



# Personal Development

<b>Relationships</b>	
<b>Health &amp; Wellbeing</b>	
<b>Living in the Wider World</b>	

Overview of Units 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><b>Unit 1: Media literacy and digital resilience</b> Using the internet and digital devices; communicating online</p> <p><i>How do I stay safe online?</i></p> <p><b>Unit 2: Keeping safe</b> How rules and age restrictions help us; keeping safe online</p> <p><i>What does it mean to be safe?</i></p> <p><i>E Safety - computing</i></p>	<p><b>Unit 3: Families and friendships</b> Roles of different people; families; feeling cared for</p> <p><i>Who is special to me?</i></p>	<p><b>Unit 4: Safe relationships</b> Recognising privacy; staying safe; seeking permission</p> <p><i>What makes me feel safe?</i></p>	<p><b>Unit 5: Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p> <p><i>What does respect mean ?</i></p>	<p><b>Unit 6: Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><i>What makes me special?</i></p>	<p><b>Unit 7: Money and Work</b> Strengths and interests; jobs in the community</p> <p><i>Why is that job important?</i></p> <p><b>Unit 8: Being a change maker</b> What rules are; caring for others' needs; looking after the environment</p> <p><i>In what way am I a change maker?</i></p>
Y2	<p><b>Unit 3: Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><i>Who and what keeps me safe?</i></p> <p><b>Unit 4: Families and friendships</b> Making friends; feeling lonely and getting help</p> <p><i>What is the recipe for a good friend?</i></p>	<p><b>Unit 9: Growing and changing</b> Growing older, naming body parts, moving class or year</p> <p><i>Does my body always look the same?</i></p>	<p><b>Unit 1: Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p> <p><i>Whos' job is it to keep me safe?</i></p> <p><b>Unit 2: Media literacy ad digital resilience</b> The internet in everyday life, online content and information</p> <p><i>How do I make the internet work for me?</i></p> <p><i>E Safety - computing</i></p>	<p><b>Unit 7: Money and Work</b> What money is; needs and wants; looking after money</p> <p><i>Does money matter?</i></p>	<p><b>Unit 5: Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p><i>What does respect mean to me?</i></p> <p><b>Unit 6: Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><i>In what ways am I a community warrior?</i></p>	<p><b>Unit 8: Physical health and Mental Wellbeing</b> Why sleep is important. Medicines and keeping healthy. Keeping teeth healthy; managing feelings and asking for help</p> <p><i>What keeps me happy and healthy?</i></p>

<p>Y3</p>	<p><b>Unit 1: Keeping safe</b>  Safety in different environments; risk and safety at home; emergencies  <i>Whos' job is it to keep me safe?</i></p> <p><b>Unit 2: Media literacy and Digital resilience</b>  How the internet is used; assessing information online  Is a virtual world a positive to mankind?</p> <p><b>Unit 3: Safe relationships</b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour  <i>Who and what keeps me safe?</i></p> <p><b>E Safety - computing</b></p>	<p><b>Unit 4: Families and friendships</b>  What makes a family; features of family life  <i>What does family mean to me?</i></p> <p><b>Unit 5: Respecting ourselves and others</b> Recognising respectful behaviour. The importance of self-respect, courtesy and being polite  <i>Do we have a responsibility to respect ourselves and others?</i></p>	<p><b>Unit 6: Belonging to a community</b>  The value of rules and laws; rights, freedoms and responsibilities  What is the rule of law?</p> <p><b>Unit 8: Physical health and Mental wellbeing</b>  Health choices and habits. What affects feelings? Expressing feelings.  <i>Why should I make healthy choices?</i></p>	<p><b>Unit 7: Money and Work</b>  Different jobs and skills; job stereotypes; setting personal goals</p>	<p><b>Unit 9: Growing and changing</b>  Personal strengths and achievements; managing and reframing setbacks  <i>In what ways do I aim high even when the going gets tough?</i></p>
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<p>Y4</p>	<p><b>Unit 1: Media literacy and Digital resilience</b> How data is shared and used</p> <p><i>What is a digital footprint?</i></p> <p><b>E Safety - computing</b></p>	<p><b>Unit 2: Families and friendships</b> Positive friendships including online.</p> <p><i>Have you got a friend in me?</i></p> <p><b>Unit 3: Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><i>Should I ignore a bully?</i></p> <p><b>E Safety - computing</b></p>	<p><b>Unit 4: Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p> <p><i>Why is it good to be me?</i></p> <p><b>Unit 5: Belonging to a community</b> What makes a community; shared responsibilities</p> <p><i>What does it mean to be a Community Warrior?</i></p>	<p><b>Unit 6: Keeping safe</b> Medicines and household products; drugs common to everyday life</p> <p><i>Are all medicines good for us?</i></p>	<p><b>Unit 7: Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle. Oral hygiene and dental care</p> <p><i>What does it mean to be healthy?</i></p>	<p><b>Unit 8: Money and Work</b> Making decisions about money; using and keeping money safe</p> <p><i>Does money make the world turn around?</i></p> <p><b>Unit 9: Growing and changing</b> Growing older, naming body parts, moving class or year</p> <p><i>Does my body always look the same?</i></p>
<p>Y5</p>	<p><b>Unit 2: Belonging to a community</b> Protecting the environment; compassion towards others</p> <p><i>In what ways am I a Change Maker?</i></p> <p><b>Unit 7: Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><i>What does it mean to be healthy?</i></p>	<p><b>Unit 3: Families and friendships</b> Managing friendships and peer influence</p> <p><i>What makes a healthy friendship?</i></p>	<p><b>Unit 1: Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><i>Why should we challenge discrimination?</i></p>	<p><b>Unit 8: Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><i>What makes me special?</i></p>	<p><b>Unit 6: Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p><i>Is my information safe online?</i></p> <p><b>E Safety - computing</b></p>	<p><b>Unit 9: Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p><i>Do I have a dream job?</i></p> <p><b>Unit 4: Safe relationships</b> Physical contact and feeling safe</p> <p><i>What makes me feel safe?</i></p> <p><b>Unit 5: Keeping safe</b> Keeping safe in different situations, including</p>

