

RHE 2024-2025 **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	<a href="https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp">https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp</a>
Red Online Safety Learn Sheffield RHE SOW	<a href="https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp">https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp</a>
Red * Online Safety SOW	<a href="https://qrgo.page.link/jwTkA">https://qrgo.page.link/jwTkA</a>
Online Safety - Project Evolve	<a href="#">Sign In to your Account   ProjectEVOLVE</a>
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 <a href="#">Inclusion, belonging &amp; addressing extremism (KS1-2).zip</a>
Anti-racism resources	Anti Racism Education website <a href="#">Who we are — Anti-Racism Education (antiracism.education)</a>
Green Drugs and alcohol PSHE Association	<b>PSHE Association Drugs SOW</b> <a href="#">Drugs and alcohol resources</a>

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

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

	<p>How do humans change as they grow?</p> <p><b>Family</b> Discussing family tree- who is older? Who is the youngest?</p> <p><b>Tolerance and mutual respect</b> <b>Family</b> How are members of your family similar/different?</p> <p><b>Tolerance and mutual respect</b> <b>Family</b> Families – similarities and differences between each other families within the class</p> <p><b>Tolerance and mutual respect</b> <b>Community</b> People who help us/are special to us</p>					<p>What we are looking forward to in Year 1</p> <p><b>Family</b> Who is in my immediate family and extended/wider family</p>
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<p>Year 1</p>	<p>Physical and Mental health H4 – about why sleep is important and different ways to rest and relax *</p> <p><b>Rule of Law</b> Physical health Asking for permission *</p> <p><b>Tolerance and mutual respect</b> <b>Rule of Law</b> Online Safety Project Evolve I can recognise online or offline that anyone can say 'no', 'please stop' 'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. *</p>	<p><b>Friendship</b> Fr1 Who is my Friend?</p> <p>Physical health P1) How do I help my body stay healthy? * <b>CW resource pack-3e</b></p> <p>Online Safety Screen time (L1)*</p> <p><b>Tolerance and mutual respect</b> Racism <b>Lesson 1: Talking about race and racism</b></p> <p>Online Safety Project Evolve I can explain how other people may look and act differently on and offline. *</p>	<p><b>Mental Wellbeing</b> 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 <b>Use the resource from Natwest Money Sense</b> <b>What coins do we use? Where does money come from?</b></p> <p>Financial Capability L13. that money needs to be looked</p>	<p><b>Tolerance and mutual respect</b> Family Fa1) Who's in my family? <b>CW resource pack 3</b></p> <p>Online Safety Choosing what to do online L2* *</p> <p><b>Rule of Law</b> Physical health H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)*</p> <p><b>Rule of Law</b> Physical health H31. that household products (including medicines) can be harmful if not used correctly *</p>	<p><b>Tolerance and mutual respect</b> Friendship Fr2) What makes a good Friend?</p> <p><b>Tolerance and mutual respect</b> Friendship Fr3) Should Friends tell us what to do?</p> <p><b>Tolerance and mutual respect</b> Friendship R9. how to ask for help if a Friend is making them feel unhappy</p> <p>Online Safety Searching safely P3 * *</p> <p><b>Rule of Law</b> Drugs and Alcohol Drugs-Keeping Safe Things that go into and onto our bodies *</p>	<p><b>Mental wellbeing</b> M3) What helps me to be happy?</p> <p><b>Tolerance and mutual respect</b> Online Safety Communicating online **</p> <p><b>Tolerance and mutual respect</b> Online Safety Being kind online S2*</p> <p><b>Rule of Law</b> <b>Tolerance and mutual respect</b> Online Safety Project Evolve I can recognise that information can stay online and could be copied.</p>
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after; different ways of doing this-  
PSHE Association  
Use the resource from Natwest  
Money Sense  
Where can I keep my money safe?

Tolerance and mutual respect  
Racism  
Lesson 2: Defining anti-racism

Tolerance and mutual respect  
Online Safety  
Project Evolve  
I can explain how information put online about someone can last for a long time.

