



Bromesberrow St. Mary's Personal, Social, Health, Economic (PSHE) and Relationships, Health and Sex Education (RHSE) Long Term Plan

Intent: PSHE/RHSE enables all our children at Bromesberrow St. Mary's C of E Primary school to become healthy, independent and responsible members of society. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are a part of growing up. We plan for all our children, including our most vulnerable and disadvantaged in our care, to leave us;

- feeling safe and aware of the society around them;
- able to contribute to school life positively and the wider community;
- having ways in which to deal with challenges they may face both on and offline;
- understanding more about themselves mentally and physically;
- knowing how to keep healthy;
- making informed decisions about their own physical and mental wellbeing
- continuing to develop resilience,

which will prepare them for opportunities and responsibilities in the future.

Implementation: At Bromesberrow, our approach to PSHE/RHSE is to ensure that we have a clear coverage plan in place that enables all children to develop in line with their developmental age and needs, so that we can best support them through utilising first-hand experiences and sharing good practice in a changing world. It is every staff member's responsibility to do this by being a role model and having high expectations of our children.

Our PSHE/RHSE curriculum is delivered through a bespoke curriculum to support our mixed age classes and the needs of our children in line with the National Curriculum objectives and Early Years Statutory Framework, whilst also providing opportunity to promote and teach Fundamental British Values. We use Partnership for Children schemes of learning to support the teaching of PSHE (Zippy's Friends, Apple's Friends and Passport) alongside the PSHE Association scheme and Gloucestershire Healthy Living and Learning resources. Our curriculum supports the development of skills, attitudes, values and behaviours which enables pupils to:



National Curriculum

- Be respectful of themselves and others
- Have an understanding of their responsibility and the responsibility of others in our local and global community
- Form relationships
- Feel a sense of purpose
- Work and communicate effectively with others
- Respond to challenge appropriately
- Become healthy individuals both physically and mentally
- Be courageous advocates for change
- Reflective and resilient individuals.

Early Years Statutory Framework

Self-Regulation:

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

Managing Self:

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

Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.



- Show sensitivity to their own and to others' needs.

At Bromesberrow, the teaching of PSHE is ongoing, as it plays a vital role in our children's Primary Education. Therefore, it is taught weekly in class or within collective worship, where it forms a vital role of challenging, nurturing and awakening children's spiritual, moral, social and cultural curiosity. Throughout our day to day experiences, occasions arise where staff may feel it is needed to teach PSHE as a result of an issue that has arisen within their own class and we champion this practice. We are aware of the Cross-Curricular links between many of these themes and address them accordingly (P.E., Computing, R.E. Forest School, and History). Please read alongside our Relationships, Health and Sex policy (including Personal, Social, Health and Economic).

SEND

Our PSHE/RSE curriculum is fully inclusive, which provides learning opportunities for all at a level that is suitable to them. Teachers know the children within their classes very well and through professional judgement, and communication with subject lead and families, we adapt the curriculum when needed. In every lesson, our teachers use adaptive teaching techniques to ensure the learning is accessible in an appropriate way. For example; in the moment, teachers and teaching partners to discuss experiences and vocabulary to support understanding, use of Clicker to support communication, sharing results, predictions, observations and ideas in science, teaching partners could also scribe this, use of widget – pictures linked to text, use of word banks to support retention of specific vocabulary, use worked examples as a scaffold and model for children to support completion of independent work, reframing questions and linking to prior learning and experiences to support a child to make connections in learning and to understand content, chunk learning, break it down to make it accessible and understandable, use of questioning and probing to elicit understanding, model you own thinking to support understanding, use of writing frames, which give multi-choice or cloze, group discussions and small group learning.

Impact:

When our children leave us they will show the values, resilience, confidence and resourcefulness to thrive in an ever changing society in Modern Britain, who show an ever increasing awareness and respect of themselves and others; developed through having a voice that they are proud of. Allowing them to 'Shine Together' whilst 'Reaching for The Stars'. This will not only prepare them for transition to their next school but give them the fundamental foundations to be successful human beings throughout life. We monitor PSHE/RSE through pupil voice, book looks, leadership pop ins, considerate conversations and planned staff meetings.



By the end of Primary school all child should know (Statutory Relationship Education):

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterized by love and care. • About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.



	<ul style="list-style-type: none"> • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. • How to respond safely and appropriately to adults they may encounter (in contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • That marriage (including Same Sex Couple Act 2013 in England and Wales) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
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By the end of Primary school all child should know (Statutory Physical health and mental wellbeing):

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience is in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied, vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
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	<ul style="list-style-type: none"> • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risk associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding of calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risk associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or healthy).



Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including key facts about the menstrual cycle.

Our School Objectives:

Class 1 – Pre-school, Reception and Year 1

Class 1 uses Zippy's friends PSHE scheme, Pink curriculum and PSHE Association to support the teaching and learning of RSE and PSHE within the classroom.

Statutory Relationship Education:

<p><u>Questions:</u> What is love?</p>	<p>School objectives.</p>
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<p>What do I do if I feel unhappy or unsafe? What makes a family? What makes a good friend? What is respect? How do we stay safe online? What do I do if I am worried? What is a secret? When should I not keep a secret?</p>		
<p>Families and people who care for me</p>	<p>Pre School</p>	<ul style="list-style-type: none"> • With support, be able to talk about who lives with them at home and special people to them. • Begin to make sense of their own life story and family's history. • Role play as members of society who help e.g. doctors, police etc.
	<p>Reception</p>	<ul style="list-style-type: none"> • Feel confident in being able to talk to someone (teacher) if something about their family makes them feel unhappy or worried and know it is important to do so. • Identify the people who love and care for them in their immediate family. • Identify people who can help e.g. when they are poorly.
	<p>Yr.1</p>	<ul style="list-style-type: none"> • Recognise that they belong to various groups and communities, such as family and school (Zippy's). • Identify the people who love and care for them and what they do to help them feel cared for. • Identify common features of a family (if children comment on 'mummy and daddy' point out there can be alternative family set ups). • Recognise that family and friends should care for each other – Kindness (Zippy's).
<p>Online relationships</p>	<p>Pre School</p>	<ul style="list-style-type: none"> • N/A
	<p>Reception</p>	<ul style="list-style-type: none"> • Know that when they use technology it should be under adult supervision. • Know who they can talk to if they feel unsafe online.



	Yr. 1	<ul style="list-style-type: none"> • That at their age they should not be communicating with people online and if they are it is under adult supervision and are communicating with people they already know on the outside world. • Know who they can talk to if they feel unsafe online.
Being safe	Pre School	<ul style="list-style-type: none"> • Know who can help us. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	Reception	<ul style="list-style-type: none"> • Know who can help us in different settings (School, home, community) (Zippy's). • Start to see the difference between right and wrong. • Recognise and report feelings of being unsafe or feeling bad with support. • Follow rules with independence.
	Yr. 1	<ul style="list-style-type: none"> • Recognise choices they can make, and recognise difference between what is right and wrong (Zippy's). • Recognise and report feelings of being unsafe or feeling bad. • Follow and contribute to rules within the classroom.
Caring friendships What is cooperation ?	Pre School	<ul style="list-style-type: none"> • Begin to understand how others might be feeling. • Play with one or more other children, extending and elaborating play ideas. • With support, talk with others to avoid conflict and rivalries find solutions to conflict and rivalries (language use of falling out).
	Reception	<ul style="list-style-type: none"> • Develop strategies to make friends with support. • With support, contribute to the life of the class and school – how to cooperate with others. • With support begin to recognise good solutions when dealing with disagreements (conflict) and bullies (Zippy's). • Think about the perspectives of others.
	Yr. 1	<ul style="list-style-type: none"> • Develop strategies to resolve conflict with friends (Zippy's). • Develop strategies on how to make friends (Zippy's).



