3**</p> <p>Rule of Law Drugs and Alcohol Drugs-Managing risk-influence and pressure*</p> <p>Rule of Law Drugs and Alcohol Drugs-Managing risk-Drugs, alcohol and the media *</p> <p>Financial Capability C5c How can I earn money?</p>	<p>Growing Up G2) How will my feelings change as I get older?</p> <p>Growing Up G3) How will I stay clean during puberty?</p> <p>Growing Up G4) What is menstruation? CW resource pack 4/Pack 5</p> <p>Mutual respect and tolerance Fr7) How do we reduce sexism?</p> <p>Mutual respect and tolerance C4b) How can we make a positive change in the world?</p>
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		<p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 7: Representation matters</u></p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p><u>Lesson 8: Myth busting anti-racism</u></p>				
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F2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Endpoints:</p> <p>-Pupils can use feeling words to identify how they feel (scared, angry, sad, happy, tired)</p> <p>-Pupils can identify what makes a positive relationship (sharing, kind words)</p> <p>-Pupils can suggest reasons why we need to brush our teeth and sleep well (toothache, teeth falling out, stained teeth, low mood, tired, can't concentrate)</p>	<p>Endpoints:</p> <p>-Pupils can use feeling words to explain how they feel (I feel..../I feel... because...)</p> <p>-Pupils are beginning to build independence (toileting, eating)</p> <p>-Pupils are aware of school rules (don't hurt others, don't run, put your hand up)</p>	<p>Endpoints:</p> <p>-Pupils can identify a goal (count to 20, write my surname)</p> <p>-Pupils can identify behaviour that is not acceptable (pushing people, lying, stealing, kicking)</p> <p>-Pupils can identify ways to keep physically healthy (brushing teeth, eat fruit and veg, stay active)</p>	<p>Endpoints:</p> <p>-Pupils are beginning to work well in small groups/as a class (listening, sharing ideas, taking turns)</p> <p>-Pupils can identify how someone is feeling (scared, angry, sad, happy, tired)</p>	<p>Endpoints:</p> <p>-Pupils can identify healthy and unhealthy food choices (fruit and veg Vs sugary foods)</p> <p>-Pupils are beginning to work more independently (in the provision, when starting tasks)</p>	<p>Endpoints:</p> <p>-Pupils are beginning to focus more when in provision or during learning tasks</p> <p>-Pupils can identify behaviour that is not acceptable and why we have rules (make things fair, keep people safe)</p> <p>-Pupils are showing more resilience (during learning tasks, when learning something new, when</p>

	<p>-Pupils can suggest ways in which they have changed (can walk, feed themselves, can write their name, play with different toys)</p> <p>-Pupils can identify how people are different (gender, hair colour, interests, eye colour)</p> <p>-Pupils can identify ways that their family is the same/different to others (siblings, grandparents, single parent family)</p> <p>-Pupils can discuss people who are special to them (family, friends, teachers)</p>					<p>learning a new skill i.e. zipping up a coat)</p> <p>-Pupils can reflect upon their year and how they have changed (discuss significant events-trips, discuss what they have learnt i.e number bonds)</p> <p>-Pupils can discuss what they are looking forward to (new teacher, new after school clubs)</p> <p>-Pupils can identify people in their family (wider family members- aunts/uncles, immediate family- mum/dad)</p>
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Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Endpoints:</p> <p>-Pupils understand why we need passwords (protect our personal details)</p> <p>-Pupils can identify ways to relax and why it is important (reading, listening to music, de-stress, calming, good for our mental health)</p>	<p>Endpoints:</p> <p>-Pupils understand that there is a difference between the people they know (close friends, friends, acquaintances and strangers)</p>	<p>Endpoints:</p> <p>-Pupils understand that they have a range of emotions that depend on experiences and situations (anger, sad, happy, worry, frustration, tired)</p> <p>-Pupils can identify what makes a balanced diet (give</p>	<p>Endpoints:</p> <p>- Pupils understand that families are made up of a special group of people, which changes gradually over (aunties, uncles, grandparents, cousins)</p> <p>- Pupils understand that I must make sensible decisions when choosing what to do</p>	<p>Endpoints:</p> <p>-Pupils can identify ways to respectfully resolve a dispute (listen, use kind words)</p> <p>-Pupils understand that friends should treat each other fairly and with respect (listen, use</p>	<p>Endpoints:</p> <p>-Pupils can identify a range of feelings and when they have experienced them (anger, sad, happy, worry, frustration, tired)</p> <p>-Pupils understand that there are strangers online and information</p>

