



Year 1

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- Foods that support good health and the risks of eating too much sugar
- To know that physical activity helps us to stay healthy; and ways to be physically active everyday
- To know why sleep is important and different ways to rest and relax
- To use simple hygiene routines that can stop germs from spreading
- To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- How to keep safe in the sun and protect skin from sun damage
- Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- To know the people who help us to stay physically healthy
- To recognise some different feelings that humans can experience and name them.
- To know how feelings can affect people's bodies and how they behave and how to recognise what others might be feeling
- To recognise that not everyone feels the same at the same time, or feels the same about the same things

Relationships

- To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- To identify the people who love and care for us and what they do to help us feel cared for
- To know that there are different types of families including those that may be different to their own
- To identify common features of family life R5.
- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- To know about how people make friends and what makes a good friendship
- To know how to recognise when they or someone else feels lonely and what to do
- Simple strategies to resolve arguments between friends positively
- To know how to ask for help if a friendship is making them feel unhappy
- To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- To know how people may feel if they experience hurtful behaviour or bullying

- To begin to recognise that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Living in the Wider World

- To know what rules are, why they are needed, and why different rules are needed for different situations
- To know how people and other living things have different needs; about the responsibilities of caring for them
- To know about things they can do to help look after their environment
- To know about the different groups they belong to, about the different roles and responsibilities people have in their community and to recognise the ways they are the same as, and different to, other people
- To know about how the internet and digital devices can be used safely to find things out and to communicate with others
- To know about the role of the internet in everyday life and that not all information seen online is true

RE

National Curriculum Link

- Understand that there are people different from ourselves.
- Comparing similarities and differences between our culture and others.
- Explore the concept of fairness - is it ok to be different? Do we all deserve the chance to be ourselves?
- Introduce some of the beliefs people hold (inc. Judaism, Islam, Sikhism, Christianity, Hinduism and Buddhism).
- Recognise some of the groups to which they belong in their home and school life and what makes these groups special.
- Name some of the religious texts associated with these religions.

Lesson Examples:

Make a poster about the friends in our class and discuss the differences between us all, explaining we are all unique.

Celebrate Diwali, Eid, Christmas through tasting deserts from different cultures and making cards.

Retell the story of Rama and Sita using Flipgrid.

Create lanterns and stained glass windows to celebrate Diwali.

Look at artefacts from different religions and discuss why these are important and how they are used.

Retell the Christmas story and create a Christmas book.

Create a giant venn diagram on the carpet to discuss the different body parts boys and girls have.

Daily/ weekly meditation to understand our breath can calm us and create an awareness of how our bodies are feeling.

Creating class rules and discussing why we need them.

Create a picture frame and draw in a person that cares for us, thinking of what actions they take that show us they care.

Give and receive compliments with friends, learning how kind words make us feel.

Daily check in with how we are feeling on our feelings board – every morning and after every play.

Evidence:

(Twitter links)

[Danesfield Year 1 on Twitter: "1M celebrated their learning about Diwali, the festival of light, by creating stain glass windows @DanesfieldSchl https://t.co/2UaPrXIBdO" / Twitter](https://t.co/2UaPrXIBdO)

[Danesfield Year 1 on Twitter: "Year 1 have loved using @Flipgrid for the first time to record the story of Rama and Sita for Diwali using the puppets they made @DanesfieldSchl https://t.co/jmL20GeP87" / Twitter](https://t.co/jmL20GeP87)

[Danesfield Year 1 on Twitter: "We have loved celebrating #EuropeanLanguagesDay! We have responded to the register in different languages, learnt numbers to 10 in Greek and Italian and wrote our names using the Greek alphabet. https://t.co/C9khXvhQBm" / Twitter](https://t.co/C9khXvhQBm)

[Danesfield Year 1 on Twitter: "We created posters for our classmates and it made us feel really happy and special. Everyone is a superhero! https://t.co/UI5bJPp8qG" / Twitter](https://t.co/UI5bJPp8qG)

[Danesfield Year 1 on Twitter: "Happiness Week: 1M drawing what happiness looks like to them @DanesfieldSchl https://t.co/R3h6TWIVX0" / Twitter](https://t.co/R3h6TWIVX0)

[Danesfield Year 1 on Twitter: " https://t.co/HUFCon5U7H" / Twitter](https://t.co/HUFCon5U7H)

