



Personal, Social, Health and Economic Education 2023 - 2024

Curriculum Intent Statement

At Wroughton Academies, the PSHE subjects are put into units which are the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, economic wellbeing and the world of work and career choices. Teaching about mental wellbeing is central to these subjects. All of this content should support the wider work of Wroughton in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

During key stage 1 pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will begin to take an active part in the life of their school and its neighbourhood.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they will face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

ELGs related to Subject and Topics

Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Families and friendships Safe relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • About the roles of different people in families • About feeling cared for within families • About the importance of telling someone if they are worried about something in their family. <p>Safe relationships (con)</p> <ul style="list-style-type: none"> • About other people’s feelings • About what it means to keep something private, including parts of the body. 	<p>What children will be able to do</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • Talk about people in their family • Identify ways which people show they care. <p>Safe relationships</p> <p>Talk about things that make people happy, sad, angry, frustrated, proud, Sing the pantasaurus song</p>	Families and friendships Safe Relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> • About how to make friends • What causes arguments • To recognise when and how to ask for help from trusted adults. <p>Safe relationships</p> <ul style="list-style-type: none"> • How to recognise and what to do about hurtful behaviour, including online. 	<p>What children will be able to do</p> <p>Families and Friendships</p> <p>They will role play: inviting people to play, sharing, asking for help, positively resolve arguments with friends. List their trusted adults.</p> <p>Safe relationships</p> <p>They will know how to ask for help from trusted adults. Role play saying no and asking for help.</p>
	HT2	Safe relationships (continued) Respecting ourselves and others	<p>What children will learn:</p> <p>Safe relationships (con)</p> <ul style="list-style-type: none"> • About seeking permission to touch others (eg tickling,) 	<p>What children will be able to do</p> <p>Safe relationships (con)</p> <p>Role play asking to hold someone’s hand and tickling with the answer being no. Role playing telling an adult about</p>	Safe relationships (continued) Respecting ourselves and others	<p>What children will learn:</p> <p>Safe relationships (con)</p> <ul style="list-style-type: none"> • The importance of resisting pressure from peers • To know the difference between 	<p>What children will be able to do</p> <p>Safe relationships (con)</p> <p>They will identify hurtful behaviour and differentiate this from bullying. They will know what to do about hurtful behaviour and bullying.</p>

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • About how behaviour affects others • About being polite and respectful • About taking turns • About class rules 	<p>something someone is worried about.</p> <p>Respecting ourselves and others</p> <p>Give examples of what is kind and unkind behaviour. Role play telling someone to stop. Tell us what the school golden rules are and why we have them.</p>		<p>happy surprises and harmful secrets.</p> <ul style="list-style-type: none"> • Identify bullying and what to do. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • About how friends can have similarities and differences. • How to share ideas and respect other's opinions/cultures 	<p>Respecting ourselves and others</p> <p>Role play working cooperatively. Identify similarities and differences between them and their peers. Explain/role play how to respond when someone has a differing opinion.</p>
Spring	HT3	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About what rules are • About caring for others' needs • About looking after the environment <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About why people use the internet 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Talk about why rules are important</p> <p>Identify own and others needs in pictures eg. Babies, refugees, Identify ways of looking after Gorleston beach and the park.</p> <p>Media literacy and Digital resilience</p> <p>Draw pictures of why people use the internet (eg. To find out information about things like animals, games, buy things)</p>	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About different rights and responsibilities • How people help others who live in our community <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • To know ways which people can use the internet. • To know that some content on the internet is for entertainment and other content is factual. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Identify charities that work in Gorleston and how they help people, and how they can help people in our school community.</p> <p>Media literacy and Digital resilience</p> <p>Identify factual or entertaining content. Know how people access the internet.</p>

	HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About why people use the internet • About communicating online safely <p>Money and Work</p> <ul style="list-style-type: none"> • About own strengths and interests • About jobs in the community 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Talk about the need for an adult to supervise them when on devices, and talking to an adult if you they see something that worries them or makes them feel uncomfortable.</p> <p>Money and Work</p> <p>Draw people at work and their jobs.</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • To know what to do if they find content that makes them scared, worried, feel uncomfortable or unhappy. <p>Money and Work</p> <ul style="list-style-type: none"> • About what money is and different forms of paying • Recognise the difference between needs and wants and prioritising where money is spent. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Role play talking to a trusted adult and the need to not show other children.</p> <p>Money and Work</p> <p>Identify different ways to buy things (including online and risk of scams). What to do with money and choose the right things to buy. Sort needs and wants.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • What is means to be healthy and why • About basic hygiene routines • About people who help us stay healthy <p>Growing and changing</p> <ul style="list-style-type: none"> • To recognise own strengths, likes, dislikes, achievements, 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Use pictures to explain what being healthy looks like and why it is important. Make a collage to explain how to stay safe in the sun. Make figures and talk about people who help us stay healthy.</p> <p>Growing and changing</p> <p>They will list things they are good at, things they dislike and how these things are the same or</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About routines for maintaining good physical and mental health <p>Growing and changing</p> <ul style="list-style-type: none"> • About the human life cycle 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>They will know about dental health, vaccines, sleep and rest importance, ways to feel good, calm down or change their mood. Ways to help manage feelings associated with change, loss and bereavement.</p> <p>Growing and changing</p> <p>Label parts of the body Explain the life cycle of the body and how as</p>

			<ul style="list-style-type: none"> To understand how they are the same and different to others. 	different to other people.		<ul style="list-style-type: none"> Name body parts (penis and vagina) 	people grow older, their feelings, opportunities and responsibilities change.
HT6	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> To recognise feelings in themselves and others. <p>Keeping safe</p> <ul style="list-style-type: none"> To know why we have rules To know who they can tell if they are unhappy, worried, uncomfortable or scared 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>They will talk about people's feelings and how to recognise them in other people. Discuss different behaviours and how they reflect feelings.</p> <p>Keeping safe</p> <p>They will be able to talk about rules they have at home and school. They will list their trusted adults.</p>	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About preparing to move to key stage 2 <p>Keeping safe</p> <ul style="list-style-type: none"> Recognise risks and keep themselves safe at home and the local environment. To call 999 in an emergency 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Write a letter to their new teacher telling them about themselves. They will identify goals for y3 and achievements in y2.</p> <p>Keeping safe</p> <p>Recognise risks at home, in the park and on the beach. Identify unsafe situations eg roads. Role play calling 999 and what to say.</p>	

		Topic	Year 3		Topic	Year 4	
Autumn	HT1	Families and friendships Safe relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> Recognise that there are different types of families. Families provide support, stability and love. Identify if/when something in a family might upset/worry someone. What to do if family relationships are making them worried, feel unsafe or uncomfortable. Safe relationships <ul style="list-style-type: none"> About what is appropriate to say/share with friends, including online About staying safe online 	What children will be able to do Families and Friendships Identify different family types and respect family choices. Identify ways that people show they love/care/support each other, as well as identify things that might make someone worried. Talk through what to do and the need to tell trusted adults if they feel unhappy/unsafe/uncomfortable Safe relationships They will explain what is ok to say/share online and what isn't, and what to do if this happens. Explain what basic strategies (eg passwords, adult supervision, etc) to use when online. Identify racist/online bullying behaviour.	Families and friendships Safe Relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About features of positive, healthy relationships and friendships. About knowing someone online differs from face-to-face and the risks involved. Safe relationships <ul style="list-style-type: none"> About the differences between playful teasing, hurtful behaviour and bullying. 	What children will be able to do Families and Friendships Explain what a positive, healthy relationship, family and friendship looks like. Role play building positive friendships in person. Explain the dangers of communication with strangers online. Safe relationships They will identify the differences between playful teasing, hurtful behaviour and bullying from scenarios.
	HT2	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (con) <ul style="list-style-type: none"> About staying safe online 	What children will be able to do Safe relationships (con) Explain similarities and differences face-to-face and online. Explain effects and	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (con) <ul style="list-style-type: none"> About dares and peer pressure About risks online and reporting concerns About online bullying 	What children will be able to do Safe relationships (con) Role play saying no to peer pressure to do dares that are dangerous, inappropriate or dares