						<p>responding in emergencies, first aid and FGM</p> <p><i>Whose responsibility is it to keep me safe?</i></p>
Y6	<p><b>Unit 1: Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>In what ways should I keep myself safe?</p> <p><b>Unit 2: Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p><i>In what ways can I keep myself and others safe online?</i></p> <p><b>E Safety - computing</b></p>	<p><b>Unit 3: Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p><i>What is love?</i></p> <p><b>Unit 4: Safe relationships</b> Recognising and managing pressure, consent in different situations</p> <p><i>In what ways do we show we care?</i></p>	<p><b>Unit 5: Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p><i>Why stand up for what is right?</i></p> <p><b>Unit 6: Respecting ourselves and others</b> Expressing opinions and respecting other points of views, including discussing topical issues</p> <p><i>Should respect be earned?</i></p> <p><b>Unit 8: Growing and changing</b> Human reproduction and birth. Increasing independence and managing transitions</p> <p><i>How is a baby made?</i></p>	<p><b>Unit 7: Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it. Managing change, loss and bereavement.</p> <p><i>Can I control how I am feeling?</i></p>		<p><b>Unit 9: Money and Work</b> Influences and attitudes to money; money and financial risks</p> <p><i>What is my attitude to money?</i></p>

Year 1	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<b>Unit 1: Media literacy and digital resilience</b> Using the internet and digital devices; communicating online <i>How do I stay safe online?</i>	<ul style="list-style-type: none"> <li>How and why people use the internet</li> <li>The benefit of using the internet and digital devices</li> <li>How people find things out and communicate safely with others online</li> </ul>	<b>Linking themes</b> <b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i>	Would you choose no sweets or no technology?	<b>Computing – Digital Literacy</b> <b>I can:</b> <ul style="list-style-type: none"> <li>understand what the internet is and how people use it.</li> <li>understand what personal information is and why we keep personal information private.</li> <li>Say why websites want personal information.</li> <li>identify when and where to go for help when concerned.</li> </ul>
<b>Unit 2 : Keeping safe</b> How rules and age restrictions help us; keeping safe online <i>What does it mean to</i>	<ul style="list-style-type: none"> <li>How rules can help to keep us safe</li> <li>Why some things have age restrictions e.g. TV and film, games, toys or play areas</li> <li>Basic rules for keeping safe online</li> <li>Whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<b>Safety</b>  <b>Safety in a digital world</b>	What would be good rules for the class? Would you have the same rules for home too?	
<b>Unit 3: Families and friendships</b> Roles of different people; families; feeling cared for <i>Who is special to me?</i>	<ul style="list-style-type: none"> <li>About people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>The role these different people play in children’s lives and how they care for them</li> <li>What it means to be a family and how families are different e.g. single parents, same-sex parents etc.</li> <li>About the importance of telling someone – and how to tell them – if they are worried about something in their family</li> </ul>		What sort of person makes a good friend? Or What makes a good family?	<b>RE –</b> <ul style="list-style-type: none"> <li>To enquire into and explore the concept of belonging.</li> <li>To demonstrate knowledge and understanding of ways in which people show they belong.</li> <li>To give pupils the opportunity to explore and express feelings associated with belonging through music and story.</li> <li>To enable pupils to gain knowledge and understanding of a Christian ceremony of belonging.</li> <li>To explore the concepts of symbolism and belonging</li> </ul>

<p><b>Unit 4: Safe relationships</b> Recognising privacy; staying safe; seeking permission <i>What makes me feel safe?</i></p>	<ul style="list-style-type: none"> <li>About situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>About what it means to keep something private, including parts of the body that are private</li> <li>To identify different types of touch and how they make people feel e.g. hugs, tickling, kisses and punches</li> <li>How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>When it is important to ask permission to touch others</li> <li>How to ask for and give / not give permission</li> </ul>	<p><b>Linking themes</b> <b>Mental wellbeing</b></p> <p><b>Safe relationships</b></p> <p><b>Safety</b></p> <p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i></p> <p><b>Relationships education</b></p>	<p>When someone is upset should we always give them a hug?</p>	<p>Science – Animals, including humans</p> <ul style="list-style-type: none"> <li>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<p><b>Unit 5: Respecting ourselves and others</b> How behaviour affects others; being polite and respectful <i>What does respect mean</i></p>	<ul style="list-style-type: none"> <li>What kind and unkind behaviour means in and out of school</li> <li>How kind and unkind behaviour can make people feel</li> <li>About what respect means</li> <li>About class rules, being polite to others, sharing and taking turns</li> </ul>	<p><b>Linking themes</b> <b>Discrimination</b></p> <p>Safe relationships</p> <p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i></p> <p><b>Safety</b></p>	<p>Jesus told us to treat others as you wish to be treated. Is this a good idea?</p>	<p>RE-</p> <ul style="list-style-type: none"> <li>To reflect upon the stories of Jesus and to express their own ideas in response to stories Jesus told about friendship, kindness and caring.</li> </ul>
<p><b>Unit 6: Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong <i>What makes me special?</i></p>	<ul style="list-style-type: none"> <li>To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>How to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>How they are the same and different to others</li> <li>About different kinds of feelings</li> <li>How to recognise feelings in themselves and others</li> </ul>	<p><b>Linking themes</b> <b>Physical health and Mental Wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety What does it mean to be healthy?</p> <p><b>Mental wellbeing</b></p> <p><b>Discrimination</b> <b>Relationship education</b></p>	<p>What is a disability? Is it a good or bad thing? Or Should Elmer change to fit in?</p>	<p>RE –</p> <ul style="list-style-type: none"> <li>To enable pupils to reflect upon and share their own ideas about God.</li> <li>To provide pupils with the opportunity to reflect upon and express their own questions about life and God.</li> <li>To give the pupils the opportunity to express their own spirituality through art.</li> </ul>

	<ul style="list-style-type: none"> <li>How feelings can affect how people behave</li> </ul>	<b>Safety</b>		<ul style="list-style-type: none"> <li>To enable pupils to recognise that people have different views about God.</li> <li>To introduce the concept of a special person and consider reasons why Jesus is special to Christians.</li> <li>To begin to reflect on their personal feelings and the feelings of others.</li> <li>To enable pupils to reflect on what is valuable and precious to them.</li> </ul>
<b>Unit 7: Money and Work</b> Strengths and interests; jobs in the community <i>Why is that job important?</i>	<ul style="list-style-type: none"> <li>That everyone has different strengths, in and out of school</li> <li>About how different strengths and interests are needed to do different jobs</li> <li>About people whose job it is to help us in the community</li> <li>About different jobs and the work people do</li> </ul>		Are there jobs that women do and jobs that men do?	
<b>Unit 8: Being a change maker</b> <b>What rules are; caring for others' needs; looking after the environment</b> <i>In what way am I a change maker?</i>	<ul style="list-style-type: none"> <li>About examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>That different people have different needs</li> <li>How we care for people, animals, and other living things in different ways</li> <li>How they can look after the environment e.g. recycling</li> <li>What does it mean to be a change maker?</li> <li>About the rights of a child. Are they different to human rights?</li> </ul>		Why is it important that we all get on together in class?	