		<ul style="list-style-type: none"> • To identify and respect the differences and similarities between people (Zippy's). • Develop the understanding of how to keep a friend (Zippy's). • Know how to deal with loneliness and rejection (Zippy's). • Strategies to be able to help others to resolve conflict (Zippy's). • Contribute to the life of the class and school (Zippy's) – how to cooperate with others. • Being able to recognise good solutions when dealing with disagreements and bullies (Zippy's).
Respectful relationships	Pre School	<ul style="list-style-type: none"> • Develop appropriate ways to be assertive. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Continue to develop positive attitudes about the differences between people.
	Reception	<ul style="list-style-type: none"> • Play regularly involves sharing. • Express their feelings and consider the feelings of others. • Allowing the children to say what they want to say in a safe and respectful environment (Zippy's). • Support in listening to others and respecting when others are talking (Zippy's). • Recognise that a person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact. • With support, recognise the importance of privacy and when things should be shared. • With support, recognise how their behaviour affects other people (Zippy's). • With support, listen to other people, and play and work cooperatively (Zippy's). • Build constructive and respectful relationships.



	Yr. 1	<ul style="list-style-type: none"> • Know that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying (Zippy's) • Have strategies to help others (Zippy's) – how to be kind. • Allowing the children to say what they want to say in a safe and respectful environment (Zippy's). • Support in listening to others and respecting when others are talking (Zippy's). • Recognise that a person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact. • Recognise the importance of privacy and when things should be shared. • Support in improving conversations (Zippy's). • To recognise how their behaviour affects other people (Zippy's). • To use please and thank you. • To listen to other people, and play and work cooperatively (Zippy's).
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Statutory Physical health and mental wellbeing:

	School objectives.	
Mental wellbeing	Pre School	<ul style="list-style-type: none"> • Seeks comfort from familiar adult. • Beginning to distract themselves when upset. • Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'. • Begin to show more confidence in new social situations. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.



	<p>Reception</p>	<ul style="list-style-type: none"> • Having strategies to cope with death (Zippy's). • Beginning to show an understanding that change and loss are a part of life (Zippy's). • With support, children have the ability to communicate their feelings (Zippy's). • With support, recognise feeling sad – feeling happy (Zippy's). • With support, recognise feeling angry or annoyed and how to deal with this (Zippy's). • Given strategies to adapt to new situations (Zippy's) to allow them to show resilience and perseverance. • With support, recognise feeling nervous and how to deal with this (Zippy's). • With support, recognise feeling jealous and how to deal with this (Zippy's). • With support, identify what they are good at and their likes and dislikes (Zippy's). • Know different ways to play and the importance of having a break from TV/Tablets. • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong, with adult support (Zippy's). • See themselves as a valuable individual.
	<p>Yr. 1</p>	<ul style="list-style-type: none"> • Having strategies to cope with death (Zippy's). • Understanding that change and loss are a part of life (Zippy's). • Improve children's abilities to communicate their feelings with strategies on how to do this (Zippy's). • How to recognise feeling sad – feeling happy (Zippy's). • How to recognise feeling angry or annoyed and how to deal with this (Zippy's). • How to recognise feeling jealous and how to deal with this (Zippy's).



		<ul style="list-style-type: none"> • Identify what they are good at and their likes and dislikes (Zippy's). • How to recognise feeling nervous and how to deal with this (Zippy's). • To think about themselves, learn from their experience and recognise what they are good at (Zippy's) show pride in themselves and what they do. • Given strategies to adapt to new situations (Zippy's). • To share opinions on things that matter to them and explain their views (Zippy's). • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (Zippy's). • Improve children's abilities to use a variety of coping strategies (Zippy's). • Improve children's abilities to recognise difficult feelings and identify coping strategies to deal with those feelings (Zippy's). • Improve children's abilities to cope with change and loss and how to learn from them (Zippy's).
Internet safety and harms (Computing curriculum)	Pre School	<ul style="list-style-type: none"> • With support, begins to know that information can be found on computers.
	Reception	<ul style="list-style-type: none"> • Basic rules to keep safe online and what they should and should not be using.
	Yr. 1	<ul style="list-style-type: none"> • Basic rules to keep safe online and what they should and should not be using. • Safe sites to use and that not everything online they see is true. • What is the role of the internet in everyday life? • Rules and age restriction are there to keep us safe. • Why do we have passwords?
Physical health and fitness (PE curriculum)	Pre School	<ul style="list-style-type: none"> • Moves freely with pleasure, thinking about the space they have available to them. • Can tell adults when tired and need to rest. • With support, observes the effects physical exercise has on their bodies.



		<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Revise and refine fundamental movement skills they have already acquired (rolling, crawling, waling etc).
	Reception	<ul style="list-style-type: none"> • That being physical is good for them. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Know and talk about the different factors that support their overall health and wellbeing: (regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian). • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
	Yr. 1	<ul style="list-style-type: none"> • Value their body and recognise what it can do (Pink curriculum). • Begin to discover sport activities they enjoy.
Healthy eating (Science curriculum)	Pre School	<ul style="list-style-type: none"> • Can tell adults when they are hungry. • Adults model healthy eating and has conversations around healthy foods e.g fruit and vegetables. • Use a range of small tools, with some support.
	Reception	<ul style="list-style-type: none"> • With support, know how to make simple choices to improve their health and wellbeing (Zippy’s). • With support, recognise healthy food and the risks of eating too much sugar. • Use a range of small tools e.g. cutlery.
	Yr. 1	<ul style="list-style-type: none"> • Know how to make simple choices to improve their health and wellbeing (Zippy’s). • Recognise healthy food and the risks of eating too much sugar. • What does healthy mean?



Drugs, alcohol and tobacco (Science curriculum)	Pre School	<ul style="list-style-type: none"> Beginning to show awareness of what should and should not be touched.
	Reception	<ul style="list-style-type: none"> Show an awareness of what is safe and unsafe.
	Yr. 1	<ul style="list-style-type: none"> That all household products, including medicines, can be harmful if not used properly. Know that people can put things into their bodies or on their skin and how these can affect how people feel.
Health and prevention (Science Curriculum)	Pre School	<ul style="list-style-type: none"> Show some understanding of what they need to wear when it is hot/cold. Able to wash and dry their hands thoroughly and beginning to understand why washing hands is important. Be increasingly independent in meeting their own care needs, e.g. using the toilet, brushing their teeth. Begin showing healthy choices (with food, exercising etc.).
	Reception	<ul style="list-style-type: none"> How do we stay safe in the sun? Who helps us stay healthy? Basic information on how diseases spread and how they can be controlled. With support know the rules for, and ways, of keeping safe, including basic road safety (Zippy's). Know how to keep themselves clean (including tooth care) and the importance of going to the dentist. Know different ways to relax and rest. Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.
	Yr. 1	<ul style="list-style-type: none"> Basic information on how the body works and ways to look after it (Healthy food, exercise, sleep, wearing sun cream, keeping warm). Basic information on how diseases spread and how they can be controlled.



		<ul style="list-style-type: none"> • Rules for, and ways of keeping safe, including basic road safety (Zippy's). • Recognise risk in simple everyday situations and how to stay safe at home. • Know how to keep themselves clean (including tooth care) and the importance of going to the dentist.
Basic first aid	Pre School	<ul style="list-style-type: none"> • Role play as 'special people' who help us and have conversations around how they help us with an adult in an age appropriate way.
	Reception and Yr. 1	<ul style="list-style-type: none"> • How to contact those 'special people' when they need their help – including dialling 999. • Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them (Zippys).
Changing adolescent body	Pre School	<ul style="list-style-type: none"> • Notice differences about people. Tall/short. Mummy/daddy. Grandparents. • Understand the key features of the life cycle of an animal (Science).
	Reception	<ul style="list-style-type: none"> • Name the main parts of the body linking to the senses (Science). • Know the scientific names of the body to be able to successfully share information should they need to (Science).
	Yr. 1	<ul style="list-style-type: none"> • An understanding about the process of growing from young to old and how people's needs change (Zippy's). • Name the main parts of the body linking to the senses (Science). • Introduce the idea of life cycles (Science) • Know the scientific names of the body to be able to successfully share information should they need to. (Science).

