



**Healthy Schools Partnership**

**London Borough of Southwark**

# **A PSHE and Wellbeing Curriculum Framework for Primary Schools**

**September 2015**

## Introduction

This document provides a curriculum framework for school and curriculum leaders for the delivery PSHE & Wellbeing education, an education that is relevant and necessary for today's learners in the 21st century. The framework supports schools in fulfilling the statutory obligations of supporting pupil wellbeing and is fully aligned to the new Ofsted framework (Sep 15) as well as to national curriculum themes – personal development, health & safety, emotional health, anti-bullying, behaviour & welfare, Citizenship, British values and Social, Moral, Spiritual, Cultural education (SMSC including inclusion & equalities).

This curriculum is not fixed, it is evolving and ephemeral; it is designed for curriculum leaders and teachers to amend, change and add to, in ensuring it matches the real and actual needs of all pupils and children and young people (C&YP). It also contributes to your school achieving the Healthy Schools London award.

## Learning Partnership

This curriculum has been developed with support from: PSHE, Wellbeing & Healthy Lives Strategy Group, PSHE and Citizenship subject networks, LA's CPD Team, Public Health, Community Safety Team and Road Safety Teams.

Thank you specifically to the London Tri-borough for commissioning the basis of this work (led by the Health Education Partnership) and sharing its development at key stages with professional colleagues. Thank you also to PSHE, Citizenship and healthy schools colleagues locally and nationally as well as to the The Brook, Sex Education Forum, National Health Education Group, National PSE Association for Advisors, Inspectors & Consultants, Health Education Partnership and PSHE Association. Finally, many thanks to all the learners and C&YP who have kindly contributed to this new PSHE curriculum over the past few years.

## Overview

The framework is based upon the PSHE Association's new Programme of Study (PoS), Oct 14 ([www.pshe-association.org.uk/resources](http://www.pshe-association.org.uk/resources)). Please use this document in conjunction with this new PoS. There are three core themes within which there will be broad overlap and flexibility for teaching staff:

### 1) Health and wellbeing

### 2) Relationships

### 3) Living in the Wider World

PSHE, Science, PE & sport, DT and safeguarding leads could work together to design the most effective PSHE curriculum model to meet the needs of all their students. There are opportunities to link with other subjects including English, Geography, History, Food Technology, DT, RE & Drama.

## Attainment targets

There are no attainment targets for PSHE education. Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process. These are available via the following hyperlinks:

- [End of Key Stages 1 and 2](#) (Combined with Citizenship)
- End of Key Stage 3 [Economic Wellbeing](#) and [Personal Wellbeing](#)
- End of Key Stage 4 [Economic Wellbeing](#) and [Personal Wellbeing](#)

## Science Curriculum & SRE

Statutory sex education, as part of Sex & Relationships Education, falls within the Science Orders – best practice suggests to include SRE as part of the school's Science, teaching and learning (T&L) and assessment policies. Included in this framework and map are explicit links to the Science curriculum.

For example, human lifecycles and plant & animal reproduction in science are not explicitly highlighted until year 5, but in PSHE in year 3, both in keystage two. The new curriculum is flexible and teachers are able to teach the curriculum in any year within the keystage, so human lifecycles and plant & animal reproduction in science could be taught in year 3, for example. Meeting the needs of the pupils is the main priority. The Science curriculum is highlighted in *italics*.

## PSHE and Safeguarding

The link below to an article from Janet Palmer HMI - The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015 – highlights the links between PSHE, Citizenship and SMSC and overall effectiveness as well as content from the School Inspection Handbook including: keeping children safe from radicalisation and extremism, child sexual exploitation (CSE) and trafficking, FGM, amongst other things, as well as promoting fundamental British values. [www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=587](http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=587)

## Social and Emotional Learning Programmes

All schools in Southwark have free access to the new SEAL website (April 2015-March 2016), register at <http://www.sealcommunity.org/>

The development and practice of Knowledge, Skills, Values, SMSC and Attitudes based within a spiral curriculum is another feature of the framework – topics are revisited and built on developmentally.