Year 2	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<p><b>Unit 1: Keeping safe</b> Safety in different environments; risk and safety at home; emergencies <i>Whos' job is it to keep me safe?</i></p>	<ul style="list-style-type: none"> <li>• How to recognise risk I everyday situations e.g. road, water and rail safety, medicines</li> <li>• How to help keep themselves safe in familiar and unfamiliar environments such as in school, online and out and about</li> <li>• To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicine / household products</li> <li>• About things people can put into their body or onto their skin e.g. medicines and creams and how these can affect how people feel</li> <li>• How to respond if there is an accident and someone is hurt</li> <li>• About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i></p> <p><b>Safety</b></p> <p><b>Safety in a digital world</b> <b>Mental wellbeing</b></p>	<p>Where is the safest place to be? What makes it so?</p>	<p><b>Digital Literacy</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• see <b>where technology is used at school</b> such as in the office or canteen.</li> <li>• understand that my creations such as programs need <b>similar skills to the adult world</b>. e.g. The program used for collecting money for school trips.</li> <li>• understand the consequences of not <b>searching online safely</b>.</li> <li>• <b>report</b> unkind behaviour and things that upset me online, to a trusted adult.</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• say what are the dangers of sharing photos online?</li> <li>• Understand that people online are not always who they say they are.</li> <li>• Understand what is trusting information online.</li> <li>• Use the Internet responsibly.</li> <li>• Be respectful online.</li> </ul>
<p><b>Unit 2: Media literacy ad digital resilience</b> The internet in everyday life, online content and information <i>How do I make the internet work for me?</i></p>	<ul style="list-style-type: none"> <li>• The ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• To recognise the purpose and value of the internet in everyday life</li> <li>• To recognise that some content on the internet is factual and some is entertainment e.g. news, games, videos that information online may not always be true</li> </ul>		<p>If a customer review on Amazon says a product is great, should I buy it?</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• understand what makes a computer a computer.</li> </ul>

				<ul style="list-style-type: none"> <li>understand computers store and follow instructions.</li> <li>spot digital technology in school.</li> <li>understand how different technology helps us.</li> </ul>
<b>Unit 3: Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <i>Who and what keeps me safe?</i>	<ul style="list-style-type: none"> <li>How to recognise hurtful behaviour, including online</li> <li>What to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>About what bullying is and different types of bullying</li> <li>How someone may feel if they are being bullied</li> <li>About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>How to resist pressure to do something that feels uncomfortable or unsafe</li> <li>How to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i>  <b>Safety</b> = <b>Safe relationships</b>  <b>Safety in a digital world</b>  <b>Mental wellbeing</b>  <b>Discrimination</b>  <b>Relationships education</b>	What is a bully? Or What makes someone a bully?	
<b>Unit 4: Families and friendships</b> Making friends; feeling lonely and getting help <i>What is the recipe for a good friend?</i>	<ul style="list-style-type: none"> <li>How to be a good friend e.g. kindness, listening, honesty</li> <li>About different ways that people meet and make friends</li> <li>Strategies for positive play with friends e.g. joining in, including others etc</li> <li>About what causes arguments between friends</li> <li>How to positively resolve arguments between friends</li> </ul>		Is it only ever good to come first in a race? Or If I already own what you bought me as a gift, should I tell you?	

	<ul style="list-style-type: none"> <li>How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>			
<p><b>Unit 5: Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions <i>What does respect mean to me?</i></p>	<ul style="list-style-type: none"> <li>About the things they have in common with their friends, classmates, and other people</li> <li>How friends can have both similarities and differences</li> <li>How to play and work cooperatively in different groups and situations</li> <li>How to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i></p> <p><b>Safety</b></p> <p><b>Safe relationships</b></p> <p><b>Mental wellbeing</b></p> <p><b>Discrimination</b></p>	<p>Should there be a different uniform for girls and boys? Or Who has the best ideas in my class? Why do I think that? Or If I baked a cake, who should get the biggest slice?</p>	<p>RE –</p> <ul style="list-style-type: none"> <li>conduct an enquiry into how people show they care for others:</li> <li>To discuss ways in which people are special and unique.</li> <li>To enable pupils to think of ways in which they can use their talents to help others.</li> </ul>
<p><b>Unit 6: Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community <i>In what ways am I a community warrior?</i></p>	<ul style="list-style-type: none"> <li>About being parts of different groups, and the <b>role</b> they play in these groups e.g. class, teams, faith groups</li> <li>About different rights and responsibilities that they have in school and the wider community</li> <li>About how a community can help people from different groups to feel included</li> <li>To recognise that they are all equal, and ways in which they are the same and different in their community</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying</i></p> <p><b>Safety</b></p> <p><b>Safe relationships</b></p> <p><b>Discrimination</b></p>	<p>Should we treat disabled people differently to able bodied people? Or The Rainbow Fish. Is it a good thing to look different to everyone else?</p>	<p>RE –</p> <ul style="list-style-type: none"> <li>To enquire into the concept of charity in different religious traditions.</li> <li>To explore the ways in which different religious traditions show they care for others.</li> <li>To be able to retell stories about the importance of caring for those in need.</li> <li>To be able to explain what is meant by charity</li> </ul> <p>To conduct an enquiry into inspiring leaders.</p> <ul style="list-style-type: none"> <li>To enable pupils to reflect upon and identify inspiring people in their own lives.</li> <li>To enable pupils to identify the qualities they would associate with a good leader.</li> </ul>