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About respectful behaviours About polite behaviours 	<p>consequences of online bullying.</p> <p>Respecting ourselves and others</p> <p>Show respectful responses in the classroom, playground and in the community. Show how to treat other people in the wider community/cultures.</p>		<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About differences between people About the importance of respecting and including everyone of every faith, race, gender, age, etc. 	<p>they don't want to do. Role play telling a trusted adult. Explain how to report concerns online. Compare bullying to bullying online</p> <p>Respecting ourselves and others</p> <p>Explain differences like gender, faith, race and explain similarities and differences between themselves and others. List ways to show respect to people.</p>
Spring	HT3	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> About rules and laws and what happens if they are broken About human rights, and that every right has a responsibility. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> About how to use the internet responsibly. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Explain the consequences of not following our golden rules or the law. Identify basic human rights and responsibilities.</p> <p>Media literacy and Digital resilience</p> <p>Explain the need to balance time on the internet with other hobbies. Identify age ratings of games. Discuss how to report things online and tell a trusted adult.</p>	<p>Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> About the meaning and benefits of living in a community About how to show compassion and help others in need. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> About how organisations use personal information 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Identify groups that work and volunteer in our community and reflect on what they as individuals do to support our local community.</p> <p>Media literacy and Digital resilience</p> <p>Match personal information to the advert, explain why organisations do this and what affect this might have on people.</p>

	HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> How to recognise if something online is true or fake <p>Money and Work</p> <ul style="list-style-type: none"> Jobs in different sectors Common misconceptions and stereotypes in the work place. Skills needed to do jobs 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Identify true and fake stories, pictures/photos, information texts. Compare them to other examples to check for accuracy/facts.</p> <p>Money and Work</p> <p>List jobs and misconceptions/ stereotypes relating to them. Set goals. List job skills/attitudes needed.</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> About how search results are ordered according to popularity and how this effects what people see. <p>Money and Work</p> <ul style="list-style-type: none"> How to keep track of spending/ budgets. How people spend money has positive and negative affects on themselves and others. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Search the internet and compare results. Discuss why results are ordered in this way.</p> <p>Money and Work</p> <p>Compare spending and budgeting and explain why it is important to keep track of how much is being spent. Explain different ways to pay for things.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> About healthy and unhealthy choices <p>Growing and changing</p> <ul style="list-style-type: none"> That everyone is an individual and has unique and valuable contributions 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Identify habits that are healthy and unhealthy (food, sleep, exercise), explain what might negatively influence unhealthy choices, identify the impact of making healthy/ unhealthy choices</p> <p>Growing and changing</p> <p>Explain basic strategies to manage and reframe setbacks. Explain what to do if things do not go to plan/are challenging.</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> About a wide range of factors what maintain a balanced, healthy lifestyle. About good physical and dental health <p>Growing and changing</p> <ul style="list-style-type: none"> About the physical and emotional changes during puberty. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Explain what good physical health means and how to recognised early signs of physical illness. Explain what to do if someone is unwell – doctor, 111, 999, pharmacy. Effects of foods, drinks and lack dental hygiene on teeth.</p> <p>Growing and changing</p> <p>Explain key facts about puberty including the menstrual cycleHow to discuss the challenges of</p>

			<ul style="list-style-type: none"> About common challenges to self-worth 				puberty with a trusted adult.
HT6	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About strengths and weaknesses and that they form part of a person's identity. <p>Keeping safe</p> <ul style="list-style-type: none"> About predicting, assessing and managing hazards at home, school, local environment and everyday situations 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Identify own strengths and interests and what they are proud of.</p> <p>Keeping safe</p> <p>Predict hazards walking to and from school, the beach, shopping, fireworks night, railways, etc. and explain how to minimise the risks.</p>	Growing and changing (continued) Keeping safe	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> Importance of personal hygiene. <p>Keeping safe</p> <ul style="list-style-type: none"> About medicines and the effects related to them. 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Identify how to look after personal hygiene.</p> <p>Keeping safe</p> <p>They will list household medicines and drugs (cigarettes, vaping, alcohol) and the benefits and long term risks of taking them.</p>	