Living in the wider world (non-statutory)

	School objectives.
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Rights and responsibilities	Pre School	<ul style="list-style-type: none"> • Recognise similarities and differences with adult support. • Starts to show an interest in others' lives. • Develop their sense of responsibility and membership of a community e.g. through tidy up time. • Show interest in different occupations (jobs) when role playing.
	Reception	<ul style="list-style-type: none"> • With support, set simple goals (Zippy's). • With support, recognise differences in others and themselves (Zippy's). • To take part in discussions with one other person and the whole class, with an adult present to support (Zippy's). • Know that some places are special to different people within the community (R.E).
	Yr. 1	<ul style="list-style-type: none"> • Group and class rules; everybody is unique in some ways and the same in others (Zippy's). • Set simple goals (Zippy's). • Realise that people and other living things have needs, and that they have responsibilities to meet them (Zippy's). • To take part in discussions with one other person and the whole class (Zippy's).
Environment	Pre School	<ul style="list-style-type: none"> • Notices detailed features of objects in the environment. • Comments about and ask questions about the world around them. • Shows care and concern for living things and the environment. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Reception	<ul style="list-style-type: none"> • Look at the similarities and differences in the environment. • Talk about why different things happen.
	Yr. 1	<ul style="list-style-type: none"> • Looking after the local environment. • Take part in simple debate and share views respectfully. • Recognise what harms and improves their local, natural and built environments and about the ways people look after them.



Money	Pre School	<ul style="list-style-type: none"> • Enjoy playing with small world and role play activities e.g shops.
	Reception	<ul style="list-style-type: none"> • Recognise that sometimes people may not always be able to have they things they want.
	Yr. 1	<ul style="list-style-type: none"> • Recognise that sometimes people may not always be able to have they things they want. • Know where money comes from; how to use money – saving and spending money.

Class 2 – Year 2 and Year 3
 Class 1 uses Apple's friends PSHE scheme, Pink curriculum and PSHE Association to support the teaching and learning of RSE and PSHE within the classroom.

Statutory Relationship Education:

<p><u>Questions:</u> What is marriage? Why are friends important? What do I do if I feel unhappy or uncomfortable in a friendship? How do I resolve conflict? How do I show respect? Who to respect? Should we behave differently online? What problems may arise online? What boundaries are appropriate? What is appropriate and inappropriate contact? (physical within play) How do I behave with people I don't know?</p>	<p>School objectives.</p>
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<p>What do I do if I feel unsafe or feeling bad about an adult? What is privacy and when not to keep things a secret? What makes a good friend?</p>		
<p>Families and people who care for me</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • With support, recognise what makes a healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, importance of spending time together and sharing each other's lives). • Being to know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others if needed. • Begin to understand there are different types of love (pets, friend's families). • With support, find out about different types of families including those that may be different to their own.
	<p>Yr.3</p>	<ul style="list-style-type: none"> • Recognise what makes a healthy family life (commitment to each other, including times of difficulty, protection and care for children and other family members, importance of spending time together and sharing each other's lives). • Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others id needed. • Understand there are different types of love (pets, friends, families). • Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. • Know about different types of families including those that may be different to their own.
<p>Online relationships</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • Begin to understand that feelings can be hurt from what is said online. • Hurtful behaviour online including teasing, name-calling, bullying and deliberately excluding others is not acceptable. • Know how to report bullying online and who to trust when telling. • Start to recognise that people may behave differently online and may pretend to be someone they are not.



	Yr.3	<ul style="list-style-type: none"> • That feelings can be hurt from what is said online. • Hurtful behaviour online including teasing, name-calling, bullying and deliberately excluding others is not acceptable. • Discuss how to report bullying online and who to trust when telling. • Know that people may behave differently online and may pretend to be someone they are not.
Being safe	Yr.2	<ul style="list-style-type: none"> • With support, develop the skills to ask for help when they need it. • Know where they can get advice from e.g. home, school. • Begin to recognise and report feelings of being unsafe or feeling bad about an adult. • Know how to ask for help for themselves or for others, and to keep trying until they are heard. • Know how to report concerns or abuse, and begin to know the vocabulary and confidence to do so. • Help children to know who can help them in different situations (Apple's).
	Yr.3	<ul style="list-style-type: none"> • Recognise when they need help and to develop the skills to ask for help. • Discuss where they can get advice from e.g. home, school. • Recognise and report feelings of being unsafe or feeling bad about an adult. • Discuss how to ask for advice or help for themselves or others, and to keep trying until they are heard – perseverance is key. • Discuss how to report concerns or abuse, and the vocabulary and confidence to do so. • Children to know who can help them in different situations (Apple's).



<p>Caring friendships</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • What makes a friend? Discussing what they want within a friendship (Apple's). • Children given the opportunity to practice making new friends (Apple's). • Begin to explore loneliness and rejection and start to develop skills to cope with these (Apple's). • With support, children are able to cope with problems with their friends (Apple's). • Begin to know how important friendships are in making us feel happy and secure. • With support, agree on rules about bullying and create a class agreement (Apple's). • With support, practise generating and choosing solutions which can help children to cope with difficult feelings and situations, for themselves and others (Apple's). • With support, begin to identify other people's feelings and create solutions to help them (Apple's). • Begin to understand what empathy is with the support of an adult (Apple's). • With support, children develop strategies to cope with difficulties, and how to have good communication (Apple's).
	<p>Yr.3</p>	<ul style="list-style-type: none"> • Consider the qualities that are important in a friend, and understand what they want from a friendship (mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties) (Apple's). • Children given the opportunity to practice making new friends, discussing what went well and what didn't (Apple's). • Improve children's skills for coping with loneliness and rejection (Apple's). • Help children cope with problems with their friends (Apple's). • Agree rules about bullying and create a class agreement or contract (Apple's). • Know how important friendships are in making us feel happy and secure. • Practise generating and choosing solutions which can help children to cope with difficult feelings and situations, for themselves and others (Apple's). • Identify other people's feelings and to generate solutions to help them (Apple's). • Children to have the opportunity to practice the skills of empathy (Apple's).



		<ul style="list-style-type: none"> • Develop strategies for coping with difficulties, and good communication (Apple's).
<p>Respectful relationships</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • Begin to recognise themselves as part of a group with some support (Apple's). • With adult support, recognise who and who not to trust and start to think about how a friendship makes them feel (Apple's). • Start to think about the importance of respecting others and their differences (Apple's). • Begin to recognise the importance of using manners. • Start to recognise that they deserve to be given respect and in turn should show it, including to those in a position of authority. • With adult support, start to understand that they need to seek permission and can give permission in relationships – they are allowed to say no and have no said to them. • With adult support, start to become aware of boundaries they can put in place with peers, friendships and others. • Starting to show recognition that a person's body belongs to them. • With adult support, understand the difference between appropriate and inappropriate or unsafe physical, and other contact. • With support, learn how to respond safely and appropriately to adults they may encounter whom they do not know. • Provided opportunities to practise being good listeners (Apple's). • With support, children learn to say what they want to say using five simple rules (think before you speak, be calm and speak quietly, speak clearly, say how you feel, say all you want to say) and provide them with the opportunity to practise this (Apple's). • To discuss and begin to explore what marriage is.