<p>Year 2</p>	<p><b>Rule of Law</b>  Online Safety Passwords C1  **</p> <p><b>Tolerance and mutual respect</b></p> <p><b>Rule of Law</b>  <b>Democracy</b>  Community  C1 How do we make a happy school?</p> <p><b>Tolerance and mutual respect</b></p> <p>Community  C2 Who lives in my neighbourhood? *</p> <p>Online Safety  Os2) Personal information (S1) *</p> <p>Online Safety  Project Evolve  I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p><b>Tolerance and mutual respect</b>  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  <b>Use the resource from Natwest Money Sense Why is it important to save?</b></p> <p>Financial capability  L12. about the difference between needs and wants; that sometimes people may not</p>	<p><b>Tolerance and mutual respect</b>  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><b>Tolerance and mutual respect</b>  Family  Fa3) How should families treat each other?</p> <p><b>Tolerance and mutual respect</b>  <b>Rule of Law</b>  Online Safety  Project Evolve</p>	<p><b>Rule of Law</b>  Family  Fa4) When should I say no? *</p> <p><b>Rule of Law</b>  Family  Fa5) Who owns my body? I do! *</p> <p>Online Safety  Accepting messages C3* *</p> <p>Growing Up  G1) Will I always be a child?</p> <p><b>Tolerance and mutual respect</b>  Community  Inclusion, belonging and addressing extremism  Sameness and difference *</p>	<p>Online Safety  Content Creators N1**  <b>Rule of Law</b>  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><b>Rule of Law</b>  Drugs and Alcohol  Drugs-Keeping Healthy-Medicines *</p> <p><b>Rule of Law</b>  Drugs and Alcohol  Drugs-Keeping Safe-Medicines and Household Products *</p>	<p>Online Safety  Feeling uncomfortable online *  Growing Up  C3) What makes a boy or a girl?</p> <p><b>Tolerance and mutual respect</b>  Family  Fa 6) Are all families the same?</p> <p>Physical health  P3) How do we stop getting ill *</p>
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	<p>Financial capability C4) How do I save up to buy something?</p> <p><b>Tolerance and mutual respect</b></p> <p>Racism <u>Lesson 1: Talking about race and racism-</u> (Recap from Year 1)</p>	<p>always be able to have the things they want-PSHE Association</p> <p><b>Use the resource from Natwest Money Sense Wants and Needs-</b></p> <p><b>Tolerance and mutual respect</b></p> <p>Racism <u>Lesson 2: Defining anti-racism</u> (Recap from Year 1)</p>	<p>I can explain how it makes others feel if I do not ask their permission or ignore their answers before sharing something about them online.*</p> <p><b>Tolerance and mutual respect</b> <b>Rule of Law</b> Online Safety Project Evolve I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. *</p>			
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<p>Year 3</p>	<p><b>Tolerance and mutual respect</b> Friendship What makes a good friend?</p> <p><b>Rule of Law</b> Online Safety Os1) Online strangers (P1) *</p> <p><b>Rule of Law</b> Online Safety Os2) Sharing Online *</p> <p><b>Tolerance and mutual respect</b> Racism <u>Lesson 1: Talking about race and racism</u></p> <p><b>Tolerance and mutual respect</b> Racism <u>Lesson 2: Defining anti-racism</u></p>	<p><b>Tolerance and mutual respect</b> Family Do families always stay the same?</p> <p><b>Tolerance and mutual respect</b> Family Are all families like mine?