				<ul style="list-style-type: none"> <li>• To give pupils the opportunity to reflect upon their own personal qualities and explain what they could do to inspire others.</li> <li>• To enable pupils to formulate their own questions about leadership.</li> <li>• To explain how Jesus demonstrated he was an inspiring leader for Christians.</li> <li>• To identify the leadership qualities Moses demonstrated, when leading the Israelites out of Egypt and suggest reasons why people followed him.</li> </ul>
<b>Unit 7: Money and Work</b> What money is; needs and wants; looking after money Does money matter?	<ul style="list-style-type: none"> <li>• What money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments</li> <li>• How money can be kept and looked after</li> <li>• About getting, keeping, and spending money</li> <li>• That people are paid money for the job they do</li> <li>• How to recognise the difference between needs and wants</li> <li>• How people make choices about spending money, including thinking about needs and wants</li> </ul>	<b>Mental wellbeing</b>	Are girls or boys the best cooks? Does gender make a difference? Or Would you choose to be rich or to be famous?	
<b>Unit 8: Physical health and Mental Wellbeing</b> Why sleep is important. Medicines and keeping healthy. Keeping teeth	<ul style="list-style-type: none"> <li>• About routines and habits for maintaining good physical and mental health</li> <li>• Why sleep and rest are important for growing and keeping healthy</li> </ul>		What would it be like if sweets were free? Or	Science – Animals, including humans

<p>healthy; managing feelings and asking for help  <i>What keeps me happy and healthy?</i></p>	<ul style="list-style-type: none"> <li>• That medicines, including vaccinations can help people stay healthy and manage allergies</li> <li>• Importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• About food and drinks that affect dental health</li> <li>• How to describe and share a range of feelings</li> <li>• Way to feel good, calm down or change their mood e.g. playing outside, listening to music, spending times with others</li> <li>• When and how to ask for help, and how to help others, with their feelings</li> </ul>		<p>Should I be allowed to eat whatever I wanted, and as much as I wanted?</p>	<ul style="list-style-type: none"> <li>• I can notice that animals, including humans, have offspring which grow into adults;</li> <li>• I can find out about and describe the basic needs of animals, including humans, for survival water, food and air);</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<p><b>Unit 9: Growing and changing</b>          Growing older, naming body parts, moving class or year  <i>Does my body always look the same?</i></p>	<ul style="list-style-type: none"> <li>• About the human life cycle and how people grow from young to old</li> <li>• How our needs and bodies change as we grow up</li> <li>• To identify and name the main parts of the body including external genitalia e.g. vagina, penis, testicles</li> <li>• About change as people grow up, including new opportunities and responsibilities</li> <li>• Preparing to move class and setting goals for next year</li> </ul>	<p><b>Mental wellbeing</b>   <b>Relationships education</b></p>	<p>Is it better to be young or old?</p>	<p>Science –          All living things</p> <ul style="list-style-type: none"> <li>• I can explore and compare the differences between things that are living, dead, and things that have never been alive;</li> <li>• I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</li> </ul>

				and identify and name different sources of food.
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Year 3	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<p><b>Unit 1: Keeping safe</b> Safety in different environments; risk and safety at home; emergencies <i>Whos' job is it to keep me safe?</i></p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>• About things people can put into their body or onto their skin e.g. medicines and creams and how these can affect how people feel</li> <li>• How to respond if there is an accident and someone is hurt</li> <li>• About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying and harassment</i></p> <p><b>Mental wellbeing</b></p> <p><b>Safety</b></p> <p><b>Safety in a digital world</b></p>	<p>Whose job is it to keep us safe?</p>	<p>Computing – <b>Digital Literacy</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>• <b>create a secure password.</b></li> <li>• explain the <b>importance of</b> having a secure password and <b>not sharing it with others.</b></li> <li>• explain the <b>negative consequences</b> of not keeping passwords safe and secure.</li> <li>• understand the importance of <b>keeping safe online</b> and <b>behaving respectfully.</b></li> <li>• use communication tools such as <b>email respectfully and use good etiquette.</b></li> <li>• <b>report unacceptable content and contact online</b> in more than one way to a trusted adult.</li> </ul>
<p><b>Unit 2: Media literacy and Digital resilience</b> How the internet is used; assessing information online <i>Is a virtual world a positive to mankind?</i></p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play, or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> </ul>		<p>Could you cope without your technology? Or Is technology always good?</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• understand what to do if something upsets you online</li> <li>• understand why and how people can be nasty online.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>			<ul style="list-style-type: none"> <li>• describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.</li> <li>• understand why people pretend to be someone else online.</li> <li>• understand why we only talk to people we know in the real world, when online.</li> <li>• understand why we should not always trust what we read online and how to check</li> <li>• understand the importance of being kind in the real world and also online.</li> <li>• understand the importance of using avatars and how to make them.</li> </ul>
<b>Unit 3: Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour <i>Who and what keeps me safe?</i>	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for people involved.</li> <li>• About bullying online, and the similarities and differences to face-to-face bullying.</li> <li>• What to do and whom to tell if they see or experience bullying</li> </ul>		If someone says something not nice to me once, are they a bully? Or If someone in your class was not a good singer, should you tell them?	
<b>Unit 4: Families and friendships</b> What makes a family; features of family life <i>What does family mean to me?</i>	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same</li> <li>• sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability, and love</li> </ul>	<b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying and harassment</i>  <b>Mental wellbeing</b>  <b>Relationships and sex education</b>	What are the things you would add to a recipe for a good family?	

	<ul style="list-style-type: none"> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement and support in times of difficulty.</li> <li>• To identify if / when something in a family might make someone upset or worried.</li> <li>• What to do and whom to tell if family relationships are making them feel unsafe or unhappy</li> </ul>	<b>Safety</b>		
<p><b>Unit 5: Respecting ourselves and others</b> Recognising respectful behaviour. The importance of self-respect, courtesy and being polite <i>Do we have a responsibility to respect ourselves and others?</i></p>	<ul style="list-style-type: none"> <li>• To recognise respecting behaviours e.g. helping or including others, being responsible.</li> <li>• How to model respectful behaviour in different situations e.g. at home, at school, online.</li> <li>• The importance of self-respect and their right to be treated respectfully by others.</li> <li>• What it means to treat others, and be treated, politely.</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying and harassment</i></p> <p><b>Extremism</b></p> <p><b>Discrimination</b></p> <p><b>Mental wellbeing</b></p> <p><b>Relationships education</b></p> <p><b>Safety</b></p>	<p>Should we stop being kind to others if they are not kind back to us? Or Should you always listen to people who are older than you?</p>	<p>RE – To conduct an enquiry into beliefs about God from religion and belief.</p> <ul style="list-style-type: none"> <li>• To recognise that people have different views about God.</li> <li>• To enquire into the concept of faith and why people put their faith in God.</li> <li>• To know and understand some of the qualities Christians associate with God and why.</li> <li>• To reflect upon and share their own ideas about God.</li> <li>• To provide pupils with the opportunity to reflect upon and ask their own big questions about God.</li> </ul>
<p><b>Unit 6: Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p>	<ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> </ul>	<p><b>Extremism</b></p> <p><b>Discrimination</b></p>	<p>If you could make a new law what would it be? Or</p>	