	Yr.3	<ul style="list-style-type: none"> • Recognise themselves as part of a group (Apple's). • Recognise who and who not to trust and judge how a friendship is making them feel (Apple's). • Recognise the importance of respecting others and their differences (Apple's). • Know the importance of using manners. • Recognise that they deserve to be given respect and in turn should show it, including those in a position of authority. • Recognise they need to seek permission and give permission in relationships. • Be aware of boundaries they can put in place with peers, friendships and others. • Recognise that a person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. • Know how to respond safely and appropriately to adults they may encounter whom they do not know. • Help children practise how to be good listeners (Apple's). • Strengthen children's abilities to say what they want to say using five simple rules (think before you speak, be calm and speak quietly, speak clearly, say how you feel, say all you want to say) and provide them with the opportunity to practise this (Apple's). • Recognise that marriage represents a formal and legal commitment between two people, which is intended to be lifelong.
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Statutory Physical health and mental wellbeing:



Mental wellbeing	Yr.2	<ul style="list-style-type: none"> • Help children generate coping strategies for difficult situations such as family break up (Apple's). • Help children to learn to cope with disappointment (Apple's). • With support, children are able to express their worries and practice helping themselves cope with anxiety with some suggested ideas from the teacher (Apple's). • Celebrate the importance of rest, spending time with family, interests and hobbies in supporting their mental wellbeing. • Understand how bullying could make a person feel. • Explore what unique means and how 'I am' unique. • With support, children identify and talk about their own and others' feelings (Apple's). • With adult support, explore different coping techniques for difficult feelings (Apple's). • Children to be given strategies and times to practice how to calm down and ways to find a good solution (Apple's). • With adult support, children begin to understand that change is a part of life and begin to explore how we adapt to new circumstances (Apple's). • Recognise different types of change (Apple's). • Begin to explore different coping strategies to make them feel better in situations they cannot change with the support of adults (Apple's). • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong and begin to link this to justice and injustice. • Children begin to develop resilience using 3B4ME.
	Yr.3	<ul style="list-style-type: none"> • Support children to cope with loss and to see that there are ways to make themselves - and others - feel better (Apple's). • Children generate coping strategies for difficult situations such as family break up (Apple's). • Children show more ability to cope with disappointment independently and seek support when needed (Apple's).



		<ul style="list-style-type: none"> • Provide children the opportunity to express their worries and practice helping themselves and others to cope with anxiety (Apple's). • Understand the importance of rest, spending time with family, interest and hobbies in supporting their mental wellbeing. • Recognise the impact bullying has on a person's mental wellbeing. • Recognise how we are all unique. • Children identify and talk about their own and others' feelings (Apple's). • Identify appropriate coping techniques for difficult feelings (Apple's). • Children to be given strategies and times to practice how to calm down and ways to find a good solution (Apple's). • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong and link this to justice and injustice. • Begin to learn about and be respectful towards the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning) community • Children understand that changes are part of life and that we can adapt successfully to new circumstances (Apple's). • Recognise different types of changes and strategies to deal with these (Apple's). • Help children to practice ways to help them feel better in situations that they cannot change and be given the opportunity to find practices that suit them (Apple's). • Resilience developing with the use of 3B4ME.
<p>Internet safety and harms (computing curriculum)</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • With the support of an adult, discuss the benefits of the internet. • Start to remember the basic rules to keep safe online, including what is meant by personal information and what should be kept private and what they should do if something scares them (go to an adult). • Have discussions around: online friendships and what an online friendship is; different information online and what risks there are when speaking to someone online. • Discuss why it is important to limit time online.



		<ul style="list-style-type: none"> • Start to look at age restriction and begin to learn about why they are in place. • Know who to go for help if something online makes them feel unhappy.
	Yr.3	<ul style="list-style-type: none"> • Recognise the benefits of the internet. • Know the 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. • Critically consider online friendships and sources of information and be aware of risks associated with people online. • Know how information and data is shared and used online. • Know the importance of limiting time online. • Recognise that age restrictions are in place to keep them safe. • Know how to deal with online abuse, bullying, trolling and harassment; knowing who to go to for help.
Physical health and fitness (PE curriculum)	Yr.2	<ul style="list-style-type: none"> • With an adult, begin to notice how physical exercise makes them feel and why it is important to do exercise. • Know who they can talk to if they are worried about their health.
	Yr.3	<ul style="list-style-type: none"> • Recognise how physical exercise makes them feel and why it is important to do exercise. • Know who they can talk to if they are worried about their health.
Healthy eating (Science curriculum)	Yr.2	<ul style="list-style-type: none"> • Begin to know what makes a healthy diet. • Be encourage to try new and healthy food. • Begin to explore the impact unhealthy food has on our bodies (E.g. tooth decay).
	Yr.3	<ul style="list-style-type: none"> • Know what makes a healthy diet and understand nutrition. • Be encouraged to try new and healthy food and do so with increasing confidence. • Discussion around unhealthy food and its impact (E.g tooth decay).



<p>Drugs, alcohol and tobacco</p> <p>(Science curriculum)</p>	<p>Yr.2</p>	<ul style="list-style-type: none"> • Begin to understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy – with this explore what vaccination/immunisations and allergic reactions are. • Begin to understand that alcohol, nicotine and tobacco links to health and diet. Age restrictions shared.
<p>Health and prevention</p> <p>(Science Curriculum)</p>	<p>Yr.3</p>	<ul style="list-style-type: none"> • Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. – know what vaccinations, immunisations and allergic reactions are. • Recognise that alcohol and tobacco impacts health and diet. Know age restrictions.
	<p>Yr.2</p>	<ul style="list-style-type: none"> • Know what an infection is and start to understand that sometimes our body needs help to fight an infection. • Discuss why sleep is important (link to physical and mental health). • Explore ways to stay safe in familiar and unfamiliar situations (beach, crossing roads, and swimming pool). • Know how to protect themselves from the sun. • Begin to understand what food and drink supports dental health. • With adult support to guide them, children begin to understand the choices they can make in order to keep themselves healthy. • Begin to show some understanding of how infections can spread (Pink Curriculum). • What are vaccines?
	<p>Yr.3</p>	<ul style="list-style-type: none"> • Understand that sometimes our body needs help to fight infection. • What is the job of our immune system? • Why is sleep so important? • Ways to stay safe in familiar and unfamiliar situations (beach, crossing roads, swimming pool). • Know how to protect themselves from the sun. • Discuss and debate health and wellbeing issues.



		<ul style="list-style-type: none"> • Know what food and drink supports dental health. • Understand the choices they are able to make in order to keep themselves healthy. • Understand how infection can spread (Pink curriculum). • Understand how to prevent the spread of infection through good personal hygiene (Pink curriculum) – hand washing. • What are vaccines? And why do people have them?
Basic first aid	Yr.2	<ul style="list-style-type: none"> • Know how to contact those 'special people' when they need their help – including dialling 999. • Know about the 'special people' who work in their community. • Know what an emergency is.
	Yr.3	<ul style="list-style-type: none"> • How to contact those 'special people' when they need their help – including dialling 999 and the information they might need to share. • Know about and identify the 'special people' who work in their community and who are responsible for looking after them and protecting them. • Identify an emergency.
Changing adolescent body (Science curriculum)	Yr.2	<ul style="list-style-type: none"> • Name the main parts of the body (Science) and make suggestions on what these parts of the body does. • Using life cycles to help, know how we physically change as we grow into adulthood. (Science)
	Yr.3	<ul style="list-style-type: none"> • Consider the way our bodies have changed physically since birth up until now. • Say how we physically change as we grow into adulthood. • Name the main parts of the body (Science) and know the job of these parts.

Living in the wider world (non-statutory)

Rights and responsibilities	Yr. 2	<ul style="list-style-type: none"> • Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency.
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		<ul style="list-style-type: none"> • Think about how their responsibilities have changed since they were younger.
	Yr. 3	<ul style="list-style-type: none"> • Being part of the community and who works in the community. • Identify what they want for their class and to think and talk about working collaboratively (Cooperation) (Apple's). • Recognise the reason for rules and laws.
Environment	Yr. 2	<ul style="list-style-type: none"> • Looking after the local environment.
	Yr. 3	<ul style="list-style-type: none"> • Responsibilities, rights and duties when looking after the environment. • Recognise how everyday choices can impact the environment.
Money	Yr. 2	<ul style="list-style-type: none"> • Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.
	Yr. 3	<ul style="list-style-type: none"> • Enterprise; what it means and developing skills in enterprise. • Know the difference between need and want. • Jobs help people to earn money to pay for things.

Class 3 – Year 4, Year 5 and Year 6

Class 3 uses Passport PSHE scheme, Pink curriculum and PSHE Association to support the teaching and learning of RSE and PSHE within the classroom. They will also have weekly sessions to focus on reflection of life, times of silence, meaning and questioning through a **Spirituality Journal**.

