

YEAR 1		
TERM	OBJECTIVES	
AUT 1	<p>I can name the main parts of the body P4</p> <p>I know which parts of my body are private BS1, BS2, BS3</p> <p>I know that boys and girls have different private parts</p> <p>I understand that babies become children and then adults</p> <p>I know how to look after my body P2, P3</p> <p>I know the role of medicines in promoting health and the reasons why people use them D1</p> <p>I know the school rules about personal hygiene and medicines D1 HP5</p> <p>I know that there are healthy and less healthy drinks and some drinks that are for adults (E.G. coffee, alcohol) H1</p> <p>I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home</p> <p>I know there are people and services who can help us BS8 BS7</p> <p>I know who to go to if I need help BS8 M9</p> <p>I understand there are good and not so good secrets BS2</p>	
AUT 2	<p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions</p> <p>I know that we have to pay for what we buy</p> <p>I can name some charities and explain what they do</p> <p>I know that money can come from different sources and can be used for different things</p> <p>I understand the consequences of losing money</p> <p>I know that there are some things people have to buy and other things that we choose to buy</p> <p>I understand that it may not be possible to have everything you want M4</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

YEAR 1	OBJECTIVES	
SPR 1	<p>I understand that I can find a range of information from the internet I1</p> <p>I can navigate age-appropriate websites I4</p> <p>I know what to do if I find something inappropriate online I7</p> <p>I know that the internet can be used to communicate with other people I3 I5</p> <p>I understand that we should respect the work of others which is stored or presented electronically</p>	
SPR 2	<p><i>I know that there are different types of relationships – family, friends and others F3 C1</i></p> <p><i>I know that there are different types of families (incl same-sex relationships, guardian) F3</i></p> <p>I know that family and friends should care for each other F2 F1 RR8</p> <p>I know that there are good and bad secrets BS5</p> <p>I can play and work cooperatively C3</p> <p>I can listen to other people C4</p> <p>I can share appropriately C5</p> <p>I can recognise and name my feelings M1 M2 M3</p> <p>I can recognise that my behaviour affects others C1</p> <p><i>I can recognise there are different types of teasing M8</i></p> <p>I play a full part in the life of my classroom M5</p> <p>I can agree and follow rules for my group and classroom M5</p>	
ADDITIONAL COVERAGE		

YEAR 1	OBJECTIVES	
SUM 1	<p>I know the importance of personal hygiene – regular washing, bathing, showering HP5</p> <p>I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health P2 HP4</p> <p>I can make real informed choices that would improve my health and well-being. H3</p> <p>I know that change and loss can affect feelings, including moving home, losing pets, friends, or family. M1 M2 M7</p> <p>I know who to go to if I am worried BS8 M9</p>	

SUM 2		
ADDITIONAL COVERAGES		

YEAR 2		
TERM	OBJECTIVES	
AUT 1	<p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs M1</p> <p>I can contribute to the life of the class and the school M5</p> <p>I know that I belong to different groups and communities i.e. school, family M5 M6 M7</p> <p>I know what can be harmful to the environment</p> <p>I know some ways to look after my environment</p> <p>I know that "The Lottery", "Scratch cards" etc are gambling</p> <p>I can recognise the coins and notes we use</p> <p>I know different ways that money can be looked after</p> <p>I know some of the essentials that have to be paid for</p> <p>I know some ways that we can pay for things</p> <p>I can choose the correct value of coins and calculate the value of small amounts of change</p>	
AUT 2	<p>I can listen to other people. C1 C2 C4 RR2</p> <p>I can recognise and name my feelings C4 M2</p> <p>I can recognise and say what I like and dislike</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to KS2</p> <p><i>I can recognise and say what is fair and unfair, right and wrong C5 C3</i></p> <p>I can recognise, name and deal with their feelings in a positive way M2 M3 M4 RR8</p> <p>I begin to recognise the range of human emotions and some ways to deal with these M4 RR2</p> <p>I can say what I am good at RR4</p> <p>I can set a simple goal</p> <p>I can say how I can learn from my experiences</p> <p>I can listen to others and respect their viewpoints C1 C2 C4</p> <p><i>I can identify and respect differences and similarities between people RR1 RR7</i></p> <p>I know that there are different types of bullying and teasing RR6</p> <p>I know that bullying is wrong and know how to deal with bullying behaviours RR6 C5</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