## Education Endowment Foundation

To access up to date educational research and learn more about effective interventions that do make a positive impact, access the teaching and learning toolkit: <http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

**Key Stages 1 and 2: Suggested Programme of Study from the PSHE Association.**

<b>Core Theme 1: Health and wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen</b>
<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
1. What is meant by a healthy lifestyle	1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	1. About respect for self and others and the importance of responsible behaviours and actions
2. How to maintain physical, mental and emotional health and wellbeing	2. How to recognise and manage emotions within a range of relationships	2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. How to manage risks to physical and emotional health and wellbeing	3. How to recognise risky or negative relationships including all forms of bullying and abuse	3. About different groups and communities
4. Ways of keeping physically and emotionally safe	4. How to respond to risky or negative relationships and ask for help	4. To respect equality and to be a productive member of a diverse community
5. About managing change, such as puberty, transition and loss	5. How to respect equality and diversity in relationships.	5. About the importance of respecting and protecting the environment
6. How to make informed choices about health and wellbeing and to recognise sources of help with this		6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How to respond in an emergency		7. How money plays an important part in people's lives
8. To identify different influences on health and wellbeing		8. A basic understanding of enterprise.

**What follows is a term by term, year by year, key stage by key stage Primary PSHE and Wellbeing Curriculum Framework.**

Early Years/Foundation		National Curriculum target links: -Healthy and safe -Emotional Health -Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities		
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	<b>My identity and skills</b> <b>Emotional Health [biology]</b> Children will learn: <ul style="list-style-type: none"> <li>about where they live and belong and what they can do</li> </ul> Children should: <ul style="list-style-type: none"> <li>be aware of themselves and their skills</li> </ul>	<b>Self awareness</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about feelings and goals</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to set a target for themselves</li> </ul>	<b>Developing skills</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about how they are improving</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to talk about growing [biology]</li> </ul> <b>Keeping well and clean</b> <b>Healthy and safe [biology]</b> Children will learn: <ul style="list-style-type: none"> <li>about basic hygiene</li> </ul> Children should: <ul style="list-style-type: none"> <li>know how to keep themselves clean</li> </ul>	
	<b>Safe and unsafe</b> <b>Healthy and safe [Working scientifically]</b> Children will learn: <ul style="list-style-type: none"> <li>who keeps them safe and how</li> <li>about what is safe and unsafe</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to talk about how to keep safe</li> </ul>	<b>Friendship</b> <b>Anti-bullying</b> <b>Emotional Health</b> <b>Values &amp; SMSC</b> Children will learn: <ul style="list-style-type: none"> <li>what friends are</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>be able to talk about what makes a good friend</li> <li>recognise how their behaviour affects other people</li> </ul>	<b>Special people</b> <b>Emotional Health</b> <b>Values &amp; SMSC</b> Children will learn: <ul style="list-style-type: none"> <li>who are special people and that everyone's are different</li> <li>more about how people feel</li> </ul> Children should: <ul style="list-style-type: none"> <li>recognise similarities and differences in families [Working scientifically]</li> </ul>	
Relationships				

Early Years/Foundation		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities		
Core Theme	Autumn Term	Spring Term	Summer Term	
Living in the Wider World	<p><b>Keeping safe</b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British values – participation, rights &amp; responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how to co-exist and be helpful</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to say why we need rules and give some examples</li> </ul>	<p><b>Accidents and prevention</b>  <b>Healthy and safe [Working scientifically]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li><i>what accidents are</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>understand about safe and unsafe places to play</i></li> </ul> <p><b>Co-operative skills</b>  <b>Citizenship &amp; British values – democracy and responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about rules for games and who makes them</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to take part in a class vote</li> </ul>	<p><b>More co-operative learning</b>  <b>Citizenship &amp; British values – participation, sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to contribute to the life of the classroom</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> </ul> <p>Children should: participate in co-operative learning games -</p> <ul style="list-style-type: none"> <li><i>that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) [biology]</i></li> <li>that they belong to various groups and communities such as family and school</li> <li><i>what improves and harms their local, natural and built environments and about some of the ways people look after them [biology]</i></li> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>	