</p> <p><b>Tolerance and mutual respect</b> Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>Physical Health P1) How do I keep my body healthy? *</p> <p><b>Rule of Law</b> Drugs and Alcohol H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) *</p> <p><b>Rule of Law</b> 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>Mental Wellbeing M1) How do I manage my feelings? Online Safety Os3) Friendship Online (S1) *</p> <p>Physical Health P2) How do I get a healthy diet? *</p> <p><b>Individual Liberty</b> Online Safety Project Evolve I can demonstrate how to make responsible choices about having an online identity, depending on context. *</p>	<p><b>Rule of Law</b> Online Safety Os4) Personal Information (C2) *</p> <p>Physical Health P3) How do I stop getting ill? *</p> <p><b>Rule of Law</b> Drugs and Alcohol H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) *</p> <p><b>Rule of Law</b> Drugs and Alcohol Drugs-Safety rules and risks-Medicines and Household Products *</p>	<p><b>Rule of Law</b> Online Safety Deciding what is appropriate L3 * *</p> <p>Online Safety Suspicious Messages C4 * *</p> <p>Financial Capability How money is used-PSHE Association <b>Use the resource from Natwest Money Sense</b> <b>What affects my choices about money?</b></p>
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			Online Safety ScreenTimeL1**and Sleep L2**			
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<p>Year 4</p>	<p>Online Safety  <b>Passwords C5 * *</b>  <b>Mutual respect and tolerance</b>          Friendships          Are all friends the same?</p> <p><b>Mutual respect and tolerance</b>          Friendships          Are friendships always fun?</p> <p><b>Mutual respect and tolerance</b>          Mental Wellbeing          M2) Are we happy all the time?</p> <p>Online Safety  <b>Project Evolve</b>          I can demonstrate the use of search tools to find and access online context which can be re-used by others.*</p>	<p><b>Mutual respect and tolerance</b>  <b>Democracy</b>  <b>Rule of Law</b>          Community          C1) How do we make the world fair?</p> <p><b>Rule of Law</b>          Online Safety  <b>Copyright C3 *</b></p> <p><b>Mutual respect and tolerance</b>  <b>Individual liberty</b>          Community          C2) Where do you feel like you belong?</p> <p><b>Mutual respect</b>          Community          C3) How can we help the people around us?</p>	<p>Online Safety  <b>Os5) Digital media (N1) *</b></p> <p><b>Mutual respect and tolerance</b>          Racism  <u>Lesson 3: Redefining racism</u></p> <p>Online Safety  <b>Project Evolve</b>          I can explain ways in which someone might change their identity depending on what they are doing online and why.*</p>	<p><b>Mutual respect and tolerance</b>  <b>Individual liberty</b>          Family          Fa3) Are boys and girls the same?          Online Safety  <b>Media Bias N2 **</b></p> <p><b>Mutual respect and tolerance</b>          Racism  <u>Lesson 4: Understanding racial socialisation and stereotypes</u></p> <p><b>Rule of Law</b>          Online Safety  <b>Project Evolve</b>          I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of</p>	<p>Online Safety  <b>Advertising C1 * *</b>  <b>Rule of Law</b></p> <p>Drugs and Alcohol          H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping *</p> <p><b>Rule of Law</b>          Drugs and Alcohol          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          G1) What is a period-CW resource pack 4/pack 5</p> <p><b>Rule of Law</b>          Drugs and Alcohol          Drugs-Safety rules and risks- Alcohol and smoking *</p> <p><b>Tolerance and mutual respect</b>          Community          Inclusion, belonging and addressing extremism.          C4          Belonging to a community *</p> <p>Financial Capability          Making decisions about money- PSHE Association  <b>Use the resource from Natwest Money Sense</b>  <b>How do I plan a simple budget?</b></p>
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those promoting it does not necessarily make it true, fair or perhaps even legal\*.

