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| Autumn 2 | <p>B. Mental Wellbeing Mental Health</p> <p>Online relationships</p> <p>Internet safety and harms</p> | <p>I can practice some more sustained mindfulness in a focused way I can identify choices that I might make when there is change in my life I can plan things that I can do to help me feel better if I am finding life hard I can describe the importance of expressing emotions I can explain that my mental wellbeing is as important as my physical health</p> <p>I can recognise the dangers of speaking to people online when we don't know who they definitely are I know to keep my personal information private from people online and in person</p> <p>I understand that there is a consequence to my online actions I understand what bullying looks like in real life and online</p> | <p>I can discuss the challenges of making choices I can describe how times of change can be difficult I can plan ways to support my peers and self in times of need and develop resilience I can discuss when emotions relate to real life situations I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests) I can explore emotions that are multifaceted with intention and outcome</p> <p>I can critically consider my online friendships (including apps) and if there are risks associated to these I recognise risks, harmful content and behaviour online from other people and where to seek help</p> <p>I can recognise that things I share online leave a digital footprint I can discuss how cyber bullying (and other forms of bullying) has a negative and often long lasting effect on wellbeing</p> |
| Spring 1 | <p>B. Mental Wellbeing Drugs, alcohol and tobacco</p> <p>Healthy eating</p> | <p>I can identify the importance of looking after my body through healthy lifestyles (Y3 Alive and Kicking)</p> <p>I can describe the nutrition of a healthy diet including the balanced plate I know how to plan a healthy meal</p> | <p>I can explain how legal and illegal harmful substances can affect humans and their associated risks I can identify who to access support from if me or someone I know has issues with drugs I can discuss why certain foods are unhealthy due to their calories and other nutritional information such as fat, sugars and salt I can identify the risks associated with an unhealthy eating and other behaviours</p> |
| Spring 2 | <p>B. Mental Wellbeing Physical fitness and health (taught mostly through PE) Changing adolescent body</p> <p>Basic first aid</p> <p>Health and prevention</p> | <p>I can record how active I am each week and recognise if this is healthy or unhealthy</p> <p>I know how to react if someone is hurt or ill</p> <p>I practice daily good hygiene (dental and body) and understand how germs can be spread I can recognise when someone might not be as healthy by some of the changes that may take place to their body</p> | <p>I can explain why regular, safe exercise is good for fitness and health, and risks associated with an inactive lifestyle I can identify changes in my body that happen in puberty I can recognise that my emotions may also change in relation to my changing body</p> <p>I know how to administer basic first aid including common injuries or head injuries</p> <p>I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important I can discuss how factors such as sun damage, lack of sleep or illnesses can have short and long term effects on our bodies</p> |

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| Summer 2 | <p>C: Living in the Wider World Roles and Responsibilities</p> <p>Money and finance</p> | <p>I can consider the different pathways that people might take in life I can explain how good values and behaviors can make someone a positive person or hero I can discuss the idea of 'personal strengths' and 'equal rights' and what these mean</p> <p>I can discuss how money is earned and spent I can reflect on why I may not be able to afford to buy certain things with a given amount of money I have aspirations for how I will work in the future and how this will affect my economic wellbeing</p> | <p>I understand that it is important to behave responsibly and how the consequences of people's behaviours can affect others I can identify organisations in communities and the wider world that help people with their rights I understand the concepts of anarchy, democracy, and monarchy in society I recognise how money works in society and how it can sometimes affect a society I can consider effective budgeting and choices when considering spending money I can discuss financial terms such as loan, interest, tax and discount</p> |
| Summer 2 | <p>C: Living in the Wider World Communities</p> <p>Discrimination and Diversity</p> | <p>I can identify my personal community I can discuss the importance of being connected to others and how this can support them I can explore cultural connectedness and identify I know how to treat people the way we expect to be treated, with respect, including those in positions of authority</p> <p>I can identify what makes me unique I can recognise that all people are equal, regardless of gender, race and life choices</p> | <p>I am aware of what anti-social behaviour means and its effect in the community I can plan ways in which to actively help an identified community I can reflect on making a positive difference or change in my school and local community I can consider how to create change locally, nationally or globally using words and actions to address global issues I can celebrate differences between my uniqueness and others I can use the words 'discrimination' and 'stereotype' when discussing scenarios about people and life</p> |