Key Stage 1: Year 1		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Awareness of feelings</b> <b>Emotional Health – self esteem/awareness</b> Children will learn:</p> <ul style="list-style-type: none"> <li>How to tell how people are feeling</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to show some self-awareness</li> </ul> <p><b>Keeping well and clean</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others</i>[biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>know how to keep themselves clean and how to brush their teeth effectively</i>[biology]</li> </ul>	<p><b>Parts of the body [biology]</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>about their bodies and how they work</i>[biology]</li> <li><i>about the similarities and differences between boys and girls</i>[biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>be able to name the main parts of the body (including external genitalia)</i> [biology]</li> </ul> <p><b>Growing and changing</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>more about what happens as things grow</i>[biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>be able to describe some elements of the growth cycle</i>[biology]</li> </ul>	<p><b>Drug Education [Working scientifically, biology], Feeling unsure</b> <b>Healthy and safe</b> <b>Emotional Health</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>that household products, including medicines, can be harmful if not used properly</i> [Working scientifically]</li> <li>about feeling worried</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to protect themselves</li> </ul>
	Relationships	<p><b>Who are our friends?</b> <b>Emotional Health – self awareness</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of friends , including grown-ups</li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about good and not so good feelings</li> <li>be able to talk about friends</li> <li>begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> </ul>	<p><b>Losing and finding</b> <b>Emotional Health – self esteem</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about what happens when things get lost or change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends)</li> </ul>

# Key Stage 1: Year 1

National Curriculum target links:

-Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs *[biology/chemistry] in italics* -PE/sport  
 -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p><b>Persuasion /reality</b>  <b>Emotional Health</b>  <b>Anti-bullying</b>  <b>Citizenship &amp; British values - responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about differences between fantasy and reality</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the difference between these</li> </ul> <p><b>Being different</b>  <b>Values &amp; SMSC – diversity and equal opportunities</b>  <b>Citizenship &amp; British values – sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about other people's opinions and views</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to construct a simple survey</li> </ul>	<p><b>Sustainable development [chemistry]</b>  <b>Citizenship &amp; British values</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li><i>about the environment</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>take part in a class recycling activity</i></li> </ul>	<p><b>Looking after myself</b>  <b>Citizenship &amp; British values – world of work</b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about road safety and who helps us keep safe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the role of the emergency services</li> </ul>



# Key Stage 1: Year 2

National Curriculum target links:  
**-Healthy and safe**   **-Emotional Health**   **- Anti-bullying**   **-Science/SRE/Drugs [biology/chemistry] in italics**   **-PE/sport**  
**-Citizenship & British values**   **-Values & SMSC – inc. diversity and equal opportunities**