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Year 5	Mutual respect and tolerance Individual liberty Family	Mutual respect and tolerance Friendship	Mutual respect and tolerance Individual liberty Friendship	Mutual respect and tolerance Rule of Law	Physical Health P2) How can I stay fit and healthy?	Mutual respect and tolerance Friendships

	<p>Why do some people get married?</p> <p><b>Mutual respect and tolerance</b></p> <p>Family</p> <p>Are families ever perfect?</p> <p><b>Rule of Law</b></p> <p>Online Safety</p> <p>Os1) Control and consent (S1) * (discuss digital age of consent)</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can describe ways to increase privacy on apps and services that provide privacy settings.*</p> <p>Financial</p> <p>Capability/Community</p> <p>C5a) Why is money important?</p>	<p>Fr1) What makes a close Friend?</p> <p><b>Mutual respect and tolerance</b></p> <p><b>Individual liberty</b></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><b>Tolerance and mutual respect</b></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><b>Mutual respect and tolerance</b></p> <p><b>Rule of Law</b></p> <p>Online Safety</p> <p>S2 social media and Cyberbullying **</p> <p><b>Mutual respect and tolerance</b></p> <p><b>Individual liberty</b></p> <p>Friendship</p> <p>Should friends tell us what to do?</p> <p><b>Mutual respect and tolerance</b></p> <p>Physical Health</p> <p>P1) Is there such a thing as a perfect body?*</p> <p><b>Individual liberty</b></p> <p>Online Safety</p> <p>Self Esteem L2 **</p>	<p>Online Safety</p> <p>Os3) Meeting strangers online (P4)*</p> <p><b>Rule of law</b></p> <p>Online Safety</p> <p>Os4) Personal Information, terms and conditions</p> <p><b>Mutual respect and tolerance</b></p> <p><b>Rule of Law</b></p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others.*</p> <p>Linked with I can describe how things shared privately online can</p>	<p>Online Safety Digital</p> <p>'5 a day' L4 **</p> <p>Physical Health</p> <p>P3) Can I avoid getting ill?*</p> <p><b>Individual liberty</b></p> <p>Mental Wellbeing</p> <p>M4) Who am I?</p> <p><b>Mutual respect and tolerance</b></p> <p>Family</p> <p>Is there such a thing as a normal family?</p> <p><b>Rule of Law</b></p> <p>Drugs and Alcohol</p> <p>Drugs-Managing Risk-Medicine</p> <p><b>Mutual respect and tolerance</b></p> <p>Racism</p> <p><u>Lesson 6: Being anti-racist in our actions</u></p>	<p>Why are some people unkind?</p> <p>Online Safety</p> <p>Os5) Analysing Digital Media (N1)*</p> <p><b>Rule of Law</b></p> <p>Online Safety</p> <p>Game ratings L6 **</p> <p><b>Rule of Law</b></p> <p>Drugs and Alcohol</p> <p>Drugs- Managing risk *</p> <p>Managing Risk-Medicine</p> <p><b>Rule of Law</b></p> <p>Drugs and Alcohol</p> <p>Drugs and Alcohol and legal drugs *</p> <p>Online Safety Unhealthy Attention P3 **</p> <p>Growing Up</p> <p>G1) How will my body change as I get older?</p>
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			<p><b>Mutual respect and tolerance</b> Racism <b>Lesson 5: Unconscious bias</b></p>	<p>have unintended consequences for others i.e screen grabs</p> <p>Mental Wellbeing M2) Should we be happy all the time?</p> <p><b>Mutual respect and tolerance</b> Online Safety Os8) Does the internet make us happy? (L1)</p> <p><b>Mutual respect and tolerance</b> Mental Wellbeing M3) Why do we argue?</p>	<p>Financial Capability Money and emotional wellbeing-PSHE Association <b>Use the resource from Natwest Money Sense</b> <b>How does money affect my feelings?</b></p>	<p><b>Mutual respect and tolerance</b> Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty?  Growing Up G4) What is menstruation?</p>