Year 2

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- To know about ways of sharing feelings; develop a wider range of words to describe feelings.
- To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- To explore different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- To have some knowledge about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- To recognise what makes them special and to recognise the ways in which we are all unique
- To identify what they are good at, what they like and dislike and how to manage when finding things difficult
- To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) and about growing and changing from young to old and

how people's needs change

- To prepare to move to a new class/Key Stage and the differences they might experience.
- To know that rules and age restrictions are in place keep us safe
- To recognise risk in simple everyday situations and what action to take to minimise harm and how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- To know that household products (including medicines) can be harmful if not used correctly
- To think about ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • To consider about the people whose job it is to help keep us safe
- To develop basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- To know about what to do if there is an accident and someone is hurt and how to get help in an emergency (how to dial 999 and what to say H37)

Relationships

- To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- To know that sometimes people may behave differently online, including by pretending to be someone they are not
- To know how to respond safely to adults they don't know
- To know about how to respond if physical contact makes them feel uncomfortable or unsafe and knowing there are situations when they should ask for permission and also when their permission should be sought
- The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- To understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- To know about what is kind and unkind behaviour, and how this can affect others and how to treat themselves and others with respect; how to be polite and

courteous

- To recognise the ways in which they are the same and different to others
- To know how to listen to other people and play and work cooperatively and how to talk about and share their opinions on things that matter to them

Living in the Wider World

- To understand what money is; forms that money comes in; that money comes from different sources and that people make different choices about how to save and spend money
- To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- To know that money needs to be looked after and some different ways of doing this
- To know that everyone has different strengths
- To know that jobs help people to earn money to pay for things and the different jobs that people they know or people who work in the community do

RE

National Curriculum Link

- Listen to a range of special books, both personal and religious and explore their meanings
- Understanding right and wrong, linking to a variety of religious scriptures.
- Explore how religious stories mirror our relationships
- Children should understand that there is no 'one story' but rather a range of different views and opinions

Lesson examples:

- Comparison of Torah Scroll and Bible and its teachings.
- Explore varying religious symbols.
- Through listening to Bible stories, discuss how these can help us to learn right from wrong.
- African drumming weekly for mental health
- Whilst learning about Louis Braille in History and reading George's Marvellous Medicine in English, discussed how medicines can be harmful and should only be handled by adults.
- Lesson linking school rules of 'Ready, Respectful and Safe' to how we treat others.

Evidence: (Twitter links)

Drumming for wellbeing - <https://twitter.com/DanesfieldY2/status/1398360789367537667?s=20>

Team work - <https://twitter.com/DanesfieldY2/status/1396007858534289409?s=20>

Relaxing - <https://twitter.com/DanesfieldY2/status/1385964686345113604?s=20>

Everyone is a Superhero - <https://twitter.com/DanesfieldY2/status/1372957025718652931?s=20>

Doing things which make us happy - <https://twitter.com/DanesfieldY2/status/1370655488073990145?s=20>

Expressing ourselves through colour - <https://twitter.com/DanesfieldY2/status/1356677800464437250?s=20>

A problem shared is a problem halved - <https://twitter.com/DanesfieldY2/status/1326166952398696449?s=20>

We are unique - <https://twitter.com/DanesfieldY2/status/1310572334802182144?s=20>

Spreading Happiness - <https://twitter.com/DanesfieldY2/status/1234843714125803520?s=20>

A trip to the Synagogue - <https://twitter.com/DanesfieldY2/status/1227201304730140672?s=20>

Year 3

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- To know how to make informed decisions about health and about the elements of a balanced, healthy lifestyle, about choices that support a healthy lifestyle, and recognise what might influence these
- To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- To know what good physical health means; how to recognise early signs of physical illness, what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity.
- To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- To develop knowledge about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

- To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas)

To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

Relationships

- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- To begin to know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong and that forcing anyone to marry against their will is a crime. To know that help and support is available to people who are worried about this for themselves or others
- To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another
 - To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
 - To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice for different situations.