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>Healthy people</b>  <b>Healthy and safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about what healthy people do. This should include learning about the benefits of rest and exercise. <b>[biology &amp; PE/sport]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the components of a healthy day<b>[biology &amp; PE/sport]</b></li> <li>be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences</li> <li>research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people<b>[biology &amp; PE/sport]</b></li> </ul>	<p><b>About my body</b>  <b>Emotional Health – self esteem</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>more about parts of the body and how the body works<b>[biology &amp; PE/sport]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show understanding of key bodily functions<b>[biology &amp; PE/sport]</b></li> </ul> <p><b>Keeping fit</b>  <b>Healthy and safe [biology &amp; PE/sport]</b>            Children will:</p> <ul style="list-style-type: none"> <li>learn about exercise and what makes places healthy</li> <li>begin to learn how to make real, informed choices that improve their physical and emotional health</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>plan and carry out a programme of exercise</li> </ul>	<p><b>Mums and babies – how we grew</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about babies and birth and about the process of growing from young to old <b>[biology]</b></li> <li>how people's needs change &amp; responsibilities that increasing independence may bring <b>[biology]</b></li> </ul> <p>Children should <b>[biology]</b>:</p> <ul style="list-style-type: none"> <li>bring in photos of themselves/ their parents/carers at different stages from birth till now</li> </ul> <p><b>Healthy eating</b>  <b>Healthy and safe [biology]</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about what food is healthy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>use their learning to plan a healthy lunchbox</li> </ul> <p><b>Drug Education [Working scientifically, biology]</b>  <b>Healthy and safe and Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly <b>[Working scientifically]</b></li> <li>rules for and ways of keeping physically &amp; emotionally safe</li> </ul>
<b>Relationships</b>	<p><b>Same and different – being truthful</b>  <b>Emotional Health &amp; Anti-bullying</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about truth and lies, and more about diversity</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show what constitutes a good friend</li> </ul> <p>recognise what is fair and unfair, kind &amp; unkind, what is right and wrong</p> <p><b>Coping with conflict</b>  <b>Emotional Health &amp; Anti-bullying</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>more about teasing &amp; bullying, the different types of teasing and bullying, that these are wrong and unacceptable</li> <li>consequences of anti-social &amp; aggressive behaviours such as bullying &amp; discrimination on individuals &amp; communities</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know why this is wrong and how to get help.</li> <li>recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> </ul>	<p><b>Making and breaking friendships</b>  <b>Emotional Health &amp; Values &amp; SMSC</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about when friendships break up, or people move away</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about feelings associated with this</li> </ul> <p><b>Variety of relationships</b>  <b>Emotional Health, Values &amp; SMSC and Healthy &amp; safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> </ul>	<p><b>Mums and babies</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that babies need care and attention (love) in order to calm them if they are upset <b>[biology]</b>.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>plan a visit by a Mum and formulate questions</li> </ul> <p><b>Personal Identity</b>  <b>Emotional Health – self esteem</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>to set simple but challenging goals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to learn from their experiences</li> <li>be able to recognise and celebrate their strengths</li> </ul> <p><b>Personal Safety</b>  <b>Healthy and safe &amp; Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about who to talk to if they have concerns, questions or worries</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know difference between secrets &amp; surprises &amp; learn not to keep adults' secrets</li> </ul>

Key Stage 1: Year 2		National Curriculum target links: -Healthy and safe   -Emotional Health   - Anti-bullying   -Science/SRE/Drugs <i>[biology/chemistry]</i> -PE/sport -Citizenship & British values   -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<b>Money and shopping</b> <b>Citizenship &amp; British values – financial capability</b> Children will learn: <ul style="list-style-type: none"> <li>about money and spending</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to role-play simple financial transactions</li> </ul>	<b>Our school community</b> <b>Citizenship &amp; British values – sense of community</b> Children will learn: <ul style="list-style-type: none"> <li><i>rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety through bikeability programme) [Working scientifically]</i></li> <li><i>rules for safety in the environment (incl. rail, water &amp; fire safety) [Working scientifically]</i></li> <li>about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)</li> <li><i>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) [Working scientifically]</i></li> <li><i>to offer constructive support and feedback to others [Working scientifically]</i></li> <li>to identify and respect the differences and similarities between people</li> </ul> Children should: <ul style="list-style-type: none"> <li>share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>use various media to illustrate this</li> </ul>	<b>Special days</b> <b>Values &amp; SMSC – diversity and equal opportunities</b> Children will learn: <ul style="list-style-type: none"> <li>about a range of festivals</li> </ul> Children should: <ul style="list-style-type: none"> <li>demonstrate this learning at an assembly or display</li> </ul> <b>Global food [Working scientifically biology]</b> <b>Citizenship &amp; British values – sustainable development, government</b> Children will learn: <ul style="list-style-type: none"> <li><i>about where food comes from</i></li> </ul> Children should: <ul style="list-style-type: none"> <li><i>learn more about the ethics of food supply</i></li> </ul>