		Topic	Year 5		Topic	Year 6	
Autumn	HT1	Families and friendships Safe relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About peer influence About positive relationship behaviour About talking with a trusted adult and positively resolving disputes. Safe relationships <ul style="list-style-type: none"> About physical contact How to respond to wanted/unwanted physical contact 	What children will be able to do Families and Friendships Discuss what peer influence is, explain what positive relationships look like as well as negative. Identify our trusted adults and role play conflict-resolution. Safe relationships Identify which physical contact is wanted/unwanted acceptable and unacceptable. Explain how to respond to different types of contact, and feelings related. Explain the importance of telling a trusted adult.	Families and friendships Safe Relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> What it means to be attracted to someone and different kinds of loving relationships. About ways in which couples show their love and commitment to one another. That people have a right to choose who they marry on whether they get married. Safe relationships <ul style="list-style-type: none"> To compare the features of healthy and unhealthy friendships. Strategies to respond to pressure from friends, including online. 	What children will be able to do Families and Friendships Explain ways in which people show each other they love each other, what positive relationships are and the qualities of healthy relationships. Explain that to force anyone into marriage is illegal and explain where to report forced marriage or ask for help if they're worried. Safe relationships Explain the features of healthy and unhealthy friendships. Pressure from other people. Explain strategies to respond to pressure from other friends, online and in person.
	HT2	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (con) What to do about secrets that make them feel uncomfortable or worried	What children will be able to do Safe relationships (con) Identify acceptable secrets (eg surprise party) and unacceptable secrets. Explain what they would do if they were asked to keep a	Safe relationships (continued) Respecting ourselves and others	What children will learn: Safe relationships (con) About how to assess the risk of different online challenges and dares.	What children will be able to do Safe relationships (con) Explain what to do about challenges and dares. Explain what to do if someone does something that makes him feel worried or uncomfortable.

			<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Recognise prejudice and discrimination • Know that everyday should be included and treated fairly/equally. • Identify bullying/harassment online 	<p>secret (tell a trusted adult)</p> <p>Respecting ourselves and others</p> <p>Explain the importance of listening and responding respectfully to a wide range of people including groups who have beliefs different to their own. Define prejudice and discrimination. Explain why it is important to treat people fairly/equally.</p>		<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • About how to be a positive role model. • About how to discuss issues respectfully and listen to other people's point of view. • About how to constructively challenge points of view they disagree with. 	<p>Respecting ourselves and others</p> <p>Explain how to discuss issues respectfully and listen to other points of view without interrupting, and how to then constructively challenge points. Explain ways to participate effectively in discussions online and manage conflict or disagreements.</p>
Spring	HT3	Belonging to a community Media literacy and Digital resilience	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About the importance of protecting the local environment. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • To assess whether content online is fact, opinion or biased • How to assess whether content is reliable or promotes stereotypes. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Explain how resources are allocated and the importance of protecting the environment. Explain how everyday actions can either support or damage it.</p> <p>Media literacy and Digital resilience</p> <p>Identify different types of media and their different purposes. Assess whether content online is fact, opinion or bias.</p>	Belonging to a community Media literacy and Digital resilience	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • To differentiate between prejudice and discrimination. • About acts of discrimination. • About strategies to safely respond to and challenge discrimination. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Define prejudice and discrimination in differentiate between them. List Acts of discrimination. Explain how to recognise stereotypes in different contexts. Explain how stereotypes are perpetuate it and how to challenge stereotypical behaviour.</p>

						<p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About the benefits of safe Internet. • About how and why images online might be manipulated, altered or faked. • About why people choose to communicate through social media and some other risks and challenges of doing so. 	<p>Media literacy and Digital resilience</p> <p>Explain how and why images online might be manipulated, alt or faked. And to recognise when images might have been altered. Explain why people choose to communicate through social media and that they have age restrictions and regulations for use to help keep people safe. Explain about sharing things online, including rules and laws relating to sharing. Content. Explain who our trusted adults are, as well as how to report inappropriate online contact or content.</p>
HT4	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • How to recognise unsafe or suspicious content online. <p>Money and Work</p> <ul style="list-style-type: none"> • To identify jobs they might like to do in the future. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Recognise unsafe or suspicious content online by looking for clues within the text.</p> <p>Money and Work</p> <p>Explain what might influence a person's decision about a career or a job, including pay, working conditions,</p>	Media literacy and Digital resilience (continued) Money and Work	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • About how online content can be designed to manipulate people's emotions. • About how to recognise what is appropriate to share online. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Explain. What children can share online and making sure that. Personal information is not included. Explain how 'trolls' can manipulate people's emotions. Explain how some people encourage people to read or share things on the Internet.</p>	