Living in the Wider World

- To know how people and other living things have different needs and about the responsibilities of caring for them
- To know what they can do to help look after their environment
- To recognise reasons for rules and laws; consequences of not adhering to rules and laws
- To recognise there are human rights, that are there to protect everyone and about the relationship between rights and responsibilities
- To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- To develop ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- To know about the different groups that make up their community; what living in a community means and to value the different contributions that people and groups make to the community
- To begin to know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

RE

National Curriculum Link

- Explore and handle some of the items of significance used in religious worship and lifestyle, exploring how they are used
- Compare how important symbols are within the six core religions
- Understand some of the similarities and differences between religions

Lesson examples:

PSHE:

- Using our 'animals including humans' science topic to tie in healthy lifestyles, e.g.: creating an 'eat well plate'
- Using examples of household chores to debate whether there are 'men's jobs' and 'women's jobs' and who should be responsible
- Making playdough brains and labelling them with the different areas of thinking to understand how we can control our reactions to negative emotions.
- Reading 'the dot' to understand how to use a Growth mindset
- Using examples of internet adverts and messages you might receive to learn how to stay safe online
- Seeing examples of products we use that are made by people in other countries to learn the importance of fair trade.

R.E:

- Learning and innovating on the story of Rama and Sita in the Hindu religion
- Learning and summarising the story of Lakshmi and the clever washer woman about Diwali
- Celebrating Diwali with Rangoli patterns
- Reading comprehensions and story writing based on Roman gods. Comparing them to Greek gods and today's beliefs
- Retelling the story of Guru Nanak in the Seikh religion
- Comparing the stories of two different Gurus in the Seikh religion
- Creating a fact file on a Seikh Guru
- Learning of the symbolism and practices of a Gurdwara, including the Seikh Holy Book
- Comparing the Seikh Holy Book to a living Guru
- Discussing religious differences of the Tudor monarchs

Evidence: (Twitter links)

PSHE:

- Diversity: learning about important people for Black History Month <https://twitter.com/DanesfieldY3/status/1319642136128749570>
- Children's mental health week <https://twitter.com/DanesfieldY3/status/1356650069395660802>
- Learning about where our rubbish goes and better ways to dispose of it <https://twitter.com/DanesfieldY3/status/1386711691145191424>
- Learning about ways to avoid packaging and look after the planet <https://twitter.com/DanesfieldY3/status/1391802860493590532>
- Discussing how to stay safe online <https://twitter.com/DanesfieldY3/status/1396800708540780548>
- Making a bag of worries for transitioning to Year 4 <https://twitter.com/DanesfieldY3/status/1414591273084796931?s=20>

- RE:
- <https://twitter.com/DanesfieldY3/status/1351227612513894401?s=20> The story of Rama and Sita
 - <https://twitter.com/DanesfieldY3/status/1354441356559716358?s=20> Rangoli patterns to celebrate Diwali
 - <https://twitter.com/DanesfieldY3/status/1357388002658500608?s=20> Stories inspired by traditional Indian religious folk tales
 - <https://twitter.com/DanesfieldY3/status/1408067146681180166?s=20> Comparing the religions of Tudor monarchs

Year 4

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. To discuss strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- To recognise that feelings can change over time and range in intensity
- To recognise everyday things that affect feelings and the importance of expressing feelings and have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- To have developed strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to Upper Key Stage Two and what this might bring.

Relationships

- To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

- To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded
- To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- To have strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- To recognise how friendships can change over time, about making new friends and the benefits of having different types of friends and that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Living in the Wider World

- To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- To recognise ways in which the internet and social media can be used both positively and negatively
- To assess the reliability of sources of information online; and how to make safe, reliable choices from search results. To know about some of the different ways information and data is shared and used online, including for commercial purposes
- To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

RE

National Curriculum Link

- Explore the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Recognising that shared feelings are part of worship.
- Understand how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities.

Lesson examples:

- Computer safety lessons, including what should and should not be shared online
- Creating stained glass windows with inspirational quotes on them to display to the rest of the school – what positive comment would you like to be reminded of?
- African drumming weekly for mental health
- Creating Christingles with oranges, sweets, candles and ribbon, to understand the significance of these objects within Christianity

- Exploring the subjects of grief, loss and friendship during safe circle times
- Encouraging daily exercise through the daily mile, for mental health and physical wellbeing

Evidence: (Twitter links)

PSHE and Well Being

Team building opportunities with outdoor den building: <https://twitter.com/DanesfieldY4/status/1371442789574131713>

Stand Up to Bullying: <https://twitter.com/DanesfieldY4/status/1311660500942348290>

African Drumming for wellbeing: <https://twitter.com/DanesfieldY4/status/1303321960798203904>

Express Yourself Childrens Mental Health Week (home): <https://twitter.com/DanesfieldY4/status/1357647470143164418>

RE

Exploring commitment, what it means, and what it might mean to someone making a commitment to God: <https://twitter.com/DanesfieldY4/status/1389887697318289416>