Year 6	<p>Online Safety Os6) Bias (N2)*</p> <p><b>Mutual respect and tolerance</b> <b>Individual liberty</b> Friendships What are stereotypes?</p>	<p><b>Mutual respect and tolerance</b> <b>Rule of law</b> Community C1) What is prejudice?</p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science – does not include sexual intercourse)</p>	<p><b>Individual liberty</b> <b>Rule of Law</b> Physical Health P4) Why do some people take drugs? *</p> <p>Physical Health</p>	<p><b>Mutual respect and tolerance</b> Community C6) What makes it feel like we belong?</p> <p><b>Mutual respect and tolerance</b></p>	<p>Growing Up G1) How will my body change as I get older?</p> <p>Online Safety <b>Unhealthy Attention P3 **</b></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>Online Safety Project Evolve I can demonstrate how to make references to and</p>	<p>Mutual respect and tolerance Individual liberty Online Safety Os7) Echo Chambers (N5) *</p> <p>Mutual respect and tolerance Rule of law Community C2) What is the history of prejudice?</p> <p>Mutual respect and tolerance Rule of law Community C3) What should I do if I encounter prejudice?</p> <p>Mutual respect and tolerance Racism <u>Lesson 7: Representation matters</u></p>	<p>Mutual respect and tolerance Community C4a) How can I be a great citizen? 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>Financial Capability/ community C5b-How can I spend money?</p>	<p>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/ community C5c How can I earn money?</p>	<p>Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older?</p> <p>Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation?</p> <p>Mutual respect and tolerance Friends Fr7) How do we reduce sexism?</p> <p>Mutual respect and tolerance Community C4b) How can we make a positive change in the world?</p>
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	acknowledge sources I have used from the internet.	Mutual respect and tolerance Racism <u>Lesson 8: Myth busting anti-racism</u>				
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F2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can use feeling words to identify how they feel (scared, angry, sad, happy, tired)</li> <li>-Pupils can identify what makes a positive relationship (sharing, kind words)</li> <li>-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)</li> <li>-Pupils can suggest ways in which they have changed (can walk, feed themselves, can write their name, play with different toys)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can use feeling words to explain how they feel (I feel..../I feel... because...)</li> <li>-Pupils are beginning to build independence (toileting, eating)</li> <li>-Pupils are aware of school rules (don't hurt others, don't run, put your hand up)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can identify a goal (count to 20, write my surname)</li> <li>-Pupils can identify behaviour that is not acceptable (pushing people, lying, stealing, kicking)</li> <li>-Pupils can identify ways to keep physically healthy (brushing teeth, eat fruit and veg, stay active)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils are beginning to work well in small groups/as a class (listening, sharing ideas, taking turns)</li> <li>-Pupils can identify how someone is feeling (scared, angry, sad, happy, tired)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can identify healthy and unhealthy food choices (fruit and veg Vs sugary foods)</li> <li>-Pupils are beginning to work more independently (in the provision, when starting tasks)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils are beginning to focus more when in provision or during learning tasks</li> <li>-Pupils can identify behaviour that is not acceptable and why we have rules (make things fair, keep people safe)</li> <li>-Pupils are showing more resilience (during learning tasks, when learning something new, when learning a new skill i.e. zipping up a coat)</li> <li>-Pupils can reflect upon their year and how they have changed (discuss significant events-trips,</li> </ul>