<p><i>What is the rule of law?</i></p>	<ul style="list-style-type: none"> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people?</li> <li>to identify basic examples of human rights including the rights of children</li> </ul>	<p><b>Safety</b></p>	<p>Should I follow a law if I think its wrong?</p>	
<p><b>Unit 7: Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals</p>	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>		<p>Is it ok to behave differently to gender stereotypes? Or What qualities make for the best leaders?</p>	
<p><b>Unit 8: Physical health and Mental wellbeing</b> Health choices and habits. What affects feelings? Expressing feelings. <i>Why should I make healthy choices?</i></p>	<ul style="list-style-type: none"> <li>about the choices people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices</li> <li>what can help people make healthy choices and what might negatively influence them.</li> <li>About habits and that sometimes they can be maintained, changed or stopped</li> <li>The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</li> <li>What is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally.</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b></p> <p><b>Extremism and Radicalisation</b></p> <p><b>Mental wellbeing</b></p> <p><b>Safety in a digital world</b> age restrictions, personal data, online abuse.</p>	<p>Is it OK to ignore the things we don't like?</p>	<p>Science – Animals, including humans</p> <ul style="list-style-type: none"> <li>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;</li> <li>I can identify that humans and some other animals have skeletons and muscles for</li> </ul>

	<ul style="list-style-type: none"> <li>• That regular exercise has positive benefits for their mental and physical health.</li> <li>• About the things that can affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language.</li> </ul>			support, protection and movement.
<p><b>Unit 9: Growing and changing</b>  Personal strengths and achievements; managing and reframing setbacks  <i>In what ways do I aim high even when the going gets tough?</i></p>	<ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make.</li> <li>• to recognise how strengths and interests form a part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of in and out of school.</li> <li>• To recognise common challenges of self-worth e.g. finding schoolwork difficult, friendship issues.</li> <li>• Basic strategies to manage and reframe from setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they're good at, trying again</li> </ul>	<p><b>Mental wellbeing</b>  <b>Relationships education</b></p>	<p>What would the World be like if everyone in it looked the same?</p>	

Year 4	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<p><b>Unit 1: Media literacy and Digital resilience</b> How data is shared and used <i>What is a digital footprint?</i></p>	<ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts look like</li> <li>to compare content shared for factual purposes and for advertising</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b></p> <p><b>Mental wellbeing</b></p> <p><b>Safety</b></p> <p><b>Safety in a digital world</b> age restrictions, personal data, online abuse.</p>	<p>Is it ever ok to keep a secret?</p> <p>Is it ever OK to not have any rules?</p>	<p>Computing – <b>Digital Literacy</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>understand the <b>online safety rules we learn at school.</b></li> <li>demonstrate how to use <b>different online technologies safely.</b></li> <li>demonstrate how to use a few different <b>online services safely.</b></li> <li>Understand that I have a right to <b>privacy</b> both on and offline.</li> </ul>
<p><b>Unit 2: Families and friendships</b> Positive friendships including online. <i>Have you got a friend in me?</i></p>	<ul style="list-style-type: none"> <li>About the features of positive healthy friendships such as mutual respect, trust and sharing interests.</li> <li>Strategies to build positive friendships</li> <li>How to seek support with relationships if they feel lonely or excluded</li> <li>How to communicate respectfully with friends using digital devices</li> <li>How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>What to do or whom to tell if they are worried about any contact online.</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b></p> <p><b>Mental wellbeing</b></p> <p><b>Safety</b></p> <p><b>Safety in a digital world</b> age restrictions, personal data, online abuse</p> <p><b>Relationships education</b></p>	<p>Why might men be less likely than a woman to talk about their feelings?</p> <p>Or</p> <p>Is it better to keep your feelings in or share them?</p> <p>Or</p> <p>Is it ok if people are not always nice to each other?</p>	<ul style="list-style-type: none"> <li>recognise that my <b>wellbeing can be affected by how I use technology.</b></li> <li><b>report with</b> ease any concerns with content and contact online <b>and know immediate strategies to keep safe.</b></li> <li>use <b>critical thinking to understand bias and misrepresentation</b> when using <b>online</b> resources.</li> <li>look at information on a webpage and <b>make predictions about the accuracy of information contained within it.</b></li> <li><b>review solutions</b> that others have created, using a checklist of criteria.</li> </ul>

				<ul style="list-style-type: none"> <li>• understand what to do if something upsets me online.</li> <li>• understand why and how people can be nasty online.</li> <li>• describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.</li> <li>• understand why people pretend to be someone else online.</li> <li>• understand why we only talk to people we know in the real world, when online.</li> <li>• understand why we should not always trust what we read online and how to check</li> <li>• understand the importance of being kind in the real world and also online.</li> <li>• understand the importance of using avatars and how to make them.</li> </ul>
<p><b>Unit 3: Safe relationships</b> Responding to hurtful behaviour; managing</p>	<ul style="list-style-type: none"> <li>• To differentiate between playful teasing, hurtful behaviour and bullying including online.</li> </ul>		<p>Is it ok for someone to say that they are a</p>	