Looking at the meaning of different Christian symbols on No Pens Wednesday: <https://twitter.com/DanesfieldY4/status/1331581617719152645>

Year 5

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- To know that for some people gender identity does not correspond with their biological sex
- To recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Relationships

- To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment)

or the deliberate excluding of others); how to report concerns and get support

- To know about discrimination: what it means and how to challenge it
- To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- To know that someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Living in the Wider World

- To know about the different ways to pay for things and the choices people have about this
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- To recognise that people make spending decisions based on priorities, needs and wants and that there are different ways to keep track of money
- To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- To identify the ways that money can impact on people's feelings and emotions

RE

National Curriculum Link

- Understanding how to treat others fairly and linking this to a variety of religious scriptures
- Explore roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities
- Reflecting on ideas of right and wrong and their own responses to them

Lesson Examples:

PSHE and Well-being

- We learnt about the Windrush immigrants the difficulties that they faced as part of our Black History Month studied.
- We explored the impact of buying produce unseasonably and the long-term effects this has on our environment.
- During our circle time, we roll-played different scenarios which could arise inside and outside the classroom. Each group had to show a different way to resolve a conflict before explaining our reasoning to our peers.

RE

- We made an infographic to show sacrifices we would be willing to make and the benefits of these sacrifices.

- We created our own ten commandments using values that are important to us.
- We looked at Sikh Gurus and what they had accomplished. We analysed how relevant these achievements were today considering continuing battles against racism etc.

Evidence:
(Twitter links)

PSHE and Well-being

<https://twitter.com/danesfieldy5/status/1316472910555553792?s=21>
<https://twitter.com/DanesfieldY5/status/1374065105617489926/photo/1>
<https://twitter.com/DanesfieldY5/status/1335978419914420225/photo/1>
<https://twitter.com/DanesfieldY5/status/1272903049124687873/photo/1>

Year 6

PSHE and Well-being

National Curriculum Link

Health and Wellbeing

- To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- To know where to get more information, help and advice about growing and changing, especially about puberty
- To know about the new opportunities and responsibilities that increasing independence may bring
- To have strategies to manage transitions between primary and secondary school.
- To identify reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- To predict, assess and manage risk in different situations and about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
- To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- To have strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns,

inappropriate content and contact

- To know about what is meant by first aid; basic techniques for dealing with common injuries
- To how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
- To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others and about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
- To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping and about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships

- To know about seeking and giving permission (consent) in different situations
- To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- To know that personal behaviour can affect other people; to recognise and model respectful behaviour online
- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own and how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World

- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- To know what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

- To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid and to know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation •
- To identify the kind of job that they might like to do when they are older
- To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

RE

National Curriculum Link

- Understanding that religions may hold the answers, for some people, to life's mysteries
- Learning about religious codes of conduct and rules of living, considering the effect these have on any individuals' journey through life
- Drawing on examples of how personal and religious beliefs may influence behaviour

Lesson Examples:

PSHE:

- **Cop Cards: collecting badges to become a responsible citizen in the community such as learning about anti-social behaviour, road safety and healthy lifestyle.**
- **Fiver challenge to learning about budgeting and finance**
- **Leadership box to teach children relevant leadership skills and communication**
- **Fizzy drink sugar content lesson and understanding around sugar limit per day**
- **Road safety talk by the police**
- **E-safety lesson online with real life scenario examples.**

RE:

- **Children learnt about a range of different religions (including Islam) which discussed topics such as life after death.**
- **In lessons taught about Islam, the children learnt about the 5 Pillars of Islam and how they effect a person's life. During lessons discussing Christianity, the children learnt about the ten commandments and how these also effect a person's life.**
- **Children learnt about how people interpret their religious text and how that can affect behaviour. Children discussed agreements and disagreements between religions and how that can determine some people's behaviour.**

Evidence:

<https://twitter.com/danesfieldy6/status/1374462883875090432?s=21>
<https://twitter.com/DanesfieldY6/status/1389586774586970114/photo/1>
<https://twitter.com/DanesfieldY6/status/1372924131113598976/photo/1>
<https://twitter.com/DanesfieldY6/status/1357351197561257986/photo/1>
<https://twitter.com/DanesfieldY6/status/1331596777397555200/photo/1>
<https://twitter.com/DanesfieldY6/status/1310921306100113408/photo/1>