Statutory Relationship Education:

<p><u>Questions:</u> What is marriage? – Same sex marriage to be discussed. What do I do if I feel unhappy or unsafe in family relationships? What do I do if I feel unhappy or unsafe in a friendship and how do I resolve conflict?</p>	<p>School objectives.</p>
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<p>What is self-respect? What are stereotypes? – Discussion of negative and positive impact. Why do we need to seek permission and give permission in relationships? How is information and data shared online? What are the risks with online friendships? How do we stay safe with this? What is privacy and when not to keep things a secret? – Confidentiality. What do I do when I want to report a concern? Where can I get advice? – Hotlines, websites, adults.</p>		
<p>Families and people who care for me</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • With support, explore what constitutes a positive, healthy relationship and a relationship that is unhealthy. • With support, recognising a committed, loving relationship (including marriage) is between two people who <i>willingly</i> agree. • Being confident in discussing other family set ups to their own in a respectful manner.
	<p>Yr.5</p>	<ul style="list-style-type: none"> • Be aware of what constitutes a positive, healthy relationship and a relationship that is unhealthy. • Begin to understand what a civil partnership is. • Recognising a committed, loving relationship (including marriage and civil partnership) is between two people who <i>willingly</i> agree. – Through this explore willingly agree and what can be done if a relationship is making someone unhappy.
	<p>Yr.6</p>	<ul style="list-style-type: none"> • Know what constitutes a positive, healthy relationship and a relationship that is unhealthy.



		<ul style="list-style-type: none"> • Know what a civil partnership is. • Through discussion recognise that a committed, loving relationship (including marriage and civil partnership) is between two people who <i>willingly</i> agree. – know what is meant by willingly agree and what can be done if a relationship is making someone unhappy.
Online relationships	Yr.4	<ul style="list-style-type: none"> • Being aware that people can behave differently online and could be pretending to be someone they are not. Starting to show awareness of what these behaviours could be. • Show some awareness of what makes a healthy relationship. • Be introduced to the idea of ‘trolling’, cyber-bullying, discrimination, teasing and how these can still occur online and be dealt with. • The same respect should be shown to online relationships as face-to-face relationships. • With adult support, start to explore harmful content and potential risks online; and how to report it (if they are unsure of something, what to do if they feel uncomfortable).
	Yr.5	<ul style="list-style-type: none"> • Being aware that people can behave differently online and could be pretending to be someone they are not. Suggesting what these behaviours could be. • Being aware of what makes a healthy relationship. • Show some understanding ‘trolling’, cyber-bullying, discrimination, teasing and how these can still occur online and be dealt with. • The same respect should be shown to online relationships as face-to-face relationships. • Being able to recognise risk and harmful content online and how to report it (if they are unsure of something, what to do if they feel uncomfortable).
	Yr.6	<ul style="list-style-type: none"> • Being aware that people can behave differently online and could be pretending to be someone they are not. Knowing what these behaviours could be. • Being aware of what makes a healthy relationship and giving suggestions on what to do if not a healthy relationship.



		<ul style="list-style-type: none"> • Know what 'trolling', cyber-bullying, discrimination, teasing and how these can still occur online and give suggestions on how they can be dealt with. • The same respect should be shown to online relationships as to face-to-face relationships. • With increased confidence, be able to recognise risk and harmful content online and how to report it (if they are unsure of something, what to do if they feel uncomfortable).
<p>Being safe</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • With adult support, begin to understand that secrets should not be kept when someone is at risk of being harmed and is not safe. – Who to go to if this happens. • Begin to recognise what appropriate boundaries can be put in place between friends and peers (including in a digital context). Begin to understand personal boundaries and that we have a right to privacy. With adult support, know who to talk to if they feel at risk or something inappropriate has happened. • With adult support, begin to understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond/ who to talk to. • With adult support, explore strategies to resist unhelpful pressure and who/how to ask for help. • With adult support, know how to manage requests for images of themselves or others and know who to talk to. • With adult support, know how to take care of their body and understand they have the right to protect their body from inappropriate and unwanted contact.
	<p>Yr.5</p>	<ul style="list-style-type: none"> • Recognising what appropriate boundaries can be put in place between friends and peers (including in a digital context). Understand personal boundaries and understand we have a right to privacy. Know who to talk to if they feel at risk or something inappropriate has happened. • With increased confidence understand that secrets should not be kept when someone is at risk of being harmed and is not safe. – Know who to go to if this happens.



		<ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond/ who to talk to. • Strategies to resist unhelpful pressure and who/how to ask for help. • Know how to manage requests for images of themselves or others and know who to talk to. • Know how to take care of their body and understand they have the right to protect their body from inappropriate and unwanted contact.
	Yr.6	<ul style="list-style-type: none"> • Know that secrets should not be kept when someone is at risk of being harmed and is not safe. – make suggestions on who to go to if this happens. • Know what appropriate boundaries can be put in place between friends and peers (including in a digital context). Know what personal boundaries are and understand we have a right to privacy. Make suggestions on who to talk to if they feel at risk or something inappropriate has happened. • Know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and make suggestions on how to respond/ who to talk to. • Suggest strategies to resist unhelpful pressure and who/how to ask for help. • Know how to manage requests for images of themselves or others and suggest who to talk to. • Suggest how to take care of their body and understand how they have the right to protect their body from inappropriate and unwanted contact.
Caring friendships	Yr.4	<ul style="list-style-type: none"> • With adult support, develop coping strategies to improve a situation or help themselves (and others) feel better (Passport). • With adult support, develop and practise strategies for coping with rejection and disappointment (Passport). • With adult support, identify and practise different coping skills in situations that involve disputes and conflict (Passport). • With adult support, develop the skills needed to maintain positive relationships (link to schools Christian values). • Begin to give helpful feedback and support to others.



		<ul style="list-style-type: none"> • Develop an understanding of injustice and discover coping skills for dealing with these situations (Passport). • With support, discover how they can help a friend to deal with loss or grief (Passport). • What is a dare? – start to recognise a dare and learn how to manage these along with pressures involved. • Start to understand how other people can help them in difficult situations (Passport). • Begin to know how to offer, ask for and accept help (Passport). • Begin to develop strategies to be able to cope and not hurt others (Passport). • Start to share ideas on how to make and keep a friend (Passport). • Begin to show an understanding of nurturing and that friendships need to be nurtured to be strong (Passport).
	Yr.5	<ul style="list-style-type: none"> • Identify and practise different coping skills in situations that involve disputes and conflict (Passport). Begin to show an understanding of the outcomes of conflict (win/win, win/lose, lose/lose). • With increased confidence demonstrate the skills needed to maintain positive relationships (link to schools Christian values). • To give helpful feedback and support to others. • With support, identify our emotions when dealing with injustice and develop coping skills for dealing with these situations (Passport). • Learn how to help a friend dealing with loss or grief (Passport). • Be able to recognise and manage dares (what is a dare? And the pressure involved). • Understand how other people can help them in difficult situations (Passport). • Know how to offer, ask for and accept help (Passport). • Develop strategies to be able to cope and not hurt others (Passport). • Share ideas on how to make and keep friends (Passport). • Understand that friendships need to be nurtured to be strong (Passport).



		<ul style="list-style-type: none"> • With increased confidence develop coping strategies to improve a situation or help themselves (and others) feel better (Passport). • Develop and practise strategies for coping with rejection and disappointment (Passport).
	Yr.6	<ul style="list-style-type: none"> • Inform and practise different coping skills in situations that involve disputes and conflicts (Passport) with the aim of leaving the situation with a win/win. • Suggest coping strategies to improve a situation or help themselves (and others) feel better (Passport). • Suggest strategies for coping with rejection and disappointment (Passport). • Demonstrate the skills needed to maintain positive relationships (link to school values). • Recognise when others need support and act appropriately to this; providing feedback and the support they need. • Identify own emotions when dealing with injustice and use own personal coping skills for dealing with these situations (Passport). • Know how to help a friend who is dealing with loss or grief (Passport). • Be able to recognise and manage dares (what is a dare? And the pressure involved). • Be aware that other people can help them in difficult situations and suggest how they may do this (Passport). • For different situations, know how to offer, ask for and accept help (Passport). • Discuss own ideas on how to make and keep friends (Passport). • Suggest strategies to be able to cope and not hurt others (Passport). • Understand that friendships need to be nurtured to be strong and suggest ways in how to do this (Passport).