YEAR 2	OBJECTIVES	
SPR 1	I know which parts of my body are private BS1 BS2 BS3	

	<p>I can describe the difference between male and female humans and animals</p> <p>I know that some people have fixed ideas about what boys and girls can do RR7</p> <p>I understand the importance of valuing one's own body and recognising its uniqueness RR4</p> <p>I know that people can do different things according to age and development and that people grow from young to old</p> <p>I recognise that peoples' needs change with age</p> <p>Year 2 Grimm Fairytales 999 Emergency services https://www.nwas.nhs.uk/get-involved/children-youth/lesson-plans/</p>	
SPR 2	<p>I can use the internet purposefully to answer specific questions</p> <p>I know that not everything on the internet is true</p> <p>I am able to send suitable and purposeful emails with help</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I know that other people's families may be similar or different to mine</p> <p>I know that there are good and bad secrets</p>	
ADDITIONAL COVERAGE		

YEAR 2	OBJECTIVES	
SUM 1	<p>I can make simple choices to improve my health and well-being H3</p> <p>I know that the choices I make can have good and not so good consequences</p> <p>I know that change and loss can affect feelings, including moving home, losing pets, friends, or family. M1M2 M7</p> <p>I know who to go to if I am worried/need help BS8 M9 BS7</p> <p>I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends</p> <p>I understand that all drugs can be harmful if not used properly</p>	

	<p>I know simple rules about medicines and other substances used in the home, including solvents and that they can be harmful if not used properly</p> <p>I know the dangers from handling discarded syringes and needles</p> <p>I know how to ask for help FA1</p>	
SUM 2		
ADDITIONAL COVERAGE		

YEAR 3		
TERM	OBJECTIVES	
AUT 1	<p>I can understand that money is not infinite</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money</p> <p>I know there are different ways to access money, including earning it through work</p> <p>I know that it is possible to keep money safe by putting it into an 'account' in the bank</p> <p>I know how I can save money for future spending</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'</p>	
AUT 2	<p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I know that choices we make can impact on the local and global communities M5</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can use the internet purposefully to answer specific questions.</p> <p>I know that not everything on the internet is true</p> <p>I know the difference between communicating using email and online in a discussion forum</p> <p>I am able to send suitable and purposeful emails</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I can describe how my body has changed since I was a baby</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

YEAR 3	OBJECTIVES	
SPR 1	<p><i>I can identify different types of relationships and show ways to maintain good relationships C1 C2 C3 RR3</i></p> <p><i>I understand that all families are different and have different family members RR1 F1</i></p> <p><i>I understand that relationships may change over time RR2 RR3</i></p>	

	<p>I can judge what kind of physical contact is acceptable or unacceptable RR3 RR5</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching BS1 BS2 BS3 BS4</p> <p>I understand about personal space BS1 BS2 BS3 BS4 RR8</p> <p>I know how to deal with unwanted touch BS1 BS2 BS3 BS4</p> <p>I know who to go to if I need help BS6 P4FAMI BS7 BS8</p> <p><i>I know that marriage and civil partnerships are examples of stable loving relationships F1 F2 F4</i></p>	
SPR 2	<p>I can identify and explain how to manage the risks in different familiar situations. BS5</p> <p>I know how to ask for help BS6 FA1</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways D1</p> <p>I can demonstrate basic safety procedures when using medicines D1</p> <p>I know how to keep myself and others safe when using roads</p> <p>I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need BS3</p> <p>I understand that it is alright to break a secret in order to keep me safe BS3</p>	
ADDITIONAL COVERAGE		

YEAR 3	OBJECTIVES	
SUM 1	<p>I can listen to and show respect for the views of others C1 RR3</p> <p>I can identify positive ways to face new challenges</p> <p>I know the importance of valuing myself RR4</p> <p>I can see my mistakes, make amends and set personal goals</p> <p>I can explain how my actions have consequences for myself and others C3</p>	