	<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>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- aunties/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><b>Endpoints:</b></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>-Pupils can give example of when I need to ask for permission and why it is important (hugging)</p>	<p><b>Endpoints:</b></p> <p>-Pupils understand that there is a difference between the people they know (close friends, friends, acquaintances and strangers)</p> <p>-Pupils understand that active lifestyles including regular exercise can keep our bodies healthier (more energy, stronger)</p>	<p><b>Endpoints:</b></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 portions of fruit and veg, eating sugar in moderation)</p> <p>-Pupils understand what the internet is</p>	<p><b>Endpoints:</b></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 online (not giving out personal information, not sharing passwords, not being unkind)</p>	<p><b>Endpoints:</b></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 kind words, use kind hands, share)</p> <p>-Pupils understand ways to search safely (ask parental permission, age-</p>	<p><b>Endpoints:</b></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 that should and shouldn't be shared with them (personal information- passwords, school name, address, full name)</p>



	<p>someone, leaving the classroom)</p> <p>-Pupils can recognise what giving consent sounds like 'yes', 'ok, 'that's fine'.</p>	<p>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/race etc)</p> <p>-Pupils know that people can act differently online to how they do offline</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>-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>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>-Pupils understand that information put online lasts for a long time, if not forever.</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> <p>-Pupils are beginning to understand that information they put online can be copied (screengrab, print out)</p>
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Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b>Endpoints:</b></p> <p>-Pupils understand why we have school rules (keep us safe, make things fair)</p> <p>-Pupils can identify different communities and</p>	<p><b>Endpoints:</b></p> <p>-Pupils understand that bullying is hurtful (feeling left out, lonely, sadness, low mood)</p>	<p><b>Endpoints:</b></p> <p>-Pupils understand that changes can cause positive /negative emotions (loss, separation, moving schools, new sibling, new house)</p>	<p><b>Endpoints:</b></p> <p>- Pupils understand that other people need permission before they can touch us (hugging, kissing, sitting on knees)</p>	<p><b>Endpoints:</b></p> <p>-Pupils understand that everything that is put online is not true/inaccurate (fake news, fake images, fake facts)</p>	<p><b>Endpoints:</b></p> <p>-Pupils know what to do if I see something online that makes me feel uncomfortable (Tell an adult)</p>

	<p>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 have an understanding go who it is safe to share information with (family members)</p> <p>REVISTED FROM YEAR 1</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/race etc)</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>REVISTED FROM YEAR 1</p> <p>-Pupils know what anti-racist mean (pro-actively trying to stop racist behaviour- posters, assemblies, reporting to adults)</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 the importance of consent and what it sounds like (yes, ok, that's fine, go ahead)</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>-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><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that some families can change and give reasons why (<i>loss, separation</i>)</li> <li>-Pupils understand that some people online are not trustworthy (<i>lie about age, lie about gender, lie about interests</i>)</li> <li>-Pupils understand that personal information should not be shared online and why (<i>personal information-passwords, school name, address, full name</i>)</li> <li>-Pupils have a more embedded understanding of the terms 'race and racism'. (<i>Groups we are placed in based on physical characteristics/ person is treated differently because their skin colour/religious beliefs etc</i>)</li> <li>-Pupils have a better understanding of the term anti-racist and how it is different to being non-racist. Pupils show an understanding of the</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that my actions can affect other people's feelings (<i>low self-esteem, loneliness, sadness, high self-esteem, confidence, loved</i>)</li> <li>-Pupils understand that all families are different and the reasons why (<i>siblings, stepparents, one parent families, grandparents</i>)</li> <li>-Pupils understand that not everyone finds the same things funny (<i>online photos, messages, videos, news stories</i>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand the positive impact physical exercise can have (<i>self-esteem, mental health, strong muscles, and heart</i>)</li> <li>-Pupils understand the impact smoking, alcohol and drugs can have (<i>low mood, poor health, addiction</i>)</li> <li>-Pupils understand the impact too much screentime can have on my wellbeing (<i>low mood, poor physical health, sore eyes</i>)</li> <li>-Pupils understand that sleep is good for my mental health (<i>rested brain, improved concentration</i>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can recognise different feelings and when they need support (<i>anger, sadness, frustration, loneliness, worry, anxiety</i>)</li> <li>-Pupils understand how to behave appropriately online (<i>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</i>)</li> <li>-Pupils understand what contributes to a healthy lifestyle (<i>reduce screen time, eat healthy foods, exercise, sleep</i>)</li> <li>-Pupils can identify examples of sexism and understand the definition of sexism</li> <li>-Pupils understand how to make responsible choices about their online identity (<i>accurate information, private information</i>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can recognise how being online can impact our mental well-being (<i>poor mental health, weight gain, lack of physical activity</i>)</li> <li>-Pupils can identify various ways to prevent illness (<i>washing hands, catching sneezes, medication, good diet</i>)</li> <li>-Pupils know how to keep themselves safe around drugs and household products (<i>locked in a high cupboard, adult supervision, read the instructions, seek doctor's advice</i>)</li> <li>-Pupils know the dangers that taking medicines incorrectly can cause (<i>side effects, illness, mental and physical health</i>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that there are inappropriate materials online (<i>images, websites, songs, videos</i>)</li> <li>-Pupils understand that the messages we receive online can come from a variety of sources and that they might not always be reliable/trustworthy (<i>images, websites, songs, videos, YouTube</i>)</li> </ul>