Respectful relationships	Yr.4	<ul style="list-style-type: none"> • With support, children begin to identify, appreciate and value their differences and similarities in respectful ways (Passport). • Start to identify ways to react to bullying and, together, be able to prevent situations involving bullying (Passport). • Explore what bullying is and what we do about bullying (Passport). • Further learn about different types of bullying – social, cyber, physical and verbal (Passport). • Start to explore the meaning of stereotype. • Begin to explore what negative pressures others and themselves could be under. • With support, understand personal boundaries and the right to privacy (PSHE Association). • Begin to learn about and be respectful towards the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning) community. • Begin to recognise different types of relationships. • Able to discuss what a <i>willing</i> marriage is without support. • Begin to see how the consequences of their actions can impact others (important to ‘take a step back’, ‘stopping’ and thinking ‘what if’). • Be able to listen to others and with support start to raise concerns and challenge points of view when necessary. • Show how they can work together in a team.
	Yr.5	<ul style="list-style-type: none"> • With growing confidence, children identify, appreciate and value their differences and similarities in a respectful way (Passport). • Identify ways to react to bullying and, together, to be able to prevent situations involving bullying (Passport). • What is bullying and what we do about bullying (Passport). • Different types of bullying – social, cyber, physical and verbal (Passport). • With support be able to explain what prejudice and discrimination is. Begin to explain and identify how this affects people. • Understand what a stereotype is and what prejudice means.



		<ul style="list-style-type: none"> • Begin to explore gender based stereotypes (Pink Curriculum). • Notice negative pressure and how to deal with this. • Understand personal boundaries and the right to privacy (PSHE Association). • Begin to learn about and be respectful towards the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning) community and the correct use of terminology in terms of sex, gender identity and sexual orientation. • Recognise different types of relationships. • With support, recognise the difference between an arranged and a forced marriage (illegal). • How the consequences of their own actions can impact others (important to 'take a step back', 'stopping' and thinking 'what if'). • To listen to others but raise concerns and challenge points of view when necessary in a respectful way. • Working collaboratively, with cooperation, towards a shared goal with some intervention from an adult.
	Yr.6	<ul style="list-style-type: none"> • With confidence, children identify, appreciate and value their differences and similarities with respect and pride (Passport). • Know and suggest ways to react to bullying and, together, to be able to prevent situations involving bullying (Passport). • Know what bullying is and know what we can do about bullying (Passport). • Know the different types of bullying and what they can do to help – social, verbal, cyber and physical (Passport). • To explain what prejudice and discrimination is. Then go on to explain and identify how this affects people – linking to justice and injustice. • Challenge gender based stereotypes (Pink curriculum). • Notice negative pressures and know how to deal with this. • Know what is meant by personal boundaries and the right to privacy; providing examples around this (PSHE Association).



	<ul style="list-style-type: none"> • Understand and be respectful towards the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning) community and the correct use of terminology in terms of sex, gender identity and sexual orientation. • Recognise different types of relationships. • Recognise the difference between an arranged and a forced marriage (illegal). • Recognise and understand how the consequences of their actions impact others. Know what they can do to reflect on the action they have taken. • Listen to others but confidently raise concerns and challenge points of view when necessary in a respectful way. • Work collaboratively, with cooperation, towards a shared goal.
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Statutory Physical health and mental wellbeing:

<p>Mental wellbeing</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • With support, identify, name and talk about their own emotions, and understand that we can sometimes feel different emotions at the same time (Passport). • Begin to, identify and with support, communicate our recognition of the emotions that someone else is feeling (Passport). • Show some awareness that a person can feel more than one emotion at the same time, and that these emotions can sometimes be contradictory (Passport). • In frustrating situations or in situations we do not get our own way, begin to identify our reactions to these and develop coping strategies (Passport). • Develop an understanding around consequences of change, our reactions to change, and learn coping strategies to deal with it (Passport). • Begin to show an understanding between the differences within situations we can change and those we cannot (Passport). • With support, identify our reactions to death and learn strategies for coping with it (Passport). • Identify stress and start to explore how it feels inside, and identify coping skills for dealing with it (Passport).
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		<ul style="list-style-type: none"> • Begin to identify our feelings in unfair and unjust situations and recognise our coping skills in these situations and learn new ones, linking to justice and injustice (Passport). • Develop strategies for feeling better within ourselves (Passport). • Begin to understand that we need to look after our mind just as much as our body. • With support, identify our own achievements and strengths to start thinking about goals in the future with pride. • Children show increased resilience using 3B4ME with less adult involvement.
	Yr.5	<ul style="list-style-type: none"> • Identify, name and talk about their own emotions, and to understand that we can sometimes feel different emotions at the same time (Passport). • To identify and then communicate our recognition of the emotions that someone else is feeling, with some adult support (Passport). • To acknowledge that a person can feel more than one emotion at the same time, and that these emotions can sometimes be opposite (Passport). • Identify our reactions and coping skills in frustrating situations or in situations we do not get our own way (Passport). • Explore the consequences of change, our reactions to change, and to learn coping strategies for dealing with it (Passport). • Identify our reactions to death and to learn strategies for coping with it (Passport). • Identify stress and how it feels inside, and to identify coping skills for dealing with it (Passport). • Identify our feelings in unfair and unjust situations and recognise our coping skills in these situations and to learn new ones- linking to justice and injustice (Passport) think about ourselves and within the world. • Understand the difference between situations we can change and those we cannot (Passport) • Be able to talk about strategies for feeling better (Passport).



		<ul style="list-style-type: none"> • Identify our own achievements and strengths to be able to set goals for the future with pride. • Understand we need to look after our mind just as much as our body. • 3B4ME to support resilience is shown in a more independent way.
	Yr.6	<ul style="list-style-type: none"> • Having the strategies to cope with transition to High School. • 3B4ME used independently, showing resilience. • Identify, name and talk about their own emotions with confidence, and to understand that we can sometimes feel different emotions at the same time (Passport). • To identify and then communicate our recognition of the emotions that someone else is feeling with confidence (Passport). • To acknowledge that a person can feel more than one emotion at the same time, and that these emotions can sometimes be contradictory (Passport). • Identify our reactions and suggest coping skills in frustrating situations or in situations we do not get our own way (Passport). • Explain the consequences of change, our reactions to change, and suggest coping strategies for dealing with it (Passport). • Identify our reactions to death and to suggest strategies for coping with it (Passport). • Identify stress and how it feels inside, and suggest coping skills for dealing with it (Passport). • Identify our feelings in unfair and unjust situations and recognise our coping skills in these situations and to learn new ones linking to justice and injustice (Passport). Think about ourselves and within the world. • Explain the difference between situations we can change and those we cannot (Passport) • Suggest strategies for feeling better (Passport).



		<ul style="list-style-type: none"> • Identify our own achievements and strengths with confidence, to be able to set goals for the future with pride. • Suggest how we can look after our mind.
Internet safety and harms (Computing curriculum)	Yr. 4	<ul style="list-style-type: none"> • Begin to recognise that the images we see on the internet and in the media may not be true and could have been changed. • Know the online rules to follow (keeping privacy, not sharing information, password settings, SMART). • Begin to show some awareness of appropriate and inappropriate photographs to share online (provide examples of appropriate images). • Be taught how to respond to an image being shared that is inappropriate and be told who is there for help. • Be taught how to respond if someone is asking for an inappropriate picture of themselves or someone else. • Begin to show an understanding of what could happen if the online rules are not followed. • Begin to understand the importance of reporting something and how to report concerns. • Show some awareness that images sent or shared can be saved and sent to many people.
	Yr.5	<ul style="list-style-type: none"> • Recognise the images we see on the internet and media do not always reflect reality, can distort reality and how this can make someone feel. • Know the online rules to follow (keeping privacy, not sharing personal information, password settings) (SMART) • Know appropriate and inappropriate photographs to share online (provide examples of appropriate images). • Show more confidence in knowing how to respond if an image being shared is inappropriate and who is there to help. • Show more confidence in how to respond if someone is asking for an inappropriate picture of themselves or someone else.