	<p>-Pupils can give example of when I need to ask for permission and why it is important (hugging someone, leaving the classroom)</p>	<p>-Pupils understand that active lifestyles including regular exercise can keep our bodies healthier (more energy, stronger muscles, stronger heart)</p> <p>- Pupils understand that we all need to have a healthy balance of online and offline Activities (rest our eyes, fresh air, keep active)</p> <p>-Pupils have an understanding of the terms race and racism (groups we are placed in based on physical characteristics/ person is treated differently because their skin colour/religious beliefs etc)</p>	<p>portions of fruit and veg, eating sugar in moderation)</p> <p>-Pupils understand what the internet is</p> <p>-Pupils can identify different forms of money and how it can be looked after (credit cards, cash, vouchers, bank, money box)</p> <p>-Pupils can identify different sources of money (birthday money, pocket money, income from job)</p>	<p>online (not giving out personal information, not sharing passwords, not being unkind)</p> <p>-Pupils can identify dangers within the home (electrical sockets, sharp knives, open windows, boiling water)</p> <p>-Pupils know what anti-racist mean (pro-actively trying to stop racist behaviour-posters, assemblies, reporting to adults)</p>	<p>kind words, use kind hands, share)</p> <p>-Pupils understand ways to search safely (ask parental permission, age-appropriate searches/apps)</p> <p>-Pupils understand the purpose of drugs and how to keep myself safe (store in a high cupboard, adult supervision, don't share with others, take correct dose)</p> <p>-Pupils understand that some ideas that are shared aren't accurate (only bad people are racist)</p>	<p>that should and shouldn't be shared with them (personal information- passwords, school name, address, full name)</p> <p>-Pupils understand the importance of being kind online (kind words, not spoiling people's games, not sharing passwords)</p> <p>-Pupils can give an example of a stereotype (boys play with cars/girls like pink)</p>
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Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Endpoints:</p> <p>-Pupils understand why we have school rules (keep us safe, make things fair)</p>	<p>Endpoints:</p> <p>-Pupils understand that bullying is hurtful (feeling left out, lonely, sadness, low mood)</p>	<p>Endpoints:</p> <p>-Pupils understand that changes can cause positive /negative emotions (loss, separation, moving schools, new sibling, new house)</p>	<p>Endpoints:</p> <p>- Pupils understand that other people need permission before they can touch us (hugging, kissing, sitting on knees)</p>	<p>Endpoints:</p> <p>-Pupils understand that everything that is put online is not true/inaccurate (fake)</p>	<p>Endpoints:</p> <p>-Pupils know what to do if I see something online that makes me feel uncomfortable (Tell an adult)</p>

	<p>-Pupils can identify different communities and understand that they need to be treated with respect (religious groups, schools, clubs i.e. Beavers)</p> <p>-Pupils understand the importance of not sharing personal information online (Personal information- passwords, school name, address, full name)</p> <p>-Pupils can identify ways of giving consent and not giving consent (Yes! That's fine. No thanks. Not today)</p> <p>-Pupils can identify ways in which to save up (money box, bank account)</p>	<p>-Pupils understand that not everyone acts appropriately online (unkind messages, hacking accounts, inappropriate language)</p> <p>-Pupils understand that money can be spent or saved (piggy bank/bank, savings account)</p> <p>-Pupils understand the difference between wants and needs (want-toys/need-food)</p>	<p>-Pupils can identify different emotions (anger, embarrassment, frustration, worry, anxiety, calm)</p> <p>-Pupils understand that people have responsibilities (going to work, sending children to school, feeding their children, making the bed, picking up litter)</p> <p>-Pupils understand how illness and disease can be prevented (washing hands, catching sneezes, good hygiene, healthy diet)</p>	<p>-Pupils understand that computer viruses can damage Devices (lose information, stop games working)</p> <p>- Pupils understand that certain parts of our bodies are private (Genitalia)</p>	<p>news, fake images, fake facts)</p> <p>-Pupils understand that everyone is different (appearance, culture, religion, families)</p> <p>-Pupils can identify common dangers (roads, electricity, medicines)</p> <p>-Pupils are aware of how to keep myself safe around household products and drugs (locked in a high cupboard, adult supervision, read the instructions)</p> <p>-Pupils understand that racism can be hurtful (feeling left out, low confidence, feeling upset)</p>	<p>-Pupils can identify differences between boys and girls (genitalia, stereotypes)</p> <p>-Pupils can name external genitalia (penis, vagina)</p> <p>-Pupils understand that all families are different (siblings, stepparents, one parent families, grandparents)</p> <p>-Pupils understand that some groups are represented more than other (white British)</p> <p>-Pupils understand that some ideas about groups of people aren't accurate and the impact this might have (stereotypes, prejudice, low aspirations, low self-esteem)</p>