<p>confidentiality; recognising risks online <i>Should I ignore a bully</i></p>	<ul style="list-style-type: none"> <li>• How to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between ‘playful dares’ and dare which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• When it is right to keep or break a confidence or share a secret</li> <li>• How to recognise risks online such as harmful content or contact</li> <li>• How people may behave differently online including pretending to be someone they are not</li> <li>• How to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online.</li> </ul>		<p>better person than me?</p>	
<p><b>Unit 4: Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively <i>Why is it good to be me?</i></p>	<ul style="list-style-type: none"> <li>• To recognise differences between people such as gender, race, faith</li> <li>• To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• About the importance of respecting the differences and similarities between people.</li> <li>• A vocabulary to sensitively discuss difference and include everyone.</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b></p> <p><b>Mental wellbeing</b></p> <p><b>Relationships education</b></p> <p><b>Extremism</b></p> <p><b>Discrimination</b></p>	<p>In the past disabled children would be sent to a special school and just mix with other disabled children. Is it right that now disabled children can come to a mainstream school?</p>	<p>RE –</p> <ul style="list-style-type: none"> <li>• To identify personal, family, school and community codes for living which influence behaviour.</li> </ul>
<p><b>Unit 5: Belonging to a community</b> What makes a community; shared responsibilities <i>What does it mean to be a Community Warrior?</i></p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community. These have their own rules.</li> <li>• about the different groups that make up and contribute to a community</li> </ul>		<p>What causes some people to turn their backs on the rules of their communities?</p>	<p>RE –</p> <ul style="list-style-type: none"> <li>• To enquire into the nature and character of faith communities represented in Wigan.</li> <li>• To conduct an enquiry into the nature and diversity of religion in the Wigan area.</li> </ul>

	<ul style="list-style-type: none"> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>			<ul style="list-style-type: none"> <li>• To identify religious activities and communities in Wigan.</li> <li>• To research a religious community or group represented in Wigan, finding out about their work and how they practise their faith.</li> <li>• To be given the opportunity to meet people from a faith community in Wigan and to visit a faith community in Wigan.</li> <li>• To reflect on the value of respect and consider how we treat people who are different from ourselves in our community.</li> <li>• To design a charter stating how we would show respect for all people within our community.</li> </ul>
<p><b>Unit 6: Keeping safe</b> Medicines and household products; drugs common to everyday life <i>Are all medicines good for us?</i></p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> </ul>	<p><b>Safety</b></p> <p><b>Safety in a digital world</b> age restrictions, personal data, online abuse</p>	<p>Are all medicines good for us?</p>	<p>Science – All Living Things</p> <ul style="list-style-type: none"> <li>• I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to ask for help or advice</li> </ul>			
<b>Unit 7: Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle. Oral hygiene and dental care <i>What does it mean to be healthy?</i>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<b>Mental wellbeing</b>	If you always got whatever you wanted (and not just what you needed) do you think you would be happy?	
<b>Unit 8: Money and Work</b> Making decisions about money; using and keeping money safe <i>Does money make the world turn around?</i>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, epayment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>		Could we survive in a World where money was banned?	
<b>Unit 9: Growing and changing</b> Growing older, naming body parts, moving class or year <i>Does my body always look the same?</i>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</li> <li>• How to recognise, respect and express their individuality and personal qualities</li> <li>• Ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies</li> </ul>		What age is the best age to be?	

	and community groups and mental wellbeing.			
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Year 5	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<p><b>Unit 1: Respecting ourselves and others</b>  Responding respectfully to a wide range of people; recognising prejudice and discrimination  <i>Why should we challenge discrimination?</i></p>	<ul style="list-style-type: none"> <li>To recognise that everyone should be treated equally</li> <li>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>The impact of discrimination on individuals, groups and wider society</li> <li>Ways to safely challenge discrimination</li> <li>How to report discrimination online</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b>  <i>Physical harm, cyber bullying</i></p> <p><b>Extremism and Radicalisation</b></p> <p><b>Discrimination</b>  Faith abuse</p> <p><b>Relationships education</b></p>	<p>The disability &amp; equality law in the UK says that disabled people should be treated more favourably than able-bodied people, Is this fair?  Or  Deliver the SAPRE Extremism Project materials.</p>	<p>RE –  To conduct an enquiry into the five pillars of Islam.</p> <ul style="list-style-type: none"> <li>To gain knowledge and understanding of the five pillars of Islam and how they impact on the lives of Muslim believers.</li> <li>To explore the concept of duty in their own lives and the lives of religious believers.</li> <li>To explain what Muslims believe with reference to the Shahada.</li> <li>To be able to explain the practice of prayer in Islam and its importance.</li> <li>To explore the concept of charity through the practice of Zakat and its importance in Islam.</li> <li>To explain why Muslims fast during Ramadan.</li> <li>To explain the Muslim duty of Hajj and the reasons why Muslims complete this duty.</li> </ul> <p>To enquire into Jewish beliefs and practice.</p> <ul style="list-style-type: none"> <li>To gain knowledge and understanding of Judaism.</li> </ul>

				<ul style="list-style-type: none"> <li>• To make links between the religious rules of the Torah and Jewish religious practice.</li> <li>• To gain knowledge and understanding of Jewish food rules.</li> <li>• To explain how Jewish food rules impact on Jewish daily life.</li> <li>• To research into the beliefs and practices associated with the Jewish Sabbath and their significance in Jewish life.</li> </ul>
<b>Unit 2: Belonging to a community</b> Protecting the environment; compassion towards others <i>In what ways am I a Change Maker?</i>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>		Should we try to save the Earth or set up a colony on Mars? Or Is it ever Ok to miss your schooling to make a protest? (Greta Thornburg)	
<b>Unit 3: Families and friendships</b> Managing friendships and peer influence <i>What makes a healthy friendship?</i>	<ul style="list-style-type: none"> <li>• what make a healthy relationship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> </ul>	<b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying, and harassment, gender-based</i>  <b>Extremism and Radicalisation</b>  <b>Mental wellbeing</b>	Why do some people become bullies?  The Emotions Jar. What is the best thing you could do to fill someone else's Emotion Jar?	

	<ul style="list-style-type: none"> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried or uncomfortable</li> </ul>	Relationships education		
<p><b>Unit 4: Safe relationships</b> Physical contact and feeling safe <i>What makes me feel safe?</i></p>	<ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How it feels in a person’s mind and body when they are uncomfortable</li> <li>• That it is never someone’s fault if they have experiences unacceptable contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> <li>• That no one should ask them to keep a secret they are worried about</li> <li>• Whom to tell if they are concerned about unwanted physical contact</li> </ul>		What are the factors which make for a good personal relationship? Which factors are less important?	
<p><b>Unit 5: Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM <i>Whose responsibility is it to keep me safe?</i></p>	<ul style="list-style-type: none"> <li>• To identify when situations are becoming risky, unsafe or an emergency</li> <li>• To identify occasions where they can take responsibility for their own safety</li> <li>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• How to deal with common injuries using basic first aid techniques</li> <li>• How to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying, violence and harassment, gender-based</i></p> <p><b>Drugs and substance abuse</b></p> <p><b>Mental wellbeing</b></p> <p><b>Relationships education</b></p> <p><b>Safety</b></p>	Should you risk your life to be the first to achieve something difficult?	