		<ul style="list-style-type: none"> • What could happen if the online rules are not followed? • Explain the importance of reporting something and how to report concerns. • Recognise that images sent or shared can be saved and sent to many people. • Explore why the media may change images before presenting them.
	Yr.6	<ul style="list-style-type: none"> • Recognise the images we see on the internet and media do not always reflect reality, can distort reality and explain how this can make someone feel. • Explain what the online rules are to follow with confidence (keeping privacy, not sharing personal information, password settings) (SMART) • Know and explain what appropriate and inappropriate photographs are and what can be shared online (provide examples of appropriate images). • Know how to respond if an image being shared is inappropriate and who is there to help. • Be able to explain how to respond if someone is asking for an inappropriate picture of themselves or someone else. • Explain what could happen if the online rules are not followed. • Explain the importance of reporting something and how to report concerns. • Recognise that images sent or shared can be saved and sent to many people. • Discuss and explain why the media may change images before presenting them.
<p>Physical health and fitness (PE curriculum)</p>	Yr.4	<ul style="list-style-type: none"> • Understand the benefits of an active lifestyle. • Begin to understand the importance of building regular daily/weekly exercise into our routines. • Begin to explore the risks of an inactive lifestyle. • Develop an understanding of who to go to and when to seek support if they are worried about their health. • Know who is responsible for keeping them healthy and safe and with adult support, know how they can do it. • Begin to explore what positively and negatively affects their physical health. • With adult support, being to explore the link between being physical and the positive benefits to their mental health.



	<p>Yr.5</p>	<ul style="list-style-type: none"> • Understand the benefits of an active lifestyle. • Understand the importance of building regular daily/weekly exercise into our routines and how to achieve this. • Know the risks of an inactive lifestyle (obesity). • Know who to go to and when to seek support if they are worried about their health. • Know who is responsible for keeping them healthy and safe and how they can do it? • Know what positively and negatively affects their physical health. • Explore the link between being physical and the positive benefits to their mental health.
	<p>Yr.6</p>	<ul style="list-style-type: none"> • Explain the benefits of an active lifestyle and suggest how to have one. • Understand the importance of building regular daily/weekly exercise into our routines and how to achieve this. • Explain and know the risks of an inactive lifestyle (obesity). • Feel confident in knowing who to go to and when to seek support if they are worried about their health. • Explain what positively and negatively affects their physical health. • Explain the links between being physical and the positive benefits to their mental health.
<p>Healthy eating (Science curriculum)</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • Know what makes a healthy diet and discuss this in a sensitive manner. • Be able to plan and prepare a healthy meal with reduced support. • With support, develop the skills to make choices about the food and drink they consume. • Show more awareness of the characteristics of a poor diet and the risks associated with this (obesity and tooth decay). • With support, discuss situations where making healthy choices can be challenging.



		<ul style="list-style-type: none"> • Begin to show an awareness of where they can go to get help and support (School, family, cbbc).
	Yr.5	<ul style="list-style-type: none"> • Know what makes a healthy diet (calories, nutrition) and with support discuss this in a sensitive manner. • Knowing how to plan and prepare a healthy meal with suggestions given on how to have little food waste at the end. • Develop the skills to make choices about the food and drink they consume. • Be aware of the characteristics of a poor diet and the risks associated with this (obesity and tooth decay) and other behaviours (E.g. Be aware of the impact of alcohol on diet and health) • Discuss situations where making healthy choices can be challenging. • Where to get help and support (school, family, cbbc).
	Yr.6	<ul style="list-style-type: none"> • Know what makes a healthy diet (calories, nutrition) and discuss this in a sensitive manner. • Plan and prepare a healthy meal with little food waste at the end. • Have the skills to make choices about the food and drink they consume. • Be aware of the characteristics of a poor diet and the risks associated with this (obesity and tooth decay) and other behaviours (E.g. Be aware of the impact of alcohol on diet and health). • Suggest situations where making healthy choices can be challenging. • Know where to go for support and help (school, family, cbbc).
Drugs, alcohol and tobacco	Yr.4	<ul style="list-style-type: none"> • What is a drug? And begin to understand there are legal and illegal drugs. • Begin to understand what antibiotics are and that they should only be taken when prescribed. • Recognise that alcohol, tobacco and energy drinks are commonly available and begin to discuss how they can damage their immediate and future health and safety. • Begin to recognise that some drugs are restricted.



		<ul style="list-style-type: none"> • Show some awareness of a habit and how drugs, alcohol and tobacco can become a habit. • Be able to recognise drugs we find in our everyday lives.
	Yr.5	<ul style="list-style-type: none"> • What is a drug? • What laws are there relating to drugs? • What risks are there associated with legal and illegal drugs? • Understand that antibiotics should be taken only as prescribed. • Which, why and how, commonly available substances and drugs (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety. • Know some drugs are restricted and can be illegal to; own, use and give to others. • How drugs, alcohol and tobacco can become a habit and how changing habits can be hard for people. • What drugs do we find in our everyday lives (medicines, caffeine, alcohol and tobacco)
	Yr.6	<ul style="list-style-type: none"> • Explain what a drug is. • Explain what laws there are relating to drugs. • Explain what risks are associated with legal and illegal drugs. • Explain what antibiotics are and how they should be taken. • Which, why and how, commonly available substances and drugs (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety. • Suggest which drugs are restricted and illegal to; own, use and give to others. • Discuss what a habit is and explain how drugs, alcohol and tobacco can become a habit and how changing habits can be hard for people. • Confidently say, what drugs we find in our everyday lives (medicines, caffeine, alcohol and tobacco).



<p>Health and prevention</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • With support, discuss health and wellbeing issues (health as physical, mental and emotional). • Show some understanding that simple hygiene routines can prevent the spread of bacteria and viruses. • Show some awareness that the most common infections get better on their own through time, bed rest, intake of fluids and healthy living. • Being to understand what a habit is. • Identify risks, dangers and hazards (knowing what they mean) with adult support. Start to discuss the steps to take to reduce or avoid dangers in the local environment (roads, farms, railways, water) SkillZone. • With some adult support, know what positively and negatively impacts their physical, mental and emotional health (being to show some understanding of what these are). • With support, understand what makes a balanced lifestyle, the concept of a balanced lifestyle and make informed choices (begin recognising that choices can have positive, neutral and negative consequences). • Recognise peer pressure and begin to highlight different influences on behaviour (friends, media and video games). • Know how to use mobile phones safely. • Recognise the importance of good hygiene, flossing and regular check-ups at the dentist. • Know how to protect themselves from the sun and begin to show some understanding of skin cancer and protecting themselves from this. • Begin to understand the importance of good quality sleep and how sleep can impact health, mood, and ability to learn.
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	<p>Yr.5</p>	<ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues (health as physical, mental and emotional). • Know that simple hygiene routines can prevent the spread of bacteria and viruses. • Understand that the most common infections get better on their own through time, bed rest, intake of fluids and healthy living. • Understand what a habit is and how they impact life. • Identify and predict risks, dangers and hazards (knowing what they mean) and the steps to take to reduce or avoid danger. Linking this to local environment (roads, farms, railways, water) Skillzone. • Know what positively and negatively impacts their physical, mental and emotional health. • Know what makes a balanced lifestyle, the concept of a balanced lifestyle and make informed choices (including recognising that choices can have positive, neutral and negative consequences). • Recognise peer pressure and different influences on behaviour (friends, media, and video games). • How to use a mobile phone safely and how a mobile phone can affect their lifestyle, health and wellbeing. • Recognise the importance of good dental hygiene, flossing and regular check-ups at the dentist. • Know how to protect themselves from the sun and an understanding of skin cancer and protecting themselves from this. • Highlight the importance of good quality sleep and how sleep can impact health, mood, and ability to learn.
	<p>Yr.6</p>	<ul style="list-style-type: none"> • With increased confidence, discuss and debate health and wellbeing issues (health as physical, mental and emotional). • Know that simple hygiene routines can prevent the spread of bacteria and viruses – explain what routines these would be.