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Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Endpoints:</p> <p>-Pupils understand that some families can change and give reasons why (loss, separation)</p>	<p>Endpoints:</p> <p>-Pupils understand that my actions can affect other people's feelings (low self-esteem,</p>	<p>Endpoints:</p> <p>-Pupils understand the positive impact physical exercise can have (self-</p>	<p>Endpoints:</p> <p>-Pupils can recognise different feelings and when they need support (anger,</p>	<p>Endpoints:</p> <p>-Pupils can recognise how being online can impact our mental well-being (poor mental</p>	<p>Endpoints:</p> <p>-Pupils understand that there are inappropriate materials online (images, websites, songs, videos)</p>

	<p>-Pupils understand that some people online are not trustworthy (lie about age, lie about gender, lie about interests)</p> <p>-Pupils understand that personal information should not be shared online and why (personal information-passwords, school name, address, full name)</p> <p>-Pupils have a more embedded understanding of the terms 'race and racism'. (Groups we are placed in based on physical characteristics/ person is treated differently because their skin colour/religious beliefs etc)</p> <p>-Pupils have a better understanding of the term anti-racist and how it is different to being non-racist (Pro-actively trying to address racism and not ignore it-posters, speaking out, reporting to adults)</p>	<p>loneliness, sadness, high self-esteem, confidence, loved)</p> <p>-Pupils understand that all families are different and the reasons why (siblings, stepparents, one parent families, grandparents)</p>	<p>esteem, mental health, strong muscles, and heart)</p> <p>-Pupils understand the impact smoking, alcohol and drugs can have (low mood, poor health, addiction)</p> <p>-Pupils understand the impact too much screentime can have on my wellbeing (low mood, poor physical health, sore eyes)</p> <p>-Pupils understand that sleep is good for my mental health (rested brain, improved concentration)</p>	<p>sadness, frustration, loneliness, worry, anxiety)</p> <p>-Pupils understand how to behave appropriately online (don't share personal details, don't send unkind messages, ask for adult permission, go on age-appropriate websites and apps, don't send images of others)</p> <p>-Pupils understand what contributes to a healthy lifestyle (reduce screen time, eat healthy foods, exercise, sleep)</p> <p>-Pupils can identify examples of sexism and understand the definition of sexism</p>	<p>health, weight gain, lack of physical activity)</p> <p>-Pupils can identify various ways to prevent illness (washing hands, catching sneezes, medication, good diet)</p> <p>-Pupils know how to keep themselves safe around drugs and household products (locked in a high cupboard, adult supervision, read the instructions, seek doctor's advice)</p> <p>-Pupils know the dangers that taking medicines incorrectly can cause (side effects, illness, mental and physical health)</p>	<p>-Pupils understand that the messages we receive online can come from a variety of sources and that they might not always be reliable/trustworthy (images, websites, songs, videos, YouTube)</p>
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Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand what makes a secure password and the importance of this (random letters and words, symbols, numbers) -Pupils understand that we are all different and this should not inhibit our friendships and how we treat each other (Interest, talents, appearance, families) -Pupils are aware of techniques to resolve disputes (compromise) -Pupils are aware of different strategies they can put in place if they experience low mood (exercise, talking, fresh air, relaxing music) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand why we have laws (fairness, equality, inclusion, safety) -Pupils understand what copyright is and that it can be illegal -Pupils understand who is in their wider community (religion, cultures, sports groups, schools) -Pupil can identify ways in which to make their community a better place to live (Picking up litter, being respectful, being inclusive) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils are becoming more digitally literate (Analysis of headlines, adverts, images) -Pupils understand that not everything online is true, and information needs to be verified (opinions, bias, fake news) -Pupils are beginning to understand what systematic racism is and the impact (prejudice, stereotypes, employment, limit aspirations, isolation) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that