			<ul style="list-style-type: none"> • How or why someone might choose a certain career. • About stereotyping in the workplace, its impact and how to challenge it. 	<p>personal interests, strengths and qualities, family and values.</p> <p>Explain that there are varieties of routes into work, for example, college apprenticeships, university training.</p>		<ul style="list-style-type: none"> • About how to report inappropriate online contact or content. <p>Money and Work</p> <ul style="list-style-type: none"> • About the role that money plays in peoples lives. • About how companies encourage cross customers to buy things. • About how having or not having money can impact on a person's emotions, health and well-being. 	<p>Money and Work</p> <p>Explain if something is value for money purchase it. Explain about how having savings/deby might impact on a person's emotions, health and well-being. Explain the common risks associated with money, including debt fraud and gambling. Explain how money can be gained or loss, for example through scams, gamblin. Explain how to get help if they are concerned about gambling or other financial risks.</p>
Summer	HT5	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About sleep and sleep strategies. • Benefits of being outdoors. About managing risk in relation to sun exposure. • About bacteria and viruses which can affect health and how to prevent the spread. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Create a good sleep routine. Explain different ways to minimise sun exposure to skin. Explain the and recognise the shared responsibility of keeping a clean environment and everyday hygiene routines.</p>	Physical health and Mental wellbeing Growing and changing	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • That mental health is just as important as physical health and both need looking after. • How negative experiences such as bullying or feeling lonely can affect mental well-being. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Identify positive strategies for managing feelings. Explain how people affected by mental ill health. Can be resolved with help and support. Identify how to ask for help and support with loss, grief, or other aspects of change or Ill mental health. Explain what to do if they are</p>

			<p>Growing and changing</p> <ul style="list-style-type: none"> • About how to boost mood and improve emotional well-being. • About personal identity and what contributes to it. • 	<p>Growing and changing</p> <p>They will explain what personal identity is, including race, sex, gender, family, faith, culture, hobbies, likes and dislikes. Explain that for some people, their gender identity does not come correspond with their biological sex.</p> <p>Explain how to recognise, respect and express our individual, individuality and personal. qualities</p>		<ul style="list-style-type: none"> • The importance of asking support from a trusted adult. <p>Growing and changing</p> <ul style="list-style-type: none"> • To recognise some of the changes and choices they make as they grow up • About what independence might be like. • About how relationships may change as they grow up. 	<p>frightened or worried about something that they have seen or experienced.</p> <p>Growing and changing</p> <p>Explain about what being more independent look might look like, including how it might feel. Explain how relationships might change as we grow up. Identify the links between love committed relationships and growing up. Explain that one choice that people might make is to have a baby, and what the responsibilities of being a parent or carer are.</p>
HT6	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> • About puberty and changes. <p>Keeping safe</p> <ul style="list-style-type: none"> • About when situations are becoming risky, unsafe, or an emergency. • About positive risk taking and dangerous behaviour. • How to respond and emergency, including 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Explain changes during puberty including menstruation.</p> <p>Keeping safe</p> <p>Compare when situations are becoming risky unsafe or an emergency. Identify. Occasions which are positive risk taking and dangerous behaviour. Explain how to deal with common injuries. Explain how to respond in an</p>	<p>Growing and changing (continued)</p> <p>Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> • About how to manage times of change and transition. • About puberty. 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Explain how they will be going to. Their new high school. Discuss how the school day might be different to primary school. Identify positives of moving to high school. Explain changes which happen during puberty.</p>	

			<p>first aid and when to contact emergency services.</p>	<p>emergency, including dialling 999.</p>		<p>Keeping safe</p> <ul style="list-style-type: none"> • Strategies for dealing with requests of personal information or images of themselves. • How to report the misuse of personal information or sharing of upsetting content or images online. • About laws relating to drugs common to everyday life. Including nicotine, alcohol, iMessage, medicines. 	<p>Keeping safe</p> <p>Explain how to protect personal information online and how to speak to a trusted adult if requests are made. Explain what to do if they if they take share or come across an image where you which may upset, hurt or embarrass them or others. Explain what the risks and effects of different drugs are. Explain why people choose to use or not use drugs, including nicotine, alcohol and medicines.</p>
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