<p><b>Unit 6: Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact <i>Is my information safe online?</i></p>	<ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying, sexual violence and harassment, gender-based</i></p> <p><b>Extremism and Radicalisation</b></p> <p><b>Discrimination</b> Faith abuse</p> <p><b>Mental wellbeing</b></p> <p><b>Safety</b></p> <p><b>Safety in a digital world</b> Age restrictions, personal data, online abuse</p>	<p>USA has seen protests against gay adoption. Is it an important factor in deciding who can adopt a child?</p>	<p>Computing - <b>Digital Literacy</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate a secure knowledge of <b>online safety rules taught at school.</b></li> <li>demonstrate the <b>safe and respectful use of different online technologies and online services.</b></li> <li>always relate appropriate online behaviour to <b>my right to have personal privacy.</b></li> <li>say how to not let <b>my mental wellbeing</b> or others be affected by use of <b>online technologies and services.</b></li> <li><b>explain in detail how</b> accurate, <b>safe and reliable</b> the content is on a <b>webpage.</b></li> <li><b>talk</b> about the importance of <b>computer networks and how they help solve problems</b> and enhance communication.</li> <li>recognise the <b>main dangers that can be perpetuated via computer networks.</b></li> <li>explain <b>what personal information is and know strategies for keeping this safe.</b></li> <li>recognise the <b>main dangers that can be perpetuated via computer networks.</b></li> <li>explain <b>what personal information is and know</b></li> </ul>
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				<p><b>strategies for keeping this safe.</b></p> <ul style="list-style-type: none"> <li>• use the most appropriate form of online communication according to the digital content. I can <b>comment on how successful a digital solution is</b> that I have created. For example, a program built in code that sorts decimals numbers.</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• show my understanding of the importance of an operating system and its key features.</li> <li>• demonstrate important operating system skills (organising files etc), if possible, across multiple operating systems.</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• keep personal information private.</li> <li>• Show respect and protect against online bullies.</li> <li>• understand the consequences of sharing photo/videos online.</li> <li>• understand the term digital footprint.</li> <li>• Say how we check online content is trustworthy.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Say how and where and who can we report concerns we have to.</li> <li>• understand the pitfalls of in-app purchases.</li> </ul>
<p><b>Unit 7: Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><i>What does it mean to be healthy?</i></p>	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p><b>Drugs and substance abuse</b></p> <p><b>Mental wellbeing</b></p> <p><b>Relationships and sex education</b></p>	<p>If companies can't advertise cigarettes on TV, should they be allowed to advertise alcohol?</p>	
<p><b>Unit 8: Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><i>What makes me special?</i></p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> </ul>		<p>Identity – what things make you unique?</p> <p>Or</p> <p>Should we as a society resist the pressures to look a certain way?</p>	<p>Science – All Living Things</p> <ul style="list-style-type: none"> <li>• I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• I can describe the life process of reproduction in some plants and animals.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to get information, help and advice about puberty</li> </ul>			
<p><b>Unit 9: Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes <i>Do I have a dream job?</i></p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p><b>Discrimination</b></p> <p><b>Safety</b></p>	<p>Look at the Windrush generation and the anti-black behaviours of some British people at this time. why do some people seek to become UK citizens. What makes a British person? Or What is the most important thing that you have learnt at school and why? Or Which of the 5Rs do you think are the most important in life and finding employment?</p>	

Year 6	Learning Objectives	Linked Themes	P4C Enquiry Question.	Curriculum Links
<p><b>Unit 1: Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media <i>In what ways should I keep myself safe?</i></p>	<ul style="list-style-type: none"> <li>To identify when situations are becoming risky, unsafe or an emergency</li> <li>To identify occasions where they can take responsibility for their own safety</li> <li>To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>How to deal with common injuries using basic first aid techniques</li> <li>How to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying, sexual violence and harassment, gender-based</i></p> <p><b>Extremism and Radicalisation</b></p> <p><b>Discrimination</b></p> <p><b>Mental wellbeing</b></p> <p><b>Safety in a digital world</b> Age restrictions, personal data, online abuse, grooming and live streaming.</p>	<p>Should people be allowed to do whatever they want, even if it may be dangerous?</p>	<p>Computing – <b>Digital Literacy</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate <b>safe and respectful use of a range of different technologies and online services.</b></li> <li>identify more <b>discrete inappropriate behaviours online.</b> For example, someone who may be trying to <b>groom</b> me or someone else.</li> <li><b>use critical thinking to help me stay safe online.</b> I know the value of <b>protecting my privacy and others online.</b></li> <li>use critical thinking to understand <b>bias and misrepresentation when using online resources.</b></li> <li>explain in detail <b>how accurate and reliable a webpage and its content</b> is.</li> <li>compare a range of digital content sources and rate them in terms of content <b>quality and accuracy.</b></li> <li>use criteria to evaluate the quality of my own and others digital solutions, <b>suggesting refinements.</b></li> <li><b>consider the intended audience carefully</b> when I design and make digital content.</li> </ul>
<p><b>Unit 2: Media literacy and Digital resilience</b> Evaluating media sources; sharing things online <i>In what ways can I keep myself and others safe online?</i></p>	<ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations for use</li> <li>why some media and online content is not appropriate for children</li> <li>how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>about sharing things online, including rules and laws relating to this</li> <li>how to recognise what is appropriate to share online</li> <li>how to report inappropriate online content or contact</li> </ul>	<p><b>Age restrictions, personal data, online abuse, grooming and live streaming.</b></p>	<p>How should we decide who/what to trust when making decisions? Or Is it ever ok for an online influencer to say how you should look, what you should do, or what you should buy?</p>	<p>Computing – <b>Digital Literacy</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate <b>safe and respectful use of a range of different technologies and online services.</b></li> <li>identify more <b>discrete inappropriate behaviours online.</b> For example, someone who may be trying to <b>groom</b> me or someone else.</li> <li><b>use critical thinking to help me stay safe online.</b> I know the value of <b>protecting my privacy and others online.</b></li> <li>use critical thinking to understand <b>bias and misrepresentation when using online resources.</b></li> <li>explain in detail <b>how accurate and reliable a webpage and its content</b> is.</li> <li>compare a range of digital content sources and rate them in terms of content <b>quality and accuracy.</b></li> <li>use criteria to evaluate the quality of my own and others digital solutions, <b>suggesting refinements.</b></li> <li><b>consider the intended audience carefully</b> when I design and make digital content.</li> </ul>