	<p><i>I can describe the nature and consequences of bullying and express some ways of responding to it M8 M9</i></p> <p><i>I can empathise with other people and situations through topical issues, problems and event</i></p> <p>I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing H3</p>	
SUM 2		
ADDITIONAL COVERAGE		

YEAR 4		
TERM	OBJECTIVES	
AUT 1	<p><i>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media M1 M2 M3 M4 M5 M6 M7 P1 P2 P3 (YNT Module 2.1 – Introducing Yasmin and Tom 2.8 – Is it risky? 2.9 – people to help us on/offline. 2.5 – Families and getting on with our families. 2.4 – What makes a good friend.</i></p> <p>I can make informed choices about healthy eating and exercising H1 H2 H3 P1 P2 P3</p> <p><i>I feel good about myself and my body RR4</i></p> <p>I know the importance of taking care of my own body HP1 HP2 HP3 HP4 H5 (YNT Module 2.7 body care)</p> <p>I know I have the right to protect my body from inappropriate and unwanted contact BS1 BS2 BS3 BS4 (YNT Module 2.6 Keeping personal and private body parts safe)</p> <p>I understand the language used to describe changes and feelings M1 M3</p>	
AUT 2	<p>I can respond appropriately to other people’s feelings C1 C2 C3 RR8</p> <p>I can acknowledge that others have different points of view C4</p> <p><i>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me RR1 (YNT Module 2.2 – Gender stereotypes and aspirations.</i></p> <p>I can express my views confidently, when communicating with my peers and adults</p> <p>I can identify positive ways to face new challenges</p> <p>I can identify positive things about my own and others’ achievements</p> <p>I can recognise the worth of other people</p> <p><i>I am aware of different types of relationships including those between friends and families, civil partnerships and marriage RR1 F1 F5 (YNT Module 2.5 Families)</i></p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

YEAR 4	OBJECTIVES	
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SPR 1	<p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I recognise the range of jobs carried out by people I know</p> <p>I understand and use larger sums of money in calculations</p> <p>I know a range of different ways to pay for things</p> <p>I know that if you 'borrow' you have to pay back more</p> <p>I can begin to understand why we have charities and make choices about them in relation to my own values</p> <p><i>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities</i></p> <p><i>I understand that there is great diversity locally and across the world which affects peoples' choices</i></p> <p>I know who to go to if I need help FA1 P4F BS7 BS8</p>	
SPR 2	<p>I can make informed choices about my environment</p> <p><i>I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression RR7</i></p> <p><i>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</i></p> <p>I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences</p> <p>I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices D1</p> <p>I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios.</p>	
ADDITIONAL COVERAGE		

YEAR 4	OBJECTIVES	
SUM 1	<p>I can use the internet as a resource to support my work, and begin to understand plagiarism</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p>	

	<p>I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others</p> <p>I begin to recognise how electronic communications may be used for manipulation or persuasion</p>	
SUM 2		
ADDITIONAL COVERAGE		

YEAR 5		
TERM	OBJECTIVES	
AUT 1	<p>I know about the range of jobs carried out by people in the local community and their earning potential</p> <p>I am able to plan for future spending</p> <p>I understand how and why people save</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand ‘value for money’ and can make informed choices to get ‘value for money’</p> <p>I can identify and manage feelings about money M4</p> <p>I understand who and where I can go to borrow money</p> <p>I know how to access local and national support groups BS5</p> <p>I can talk and write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own RR1</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions M5</p> <p>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices M5</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally M5</p> <p>I am beginning to understand that ‘poverty’ might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making BS8</p>	
AUT 2	<p>I can recognise the need to ask appropriate questions to find answers</p> <p>I understand that good online research involves processing the information (rather than copying) and interpreting it for others</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website</p> <p>I recognise issues of copyright and the importance of acknowledging sources</p> <p>I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness</p> <p>I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school OR4 OR3</p> <p>I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users OR4</p> <p>I can evaluate my own use of web-publishing tools and how I present myself on-line OR1 OR2</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p> <p>Railway safety (Network rail)</p> <p>RNLI – Beach safety</p>	