we are all different have different abilities and strengths -Pupils understand that there is bias in the media that can be misleading (Inaccurate stories, persuasive) -Pupils understand that some of their views and ideas might be a result of the messages they see and hear (Media/online/ home/peers/ school) -Pupils can identify examples of sexism and understand the definition of sexism and the impact it can have 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that adverts are targeted (age/gender/ web searches/ downloads) -Pupils understand that there are legal and illegal drugs (Paracetamol, Calpol, anti-allergy drugs) -Pupils understand the impact of alcohol, drugs and vaping (low mood, poor health, addiction) -Pupils understand that we make choices about how money is spent (save, budget spend) 	<p>Endpoints:</p> <ul style="list-style-type: none"> -Pupils understand that only females have periods -Pupils are aware of the risks and dangers of smoking and alcohol (low mood, poor health, addiction) -Pupils understands the term community and how to contribute positively (Picking up litter, being respectful, being inclusive) -Pupils understand the different decisions make about spending and strategies they can put in place to budget

Year 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand reasons why people get married (love, culture) -Pupils understand the importance of consent (law, respect) -Pupils can identify information which shouldn't be shared online and understand the consequences of 'oversharing' (risks, digital footprint) -Pupils are aware that social media can put pressure on us (body image/behaviours)	Endpoints: -Pupils can identify the qualities that make a good friend and recognise the importance of 'empathy' -Pupils can identify triggers to their own negative emotions (tiredness, hunger, lessons, noise) -Pupils understand that social media can put pressure on us (jealousy, insecurity) -Pupils understand that images/news can be edited which creates untrustworthy/ false stories (profit)	Endpoints: -Pupils understand that everyone has different views and that doesn't have to impact our friendships negatively -Pupils can identify a name of strategies to manage online abuse (report to a trusted adult, keep evidence, block users, don't retaliate) -Pupils understand that friendships should make us feel positive and we shouldn't feel controlled or manipulated -Pupils understand that the images we see in the media of 'body types' are not always true representations	Endpoints: -Pupils can identify some of the signs of online danger -Pupils understand that our information can be used in different ways (to make money/target adverts) -Pupils understand some of the risks linked to posting images online (images are hard to delete, less control over them) -Pupils can discuss and reflect on how certain events can impact their mental health (divorce, house move, bereavement, illness) -Pupils understand that social media can put	Endpoints: -Pupils understand the importance of a regular balanced diet (more energy, vitamins and minerals, repair muscles) -Pupils understand that online behaviour can impact their physical and mental health (low self-esteem, low mood, isolation, addiction, weight gain) -Pupils can give examples of how to avoid illness (sleep, drugs and alcohol risks, dental hygiene, sun risks)	Endpoints: -Pupils can suggest reasons why people bully and the impact it has (low self-esteem, poor mental health, issues at home, learnt behaviour, peer pressure) -Pupils are more secure analysing digital content (adverts, make comparisons, clickbait, media sources) -Pupils understand why ratings on movies and games are important (stranger contact, violence, sexual

		<p>-Pupils can identify various stereotypes within their community and the impact these can have on our we view and behave towards certain groups (prejudice, limit aspirations, future jobs, isolation, unkindness)</p>	<p>(photoshopping, filters)</p> <p>-Pupils understand the term 'self-esteem' and how what we access online can impact this (social media)</p> <p>-Pupils understand that stereotypes can lead to conscious and unconscious bias (inaccurate views, unfair views, prejudice, stereotypes)</p>	<p>pressure on us and is not always a reflection of reality (jealousy, insecurity)</p> <p>-Pupils understand why it is beneficial to stay calm and demonstrate self-control (feeling of control, people respond better, clearer messages given)</p>	<p>-Pupils understand that they have an identity (genetics, interests, talents, religion)</p> <p>-Pupils understand that the diversity of home lives (religion, culture, same sex parents, single parent family)</p> <p>-Pupils are aware of the risks related to medicines and how these can be controlled (reading labels, high cupboard, correct dosage, seeking medical help)</p> <p>-Pupils understand the appropriate response to racist behaviour and language (report it, don't encourage, challenge, educate)</p> <p>-Pupils understand how money can affect wellbeing</p>	<p>content, inappropriate images and language)</p> <p>-Pupils are aware of what makes drugs legal and how risk can be managed when consuming legal drugs and alcohol (stick to national guidelines, read labels, seek professional advice)</p> <p>-Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour)</p> <p>-Understand that attention online can be positive and negative (online abuse, confidence, self-esteem)</p>