Key Stage 2: Year 3		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Emotions and feelings –(looking at pressure)</b> <b>Emotional Health</b> <b>Anti-bullying</b> Children will learn:</p> <ul style="list-style-type: none"> <li>how to deal with feelings, how to cope with pressure</li> <li>what positively and negatively affects their physical, mental and emotional health (including the media)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know who they can talk to if they are beginning to feel pressured</li> </ul> <p><b>Keeping safe</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about risks they may face</li> <li><i>that bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria</i> [Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe what risk is and how this may affect decisions</li> </ul>	<p><b>Feeling sad and making choices</b> <b>Emotional Health – self awareness</b> Children will learn:</p> <ul style="list-style-type: none"> <li>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>about critical thinking and decision making</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>be able to write about feelings</li> </ul> <p><b>Sex and Relationship Education</b> <b>Healthy and safe</b> [Working scientifically, biology] Children will learn:</p> <ul style="list-style-type: none"> <li><i>about gender, growing and reproducing</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>be aware of differences and reproductive processes</i></li> </ul>	<p><b>Accidents and prevention</b> <b>Healthy and safe</b> [Working scientifically, biology] <b>Citizenship &amp; British values – rights and responsibilities</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>about outdoor places and how to behave responsibly</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>produce a display on outdoor risks</i></li> </ul> <p><b>Drug Education</b> [Working scientifically, biology] <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li><i>about the impact of smoking and passive smoking and laws to prevent smoking</i></li> <li><i>school rules about health and safety, basic emergency aid procedures, where and how to get help</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to ask for help or assistance</li> </ul>
	Relationships	<p><b>Looking after others</b> <b>Citizenship &amp; British values – rights and responsibilities</b> <b>Emotional Health</b> Children will learn: [Working scientifically, biology]</p> <ul style="list-style-type: none"> <li><i>about behaving responsibly</i></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have looked after a toy pet, and recorded this</li> <li>be able to talk about feelings</li> <li>recognise and respond appropriately to a wider range of feelings in others</li> </ul>	<p><b>Families who live far away</b> <b>Values &amp; SMSC – diversity</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about extended families</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to discuss issues for families living overseas</li> </ul> <p><b>Healthy relationships</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise ways in which a relationship can be unhealthy and who to talk to if they need support</li> </ul>

Key Stage 2: Year 3		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs <b>[biology/chemistry] in italics</b> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p><b>Councillors –what do they do?</b>  <b>Citizenship &amp; British values – rights and responsibilities, democracy and government</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• about school and local democracy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• show an understanding of the role of a school councillor</li> <li>• resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul>	<p><b>Where do things come from?</b>  <b>Citizenship &amp; British values – sustainable development, environment</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>• <i>about sources of products and Fairtrade</i> <b>[Working scientifically, biology]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to debate about ethics</li> </ul> <p><b>Me and my community?</b>  <b>Citizenship &amp; British values</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> </ul>	<p><b>Our ideal community</b>  <b>Citizenship &amp; British values – sense of community, participation, world of work</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>• about how community facilities work</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• produce a map of the community</li> </ul>

# Key Stage 2: Year 4

National Curriculum target links:

-Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs[biology/chemistry] *in italics* -PE/sport  
 -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Healthy eating</b>  <b>Healthy and safe [Working scientifically, biology, PE]</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about what food is healthy and why</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to design a series of healthy menus and compare these with each other and the food offered in school</li> </ul> <p><b>Sex Education</b>  <b>Emotional Health – self awareness</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>how their body will change as they approach and move through puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to recognise changes to their own bodies</li> </ul>	<p><b>Drug education</b>  <b>Healthy and safe [Working scientifically, biology]</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about the effects of alcohol and how to make safe decisions</li> </ul> <p><b>Decision making</b>  <b>Healthy and safe [Working scientifically, biology]</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the effects of smoking and how to make safe decisions</li> <li>begin to understand the concept of a 'balanced lifestyle'</li> </ul> <p><b>Strong feelings</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about strong feelings and mood swings</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express these feelings in writing</li> </ul>	<p><b>Sex and relationship education</b>  <b>Healthy and safe</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about the emotional changes they may experience during puberty</li> </ul> <p>Children should: <b>[Working scientifically, biology]</b></p> <ul style="list-style-type: none"> <li>understand how they will begin to change</li> </ul> <p><b>Rights and responsibilities</b>  <b>Emotional Health</b>  <b>Citizenship &amp; British values – rights and responsibilities</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about types of behaviour and their consequences</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to give examples of right and wrong (universal and within English and European law)</li> <li>recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> </ul>
Relationships	<p><b>Types of relationship</b>  <b>Healthy and safe</b>  <b>Emotional Health – self awareness</b>  <b>Values &amp; SMSC</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of relationships including friends and families, civil partnerships and marriage</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand that there are a variety of relationships</li> </ul> <p><b>Loss and separation</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about how it feels to lose someone</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify who can help them with difficult feelings</li> </ul>	<p><b>Persuasion and pressure</b>  <b>Anti-bullying</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that their actions affect themselves and others</li> <li>about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>be able to demonstrate some basic techniques for resisting pressure</li> </ul>	<p><b>Exclusion/inclusion</b>  <b>Anti-bullying</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about equal opportunities and their importance</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show understanding of difference including disability</li> <li>recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> </ul>