				<p><b>I can:</b></p> <ul style="list-style-type: none"><li>• Show awareness of how computers and digital technology helps us today.</li><li>• Understand how technology has changed over time and represent it as an interactive timeline.</li><li>• Understand the impact (positive/negative) technological changes have on society.</li><li>• Predict how technology will change in the future.</li></ul> <p><b>I can:</b></p> <ul style="list-style-type: none"><li>• keep personal information private</li><li>• respect and protect against online bullies.</li><li>• understand the consequences of sharing photo/videos online.</li><li>• understand the term digital footprint.</li><li>• Say how can we check online content is trustworthy.</li><li>• Say how, where and who can we report concerns we have to.</li><li>• use suitable usernames and passwords for online accounts</li></ul>
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				<ul style="list-style-type: none"> <li>• understand the pitfalls of in-app purchases.</li> <li>• understand how and why companies/people track our online behaviour and how we can prevent it.</li> </ul>
<b>Unit 3: Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage <i>What is love?</i>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• about the qualities of healthy relationships</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether they get married</li> <li>• that to force anyone into marriage is illegal. How and where to report forced marriage or ask for help if they are worried.</li> </ul>	<b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying, harassment, gender-base</i>  <b>Mental wellbeing</b>  <b>Relationships education</b>  <b>Safety</b> <i>Child Criminal Exploitation, Domestic violence, Abuse</i>	In the UK it is legal for gay couples to marry, but not in every country. Why might some countries not agree with the UK?	
<b>Unit 4: Safe relationships</b> Recognising and managing pressure, consent in different situations <i>In what ways do we show we care?</i>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> </ul>		Wigan is one of Europe's worst areas for domestic abuse. Why do some people end up in damaging relationships?	

	<ul style="list-style-type: none"> <li>• what consent means and how to seek and give / not give permission in different situations</li> </ul>			
<p><b>Unit 5: Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes <i>Why stand up for what is right?</i></p>	<ul style="list-style-type: none"> <li>• What prejudice means</li> <li>• To differentiate between prejudice and discrimination</li> <li>• How to recognise acts of discrimination</li> <li>• Strategies to safely respond to and challenge discrimination</li> <li>• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• How stereotypes are perpetuated and how to challenge this</li> </ul>	<p><b>Bullying (including peer on peer abuse)</b> <i>Physical harm, cyber bullying and harassment, gender-based</i></p> <p><b>Extremism and Radicalisation</b></p> <p><b>Discrimination</b></p> <p><b>Relationships and sex education</b></p> <p><b>Safety</b> <i>Child Criminal Exploitation, Child missing in education, Domestic violence,, Abuse</i></p>	<p>In pre WW2 Germany Hitler's Nazis portrayed Jews negatively in the media. How are different religious groups portrayed in the media today? Or In World War 2 Hitler's Nazis murdered people who had a disability as they saw them as defective human beings. Why did so many people go along with this at the time?</p>	<p>RE -</p> <ul style="list-style-type: none"> <li>• To enable pupils to enquire into how religions can build a fairer world.</li> <li>• To determine what is fair and unfair in their own and other people's lives.</li> <li>• To enable pupils to consider examples of injustice and poverty around the world and to determine what could be done about it.</li> <li>• To enquire into whether religion can do anything to build a fairer world.</li> <li>• Enquire into the work of Samaritan's purse and what they are doing to help those who live in poverty around the world.</li> <li>• To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world.</li> <li>• To look at why religions want to help to create a fairer world. Look and consider some of the teachings of Jesus and other religious leaders.</li> <li>• To enable students to conduct an enquiry into the work of a religious charity</li> </ul>

				<p>To conduct an enquiry into the diverse nature of religion and belief in the UK.</p> <ul style="list-style-type: none"> <li>• To conduct an enquiry into the nature and character of religion and belief in the UK.</li> <li>• To be able to identify religious communities represented in the UK.</li> <li>• To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community.</li> <li>• To identify some of the challenges faced by religious communities practising their faith in the UK.</li> <li>• To identify some British and shared universal values and their importance in determining how we treat others in society today.</li> </ul>
<p><b>Unit 6: Respecting ourselves and others</b> Expressing opinions and respecting other points of views, including discussing topical issues <i>Should respect be earned?</i></p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect others points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussion online and manage conflict or disagreements</li> </ul>		<p>What makes the best kind of leader, one with big muscles or one with big brains? Or Is it ever ok to use power over someone to get what you want?</p>	

<p><b>Unit 7: Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it. Managing change, loss and bereavement.</p> <p><i>Can I control how I am feeling?</i></p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experience such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feeling</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experience feeling that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside of school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• about strategies that can help someone cope with these feelings associated with change and loss</li> </ul>	<p><b>Mental wellbeing</b></p> <p><b>Relationships and sex education</b></p>	<p>Suicide is the leading cause of death in young people under the age of 35 in the UK. In 2015 1659 young people committed suicide. Suicide rates amongst boys and men are three times higher than for girls or women. Why might boys and men be more vulnerable?</p>	
<p><b>Unit 8: Growing and changing</b> Human reproduction and birth. Increasing independence and managing transitions</p> <p><i>How is a baby made?</i></p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about the transition to secondary school and how this might affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> </ul>	<p><b>Mental wellbeing</b></p> <p><b>Relationships and sex education</b></p>	<p>Should we embrace changes or run away from them?</p>	<p>Science – Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>• I can recognise that living things produce offspring of the same kind, but normally</li> </ul>

	<ul style="list-style-type: none"> <li>• practical strategies that can help manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relations and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>			<p>offspring vary and are not identical to their parents;</p>
<p><b>Unit 9: Money and Work</b> Influences and attitudes to money; money and financial risks <i>What is my attitude to money?</i></p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><b>Discrimination</b></p> <p><b>Mental wellbeing</b></p> <p><b>Safety</b> <i>Child Criminal Exploitation, Child missing in education, Domestic violence, Fabricated and induced illness, Abuse (including physical, emotional, sexual, domestic and neglect).</i></p>	<p>Should people always be allowed to spend their earnings on whatever they like?</p>	