	impact being anti-racist might have on society (Pro-actively trying to address racism and not ignore it-posters, speaking out, reporting to adults)					
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Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand what makes a secure password and the importance of this (random letters and words, symbols, numbers)</li> <li>-Pupils understand that we are all different and this should not inhibit our friendships and how we treat each other (Interest, talents, appearance, families)</li> <li>-Pupils are aware of techniques to resolve disputes (compromise)</li> <li>-Pupils are aware of different strategies they can put in place if they experience low mood (exercise, talking, fresh air, relaxing music)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand why we have laws (fairness, equality, inclusion, safety)</li> <li>-Pupils understand what copyright is and that it can be illegal</li> <li>-Pupils understand who is in their wider community (religion, cultures, sports groups, schools)</li> <li>-Pupil can identify ways in which to make their community a better place to live (Picking up litter, being respectful, being inclusive)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils are becoming more digitally literate (Analysis of headlines, adverts, images)</li> <li>-Pupils understand that not everything online is true, and information needs to be verified (opinions, bias, fake news)</li> <li>-Pupils are beginning to understand what systematic racism is and the impact (prejudice, stereotypes, employment, limit aspirations, isolation)</li> <li>-Pupils can identify why people might change their identity online (to attract friends, to play certain</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that we are all different have different abilities and strengths</li> <li>-Pupils understand that there is bias in the media that can be misleading (Inaccurate stories, persuasive)</li> <li>-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)</li> <li>-Pupils can identify examples of sexism and stereotypes and understand the impact it can have (self-image,</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that adverts are targeted (age/gender/ web searches/ downloads)</li> <li>-Pupils understand that there are legal and illegal drugs (Paracetamol, Calpol, anti-allergy drugs)</li> <li>-Pupils understand the impact of alcohol, drugs and vaping (low mood, poor health, addiction)</li> <li>-Pupils understand that we make choices about how money is spent (save, budget spend)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that only females have periods</li> <li>-Pupils are aware of the risks and dangers of smoking and alcohol (low mood, poor health, addiction)</li> <li>-Pupils understands the term community and how to contribute positively (Picking up litter, being respectful, being inclusive)</li> <li>-Pupils understand the different decisions make about spending and</li> </ul>