		<ul style="list-style-type: none"> • Understand that the most common infections get better on their own through; time, bed rest, intake of fluids and healthy living. • Explain what a habit is and how they impact life. • Independently, identify and predict risks, dangers and hazards (knowing what they mean) and explain the steps to take to reduce or avoid danger. Linking this to local environment (roads, farms, railways, water) Skillzone. • Know what positively and negatively impacts their physical, mental and emotional health – being able to explain what these are with increased confidence. • Explain what makes a balanced lifestyle, the concept of a balanced lifestyle and make informed choices (including recognising that choices can have positive, neutral and negative consequences). • Recognise and explain peer pressure and different influences on behaviour (friends, media, and video games). • Explain how to use a mobile phone safely and how a mobile phone can affect their lifestyle, health and wellbeing. • Explain the importance of good dental hygiene, flossing and regular check-ups at the dentist. • Explain how to protect themselves from the sun and an understanding of skin cancer and protecting themselves from this. • Explain the importance of good quality sleep and how sleep can impact health, mood, and ability to learn.
<p>Basic first aid</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • Know, with confidence, the people who work in their community and who are responsible for looking after them and protecting them. • Know how to make a clear call to the emergency services. • With support, start to explore who is responsible for risks. • Understand school rules about health and safety. • Begin to learn about basic emergency first aid procedures – dealing with common injuries.



	<p>Yr.5</p>	<ul style="list-style-type: none"> • Know, with confidence, about the people who work in their community and who are responsible for looking after them and protecting them. Being able to explain their roles with more detail. • Know how to make a clear and efficient call to emergency services. • Know who is responsible for risks. • Understand school rules about health and safety and be able to explain why they are in place. • Basic emergency first aid procedures (dealing with common injuries, including head injuries).
	<p>Yr.6</p>	<ul style="list-style-type: none"> • Know, with confidence, about the people who work in their community and who are responsible for looking after them and protecting them. Being able to explain their roles with detail. • With confidence, know how to make a clear and efficient call to emergency services. • Know who is responsible for risks and discussing how certain situations are a risk. • Understand school rules about health and safety and be able to explain why they are in place. • Basic emergency first aid procedures (dealing with common injuries, including head injuries).
<p>Changing adolescent body</p>	<p>Yr.4</p>	<ul style="list-style-type: none"> • Understand some of the physical changes that will happen as humans get older (Science). • With adult support, start to describe the stages of human development, including prenatal. (Science) • Begin to understand what puberty is (Science). • Show more awareness of changing emotions and be able to express these feelings and concerns positively with adult support. • Start to develop an understanding that emotional as well as physical changes happen at different rates for different people (Science).



		<ul style="list-style-type: none"> • With adult support, start to consider new aspects of personal hygiene relevant to puberty e.g. body odour (Pink Curriculum).
	<p>Yr.5</p>	<ul style="list-style-type: none"> • Describe the stages of human development, including prenatal (Science). • What is puberty? (Science) • Know and understand the physical changes that take place during puberty and why they happen (Science). • Recognise their own changing emotions and be able to express these feelings and concerns positively. • Understand that emotional as well as physical changes happen at different rates for different people (Science). • Consider new aspects of personal hygiene relevant to puberty (Pink curriculum). • Understand genetic inheritance (Science). • Understand the male and female reproductive organs (Science). • Know the key facts of the menstrual cycle (period) and why it happens e.g. length of time (Science). • Begin to know about menstrual wellbeing (support that is there, menstrual hygiene).



	Yr.6	<ul style="list-style-type: none"> • Describe the stages of human development, including prenatal (Science). • Explain what puberty is (Science). • Explain the physical changes that take place during puberty and why they happen (Science). • Recognise their own changing emotions and be able to express these feelings and concerns positively with increased confidence. • Understand and explain that emotional as well as physical changes happen at different rates for different people (Science). • Consider new aspects of personal hygiene relevant to puberty (Pink curriculum). • Understand genetic inheritance (Science). • Understand the male and female reproductive organs using scientific language correctly (Science). • Know the key facts of the menstrual cycle (period) and be able to explain why it happens e.g. length of time (Science). • To know about menstrual wellbeing (support that is there, menstrual hygiene). <p>Children in Year 6 will be given 2 additional sessions around their changing body to allow them the opportunity to ask questions in a safe place. With these sessions, parents will have the right to withdraw their child from them.</p>
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Living in the wider world (non statutory)

Rights and responsibilities	Yr. 4	<ul style="list-style-type: none"> • Appreciating difference and diversity in the UK and around the world in a respectful manner (Passport). • Consider their own responsibilities and levels of independence now. Understand how these have changed as they have grown and that they will continue to change as they get older. • Identify and describe different customs and traditions from around the world and when entering adulthood.
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		<ul style="list-style-type: none"> • Know how rules and laws keep people safe. • Begin to understand how rules are made and changed. • Begin to know that everyone has human rights (UN declaration on the Rights of the child) – ‘basic human rights’. • What is anti-social behaviour and who is there to help? • Think about what they might like to be when they are older.
	Yr. 5	<ul style="list-style-type: none"> • Rules and laws; how they are made; changing rules and laws; anti-social behaviour, respecting and resolving differences. • Research, discuss and debate issues concerning health and wellbeing. • The importance of human rights and about the UN declaration on the Rights of the Child. • Identify that human right laws take precedence over any other laws or behaviours. • Recognise that there are organisations and charities who work toward ensuring the rights of people (including children) are upheld around the world. • Identify different responsibilities in different scenarios (home, community, environment, school). • Appreciate the range of national, regional, religious and ethnic identities of people living in the UK (Diverse community). • Recognise the lives, values and customs of people living in other places. • Be critical about what they see and read in the media and carefully consider what they choose to forward to others.
	Yr. 6	<ul style="list-style-type: none"> • Human rights of the child; cultural practices and British Law. How they are changed and made. How to take part in making and changing rules. • Being part of a community; groups that support communities. • The importance of human rights and about the UN declaration on the Rights of the Child. • Identify that human right laws take precedence over any other laws or behaviours. • Recognise that there are organisations and charities who work toward ensuring the rights of people (including children) are upheld around the world. • Appreciate the range of national, regional, religious and ethnic identities of people living in the UK (Diverse community).



		<ul style="list-style-type: none"> • Recognise the lives, values and customs of people living in other places and explain how their lives are similar or different. • Being critical of what is in the media and what they forward to others. • Research, discuss and debate topical issues concerning health and wellbeing (listening, teamwork, leadership, negotiation, presentation, communication skills). • How to handle, challenge or respond to anti-social or aggressive behaviour and how this can affect wellbeing. • How responsibilities can be different (home, school, community and the environment). • Resolve differences, respect different viewpoints and make their own decisions.
Environment	Yr. 4	<ul style="list-style-type: none"> • Sustainability of the environment across the world.
	Yr. 5	<ul style="list-style-type: none"> • Different rights; responsibilities and duties. • How resources are allocated and the effect this has on individuals and the environment.
	Yr. 6	<ul style="list-style-type: none"> • Their rights; role and responsibilities in protecting the environment. • Sustainability of the environment across the world. • How resources are allocated; effect of this on individuals; communities and environment.
Money	Yr. 4	<ul style="list-style-type: none"> • Role of money (saving and budgeting); what is meant by interest and loan.
	Yr. 5	<ul style="list-style-type: none"> • Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; that people pay tax to contribute to society. • What does enterprise mean for work and society?
	Yr. 6	<ul style="list-style-type: none"> • Enterprise; setting up an enterprise (Maths curriculum link). • How finance plays an important role in people's lives and emotions. • What is a critical consumer and how to be one? • Using and understanding terminology of 'loan', 'debt' and 'interest'. Why people borrow money and explain the difference between credit and debt. • Understand that people pay tax to contribute to society and support vulnerable members of society. • Know about different ways people train for different jobs.