YEAR 5	OBJECTIVES	
SPR 1	I can name the parts of the male and female reproductive organs SCIENCE CH1 CH2	

	<p>I understand the main stages of the human lifecycle SCIENCE CH1 CH2</p> <p>I know some of the ways that my body and emotions will change as I grow into an adult through the process of puberty M1 M2 M3</p> <p>I know that puberty is linked to reproduction SCIENCE CH1 CH2</p> <p>I can explain the ways in which boys and girls grow and develop in puberty physically and emotionally CH1 CH2</p> <p>I understand how to manage the physical and emotional changes of puberty CH1 CH2</p> <p>I understand the importance of good hygiene routines as I grow into an adult HP4 HP5</p> <p>I know that female genital mutilation is a crime and how to get support if I have fears about myself or others</p> <p>I know where I can get support during puberty both within school and outside</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way CH1 CH2</p> <p>I know where individuals, families and groups can get help and support C5 F6HEP</p> <p>I know that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with</p> <p>I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</p>	
SPR 2	<p>I can express my views confidently and listen to and show respect for the views of others C1 C2 C3 RR8</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices C4</p> <p>I can deal positively with my feelings and recognise a range of emotions in others M9 M10 M2 M1</p>	
ADDITIONAL COVERAGE		

YEAR 5	OBJECTIVES	
SUM 1	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses HP1</p> <p>I can identify a range of risks connected to realistic and relevant drug situations for my age D1</p> <p>I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences</p> <p>I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' C5 BS2</p>	

	I know who to go to if I need help FA1 P4 BS7 BS8	
SUM 2	I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image. M5 P1 P2 P3 I know that images in the media do not always reflect reality and can affect how people feel about themselves I know how to make informed healthy lifestyle choices HP1 HP2 HP3 HP4 HP5 H2	
ADDITIONAL COVERAGE		

YEAR 6		
TERM	OBJECTIVES	
AUT 1	<p>I can manage my time to include regular exercise P1 P2 P3</p> <p>I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc M1 M2</p> <p>I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing. D1</p> <p>I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks</p> <p>I know the dangers from handling discarded syringes and needles</p> <p>I know basic emergency aid procedures and where to get help FA1 FA2 P4</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p>	
AUT 2	<p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know RR8</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences C1 C2 C3 C5</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way CH1 CH2 CH3</p> <p><i>I am able to recognise and challenge gender stereotypes RR7</i></p> <p><i>I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help M7</i></p> <p>I know some of the ways that people show they love and care for each other in a relationship</p> <p><i>I understand that there are different types of adult relationship F5 F1 F2 F3</i></p> <p>I can explain the qualities of a positive relationship</p> <p>I understand that families are important for having babies and bringing them up F1 F5</p> <p>I understand that abuse in relationships is against the law and know where people can go for help in this situation BS7 BS8</p> <p><i>I know that civil partnerships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</i></p> <p>I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</p> <p>I can identify positive things about myself and my achievements and set personal goals</p> <p>I can recognise the difference between aggressive and assertive behaviour</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week Body image workshop Sefton staying safe workshop (drugs, knife crime)</p> <p>Railway safety (Network rail) RNLI – Beach safety</p>	

YEAR 6	OBJECTIVES	
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SPR 1	<p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website OR1</p> <p>I understand the issues of plagiarism, copyright and data protection in relation to my work</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p> <p>I understand the importance of protecting personal information, including passwords, addresses and images</p>	
SPR 2	<p><i>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities</i></p> <p><i>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability RR1</i></p> <p><i>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself RR1 RR2 RR3</i></p> <p>I know that there are some cultural practices which are against British law and universal human rights</p> <p>I can take part more fully in school and community activities</p> <p>I can demonstrate a sense of social justice and moral responsibility</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><i>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I know about the basic institutions that support democracy locally and nationally</p> <p>I can make informed choices about my environment</p> <p>I know how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself</p>	
ADDITIONAL COVERAGE		