Key Stage 2: Year 4		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p><b>Media and the community</b>  <b>Citizenship &amp; British values - participation, world of work, media literacy</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about how the media influences decisions</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to hold a debate on a topical issue</li> </ul>	<p><b>Persuasion and pressure</b>  <b>Anti-bullying</b>  <b>Citizenship &amp; British values - media literacy</b>            Children will learn:</p> <ul style="list-style-type: none"> <li><i>about sources of persuasion including the media</i>[Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to recognise some persuasive media tactics e.g. on television adverts</li> </ul> <p><b>Recycling project</b>  <b>Citizenship &amp; British values – sustainable development, environmental participation</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>more about the local community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>be able to explain what can be recycled in their “local” recycling bins</i> [Working scientifically, biology, chemistry]</li> </ul> <p><b>Me in the Wider World</b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British values - media literacy</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>the importance of protecting personal information, including passwords, addresses and images</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>design posters and materials to reflect this learning</li> </ul>	<p><b>Fundraising activities</b>  <b>Citizenship &amp; British values – financial capability, rights and responsibilities, participation, world of work</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about what voluntary agencies do</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>plan and undertake a simple fundraising project</li> <li>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> </ul>



Key Stage 2: Year 5		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Healthy lifestyles</b> <b>Healthy and safe</b> <b>Citizenship &amp; British values – rights and responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how their own lifestyle contributes to health <b>[Working scientifically, biology]</b></li> <li>what is meant by the term ‘habit’ and why habits can be hard to change</li> <li>about taking care of their body, understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>conduct a local survey to understand more about eating habits <b>[Working scientifically, biology]</b></li> </ul>	<p><b>Gender differences and puberty</b> <b>Healthy and safe</b></p> <p>Children will learn: <b>[Working scientifically, biology]</b></p> <ul style="list-style-type: none"> <li>about development from birth and specific body parts</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name these parts and understand their function</li> </ul> <p><b>Drug education</b> <b>Healthy and safe</b><b>[Working scientifically, biology]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>about alcohol, attitudes to drugs and making safe decisions in situations involving drugs</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations</li> </ul>	<p><b>Sex Relationship Education</b> <b>Healthy and safe</b> <b>[Working scientifically, biology]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about human reproduction</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>realise that human reproduction is an adult activity</li> </ul> <p><b>Setting personal goals</b> <b>Emotional Health</b> <b>Citizenship &amp; British values – rights and responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to set goals and targets for themselves</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce a personal plan</li> </ul> <p><b>Personal Safety</b> <b>Emotional Health</b> <b>Citizenship &amp; British values – rights and responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about situations which could cause them personal risk</li> <li>that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>that these universal rights are there to protect everyone and primacy over national law and family and community practices</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</li> </ul>
	Relationships	<p><b>Relationships</b> <b>Emotional Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about a range of issues that can affect families</li> <li>about change, including transitions loss, separation, divorce and bereavement</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be aware of some of the problems families/parents can face</li> </ul>	<p><b>Coping with bullying</b> <b>Anti-bullying</b> <b>Emotional Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with bullies</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>use role-play or other to demonstrate techniques they have learnt</li> </ul>

# Key Stage 2: Year 5

National Curriculum target links:

-Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] *in italics* -PE/sport  
 -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p><b>Stereotypes and changing</b>  <b>Emotional Health</b>  <b>Values &amp; SMSC</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>about images and stereotypes</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be aware of the need to challenge these</li> </ul> <p><b>Money and saving</b>  <b>Citizenship &amp; British values – financial capability, work</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>about saving and spending</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>run a simple marketing project in teams</li> </ul>	<p><b>Democracy simulation</b>  <b>Citizenship &amp; British values – democracy and government</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>about how local democracy works</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>use a simulation to develop understanding of democracy</li> </ul> <p><b>Diversity</b>  <b>Values &amp; SMSC- diversity</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>about the lives of people living in other places, and people with different Values &amp; SMSC and customs</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>	<p><b>Global community project – Refugee Week</b>  <b>Citizenship &amp; British values – sustainable development</b>  <b>Values &amp; SMSC- diversity</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>about issues facing refugees, particularly in their local community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce materials for Refugee Week for the school</li> </ul> <p><b>Working together</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>how they can work together to bring about change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> </ul>



Key Stage 2: Year 6		National Curriculum target links: -Healthy and safe -Emotional Health - Anti-bullying -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Self confidence – valuing others</b>  <b>Citizenship &amp; British values – financial capability, rights and responsibilities</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about taking on more personal responsibility [Working scientifically]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to demonstrate how their actions affect others</li> </ul>	<p><b>Drug education</b>  <b>Healthy and safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>effects and risks of drugs and the consequences of use [Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe effects and risks, understand consequences of drug use and know where to go for help [Working scientifically, biology]</li> </ul>	<p><b>Sex and relationship education – what do we mean by love?</b>  <b>Healthy and safe &amp; Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that there is nothing that they should be afraid to ask about</li> <li>that there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>explore questions about SRE [Working scientifically, biology]</li> </ul> <p><b>Moving on</b>  <b>Healthy and safe</b>  <b>Emotional Health</b>  <b>Citizenship &amp; British values – rights and responsibilities</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber bullying; gang culture and possibly sexting</li> <li>have a range of coping strategies</li> </ul>
	Relationships	<p><b>Conflict resolution</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with conflicts as they arise</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to suggest strategies for handling conflict</li> <li>be able to recognise and manage 'dares'</li> <li>be able to recognise how "peer acceptance" may be influential in their actions and behaviours</li> </ul> <p><b>Secrets and dilemmas</b>  <b>Values &amp; SMSC</b>  <b>Healthy and safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about handling moral dilemmas and when to tell</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding through role-play or other</li> </ul>	<p><b>Arguments and families</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about how families behave</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that reaching positive solutions usually involves negotiation and compromise</li> </ul> <p><b>Strong emotions</b>  <b>Emotional Health</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>what is appropriate and inappropriate</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>be able to express what it means to be in charge</li> </ul>

Key Stage 2: Year 6		National Curriculum target links: -Healthy and safe    -Emotional Health    - Anti-bullying    -Science/SRE/Drugs [biology/chemistry] <i>in italics</i> -PE/sport -Citizenship & British values    -Values & SMSC – inc. diversity and equal opportunities	
Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p><b>Citizenship &amp; British values challenge / our neighbours</b>  <b>Citizenship &amp; British values – sense of community</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>more about people in their community [Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. [Working scientifically, biology]</li> </ul> <p><b>Money and Me</b>  <b>Citizenship &amp; British values – financial capability, rights and responsibilities world of work</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>explore and critique how the media present information structure and conduct interviews and compare results [Working scientifically, biology]</li> </ul>	<p><b>Democracy and decisions</b>  <b>Citizenship &amp; British values</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>learn about government and parliament</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding via letter writing</li> </ul>	<p><b>Celebration – supporting each other</b>  <b>Citizenship &amp; British values – sense of community</b>  <b>Healthy and safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce a Year 4 resource</li> </ul> <p><b>Racism and its consequences</b>  <b>Values &amp; SMSC – diversity and equal opportunities</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about bullying and racism</li> </ul>