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					(anxiety, worry, joy, overwhelmed)	<p>-Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings)</p> <p>-Pupils are aware of the process of menstruation</p> <p>-Pupils understand the importance of staying clean (regular showers, deodorant)</p>
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Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: <p>-Pupils understand that bias can be misleading (stereotypes, prejudice)</p> <p>-Pupils are aware that stereotypes can be challenged (Films, newspaper, personal views, tv programmes, adverts)</p>	Endpoints: <p>-Pupils can identify the protected characteristics and their purpose (disability/gender)</p> <p>-Pupils understand that social media can expose us to a limited number of views (commercial, ideological, religion)</p>	Endpoints: <p>-Pupils can identify how their behaviour can impact others within their community</p> <p>-Pupils understand that not everyone has the same amount of money or access to employment</p> <p>-Pupils are aware that advertising on the</p>	Endpoints: <p>-Pupils understand why some people take recreational and addictive drugs and the associated risks (peer pressure, self esteem addiction, poor mental and physical health)</p> <p>-Pupils can identify where to find accurate health information in order to</p>	Endpoints: <p>-Pupils can identify reasons why some people flee their countries and choose to live in the UK</p> <p>-Pupils understand that our country is made up of lots of different cultures made up of</p>	Endpoints: <p>-Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour)</p> <p>-Pupils understand the mental changes people go through during puberty</p>

	<p>-Pupils understand that stereotypes in the media can be unfair and can discriminate (bias, prejudice, isolation limit people's careers/aspirations)</p> <p>-Pupils can use language related to gender, sexuality and identity (gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation)</p> <p>-Pupils understand how our actions/use of money can impact the environment (climate change, waste)</p>	<p>-I understand how history impacts us today (women's rights, stereotypes, equal rights)</p> <p>-Pupils can identify what to do if they experience prejudice (report it, don't encourage, challenge, educate)</p> <p>-Pupils know how to challenge bias and how stereotypes can lead to unconscious and conscious bias</p> <p>-Pupils understand how historical context and personal context that make racist jokes/comments particularly offensive</p> <p>-Pupils understand the importance of representation in the media critically evaluating it (religion,</p>	<p>internet allows people to make money (YouTubers)</p> <p>-Pupils understand that in app purchases cost money and the risks (running up large bills)</p> <p>-Pupils can identify how money can be spent (wants, needs, essential, luxuries)</p>	<p>gain accurate and truthful information (NHS, doctors, health visitor)</p> <p>-Pupils understand that not all health information is accurate and can recognise some features of fake news (incorrect spellings, incorrect logos, unrealistic stats)</p> <p>-Pupils know how to respond in an emergency and how to contact the emergency services (Call 999)</p> <p>-Pupils can recognise signs of online danger (abusive messages, unwanted contact)</p>	<p>immigrants who have come to the UK</p> <p>-Pupils understand that information online is not always true and understand there are ways to check validity (check various sources)</p> <p>-Pupils understand that some people experience pressure in relation to drugs and alcohol (peer pressure, social isolation)</p>	<p>(anxiety, hormones, mood swings)</p> <p>-Pupils are aware of the process of menstruation</p> <p>-Pupils understand the importance of staying clean (regular showers, deodorant)</p> <p>-Pupils can identify examples of healthy and unhealthy online attention (online abuse, stranger contact)</p> <p>-Pupils can identify was in which to reduce sexism and the impact this would have (less discrimination, equal opportunities, self-esteem)</p> <p>-Pupils can identify ways to make positive change</p>
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		<p>skin colour, gender, disability)</p> <p>-Pupils understand the impact of racial myths (stereotypes, bias, prejudice, inequality)</p>				<p>(being kind, being inclusive)</p>
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