YEAR 6	OBJECTIVES	
SUM 1	<p>RSE (in line with Liverpool Diocesan Board of Education)</p> <p><i>I recognise risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable F6</i></p> <p><i>I can describe why the body changes during puberty in order to prepare the body for reproduction CH1 CH2 CH3</i></p> <p><i>I can talk confidently about puberty and reproduction CH1 CH2 CH3 RSE+</i></p> <p><i>I know some facts about human reproduction including conception, pregnancy and birth. CH1 CH2 CH3 RSE+</i></p>	

	<p>I understand that there are lots of things to consider before having a baby F4</p> <p>I know how to keep my body healthy and clean during puberty CH1 CH2 CH3 HP5 H2</p> <p>I understand that puberty occurs at different times for different people CH1 CH2 CH3</p> <p>I understand that sending or requesting inappropriate images via the internet or mobile phone is not acceptable and how to report this</p> <p>New to this year ^^</p> <p>I know that female genital mutilation is a crime and how to get support if I have fears about myself or others</p>	
SUM 2	<p>E-safety day</p> <p>Anti-bullying week</p> <p>Mindfulness</p> <p>Dog safety (Dog's trust)</p> <p>Railway safety</p> <p>Addaction (drugs)</p> <p>Stay Safe workshops</p> <p>Body Image workshop</p> <p>I know what is deducted from earnings and why</p> <p>I can differentiate between manageable and unmanageable debt</p> <p>I understand that money we earn also supports the local and wider community</p> <p>I understand different ways of keeping track of my money</p> <p>I am able to 'read' and check pay slips, bank statements etc</p> <p>I know who to talk to if I needed help with money in the future</p>	
ADDITIONAL COVERAGE		

Government statutory and non-statutory guidance, along with objectives taken from the National Curriculum:

By the end of primary school:

Mental wellbeing (M)

Pupils should know:

1. that mental wellbeing is a normal part of daily life, in the same way as physical health
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
3. 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
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
9. 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)
10. 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 (I)

Pupils should know:

1. that for most people the internet is an integral part of life and has many benefits
2. 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
3. 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
4. why social media, some computer games and online gaming, for example, are age restricted

5. 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
6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
7. where and how to report concerns and get support with issues online

Physical health and fitness (P)

Pupils should know:

1. the characteristics and mental and physical benefits of an active lifestyle
2. 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
3. the risks associated with an inactive lifestyle (including obesity)
4. how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating (H)

Pupils should know:

1. what constitutes a healthy diet (including understanding calories and other nutritional content)
2. the principles of planning and preparing a range of healthy meals
3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco (D)

Pupils should know:

1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention (HP)

Pupils should know:

1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
6. the facts and science relating to allergies, immunisation and vaccination

Basic first aid (FA)

Pupils should know:

1. how to make a clear and efficient call to emergency services if necessary
2. concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body (CH)

Pupils should know:

1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
2. about menstrual wellbeing including the key facts about the menstrual cycle

Families and people who care for me (F)

Pupils should know:

1. that families are important for children growing up because they can give love, security and stability
2. 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
3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
4. 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
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships (C)

Pupils should know:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
4. 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
5. 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

Respectful relationships (RR)

Pupils should know:

1. 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
2. practical steps they can take in a range of different contexts to improve or support respectful relationships
3. the conventions of courtesy and manners
4. the importance of self-respect and how this links to their own happiness
5. 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
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive
8. the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships (OR)

Pupils should know:

1. that people sometimes behave differently online, including by pretending to be someone they are not
2. 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
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
5. how information and data is shared and used online

Being safe (BS)

Pupils should know:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
2. 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
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
5. how to recognise and report feelings of being unsafe or feeling bad about any adult
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so
8. where to get advice, for example family, school or other sources

Year 5 science objectives from the National Curriculum programme of study

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 science objectives from the National Curriculum programme of study

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