	-Pupils understand how to make accurate searches		age-related games, escapism)	aspirations, self-esteem, prejudice) -Pupils understand the terms racial socialisation and racial stereotypes and the impact the might have (self-image, aspirations, self-esteem, prejudice, discrimination) -Pupils are becoming more competent when analysing digital content (fact option, persuasion, bias)		strategies they can put in place to budget
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Year 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand reasons why people get married (<b>love, culture</b>)</li> <li>-Pupils understand the importance of consent (<b>law, respect</b>)</li> <li>-Pupils can identify information which shouldn't be shared online and understand the consequences of 'oversharing' (<b>risks, digital footprint</b>)</li> <li>-Pupils are aware that social media can put pressure on us (<b>body image/behaviours</b>)</li> <li>-Pupils understand the importance of money (<b>Lifestyle, essential, luxuries, needs and wants, debt, save, spend</b>)</li> <li>-Pupils understand how to increase privacy settings and the importance of this (<b>protect identity, protect information, hacking, fraud, unwanted attention</b>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can identify the qualities that make a good friend and recognise the importance of 'empathy'</li> <li>-Pupils can identify triggers to their own negative emotions (<b>tiredness, hunger, lessons, noise</b>)</li> <li>-Pupils understand that social media can put pressure on us (<b>jealousy, insecurity</b>)</li> <li>-Pupils understand that images/news can be edited which creates untrustworthy/ false stories (<b>profit</b>)</li> <li>-Pupils can identify various stereotypes within their community and the impact these can have on our we view and behave towards certain groups</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand that everyone has different views and that doesn't have to impact our friendships negatively</li> <li>-Pupils can identify a name of strategies to manage online abuse (<b>report to a trusted adult, keep evidence, block users, don't retaliate</b>)</li> <li>-Pupils understand that friendships should make us feel positive and we shouldn't feel controlled or manipulated</li> <li>-Pupils understand that the images we see in the media of 'body types' are not always true representations (<b>photoshopping, filters</b>)</li> <li>-Pupils understand the term 'self-esteem' and how what we access online can impact this (<b>social media</b>)</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can identify some of the signs of online danger</li> <li>-Pupils understand that our information can be used in different ways (<b>to make money/target adverts</b>)</li> <li>-Pupils understand some of the risks linked to posting images online (<b>images are hard to delete, less control over them</b>)</li> <li>-Pupils can discuss and reflect on how certain events can impact their mental health (<b>divorce, house move, bereavement, illness</b>)</li> <li>-Pupils understand that social media can put pressure on us and is not always a reflection of reality (<b>jealousy, insecurity</b>)</li> <li>-Pupils understand why it is beneficial to stay calm and demonstrate self-</li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils understand the importance of a regular balanced diet (<b>more energy, vitamins and minerals, repair muscles</b>)</li> <li>-Pupils understand that online behaviour can impact their physical and mental health (<b>low self-esteem, low mood, isolation, addiction, weight gain</b>)</li> <li>-Pupils can give examples of how to avoid illness (<b>sleep, drugs and alcohol risks, dental hygiene, sun risks</b>)</li> <li>-Pupils understand that they have an identity (<b>genetics, interests, talents, religion</b>)</li> <li>-Pupils understand that the diversity of home lives (<b>religion,</b></li> </ul>	<p><b>Endpoints:</b></p> <ul style="list-style-type: none"> <li>-Pupils can suggest reasons why people bully and the impact it has (<b>low self-esteem, poor mental health, issues at home, learnt behaviour, peer pressure</b>)</li> <li>-Pupils are more secure analysing digital content (<b>adverts, make comparisons, clickbait, media sources</b>)</li> <li>-Pupils understand why ratings on movies and games are important (<b>stranger contact, violence, sexual content, inappropriate images and language</b>)</li> <li>-Pupils are aware of what makes drugs legal and</li> </ul>
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		<p>(prejudice, limit aspirations, future jobs, isolation, unkindness)</p>	<p>-Pupils understand that stereotypes can lead to conscious and unconscious bias (inaccurate views, unfair views, prejudice, stereotypes)</p>	<p>control (feeling of control, people respond better, clearer messages given)</p> <p>-Pupils understand the term 'discrimination', can give examples and describe the impact</p> <p>-Pupils understand the impact sharing and taking images can have on themselves and others (reputation, embarrassment)</p>	<p>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 (anxiety, worry, joy, overwhelmed)</p>	<p>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> <p>-Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings)</p>
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						<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
	<p><b>Endpoints:</b></p> <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> <p>-Pupils understand that stereotypes in the media can be unfair and can</p>	<p><b>Endpoints:</b></p> <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>	<p><b>Endpoints:</b></p> <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 internet allows people to</p>	<p><b>Endpoints:</b></p> <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 gain accurate and truthful</p>	<p><b>Endpoints:</b></p> <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 immigrants who have come to the UK</p>	<p><b>Endpoints:</b></p> <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 (anxiety, hormones, mood swings)</p>



	<p>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>-Pupils can make references to acknowledge sources</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, skin colour, gender, disability)</p>	<p>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>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>-Pupils understand the term 'discrimination', can give examples, describe the impact and discuss how to prevent it</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>-Pupils can identify ways to earn money (pocket money, chores)</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 (being kind, being inclusive)</p>
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		<p>-Pupils understand the impact of racial myths (stereotypes, bias, prejudice, inequality)</p>				
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