

**Health and Wellbeing**

	Healthy Lifestyles	Mental Health	Ourselves, growing and changing	Keeping Safe	Drugs, alcohol and tobacco
Nursery	<p>Washes hands with support</p> <p>Explores brushing their teeth</p>	<p>Can find ways to calm themselves down or seeks an adult for comfort</p> <p>Beginning to talk about their own emotions e.g. I am sad. May not be able to say why</p> <p>Beginning to use words like sad, worried, upset, angry to express their feelings</p> <p>Explores emotions through role play and stories</p>	<p>Tries new experiences with support</p> <p>Shows confidence in new situations</p> <p>Express their feelings and give simple reasons e.g I want mummy</p>	<p>Seek help by finding an adult</p> <p>Follows rules and visual prompts</p> <p>Gives simple explanations of why rules are important e.g. to keep us safe.</p>	
Reception	<p>Sort healthy food from the most nutritional to the least nutritional</p> <p>Talks about why brushing your teeth is important</p> <p>Washes own hands and can talk about why this important</p> <p>Independently talk about healthy and unhealthy foods including sleep, washing</p> <p>Beginning to understand</p>	<p>Identify and name common feelings in themselves or others and explain what has happened to themselves or others and explain what has happened to make them feel like that</p> <p>Can bounce back quickly after upsets and with more independence</p>	<p>Begin to persevere when they find something challenging</p> <p>Show empathy in simple ways e.g. finding an adult for a child who is hurt</p>	<p>Beginning to solve conflicts through speaking to each other and being assertive</p> <p>Follows simple rules independently</p>	

	<p>and discuss healthy and unhealthy foods including sleep, washing etc...</p> <p>Can name different parts of their body</p>				
<b>Year 1</b>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>			<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency</p>	<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
<b>Year 2</b>	<p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not</p>	<p>H24. how to manage when finding things difficult</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home and fire safety</p> <p>H31. that household products can be harmful if not used correctly</p>	

	<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss; to identify feelings associated with this; to recognise what helps people to feel better</p>		<p>H32. ways to keep safe in familiar and unfamiliar environments and how to cross the road safely</p> <p>H34. 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</p>	
<p><b>Year 3</b></p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly,</p>		<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the</p>	<p>H39. about hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely,</p> <p>H42. about the importance of</p>	

	<p>contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H11. how to maintain</p>		<p>process of puberty relates to human reproduction</p>	<p>keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	
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	<p>good oral hygiene, why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H7. how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>				
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**Year 4**

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H17. to recognise that feelings can change over time and range in intensity  
H18. about everyday things that affect feelings and the importance of expressing feelings  
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  
H21. to recognise warning  
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  
H23. about change and loss, including death, and how these can affect feelings; ways of

H27. to recognise their individuality and personal qualities  
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  
H31. about the physical and emotional changes that happen when approaching and during puberty  
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  
H34. about where to get more information, help and advice about growing and changing, especially about puberty

H37. reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  
H38. how to predict, assess and manage risk in different situations  
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

		expressing and managing grief and bereavement			
<b>Year 5</b>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>		<p>H25. about personal identity; what contributes to who we are (</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>H46. about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>
<b>Year 6</b>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>		<p>H40. about the importance of taking medicines correctly and using household</p>	<p>H46. about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that</p>

	<p>lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality</p>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>		<p>products safely</p>	<p>drug use can become a habit which can be difficult to break</p>
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	<p>sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>				
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## Relationships

	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Nursery	<p>Able to say who they are</p> <p>Able to say what they like</p> <p>Comments on key people in their lives</p> <p>Makes connections and comments about similarities and differences with their family and other families</p> <p>Compare a picture of themselves as a baby compared to now</p> <p>Retell a simple story about a family event in the past</p>	<p>Engages with others through talk, gestures or eye contact</p> <p>Play alongside and learn alongside a small group of familiar peers</p> <p>Is more outgoing to new people</p> <p>Plays with others engaged in the same theme</p> <p>Joins in with an activity when invited by an adult</p> <p>Sometimes shares</p>	<p>Find an adult to help them find solutions if there is a problem</p> <p>Show empathy in simple ways e.g. finding an adult for a child who is hurt</p>	<p>Has a key person</p> <p>Can talk about who they can talk to if they feel scared</p>	<p>Can find ways to calm down ( may need help from an adult)</p>
Reception	<p>Can talk about the future things they are going to do with their families</p> <p>Comment on familiar situations in the past e.g. birthdays</p> <p>Sequence people, baby, toddler etc..</p>	<p>Try new activities willingly with peers or adults</p> <p>Forms close relationships and seeks them out to initiate play</p> <p>Speaks to peers within a game or activity. Take turns with adult support</p>	<p>Beginning to solve conflicts through speaking to each other and being assertive</p>	<p>Can talk about people who help us and who they can talk to at home and school if they are scared, worried, sad etc...</p> <p>Can talk about the difference between a stranger and a person they know</p>	<p>Knows that they can say no.</p> <p>Show empathy in simple ways e.g. finding an adult for a child who is hurt</p>

		<p>Joins in play with peers</p> <p>Hold back and forth conversations with peers and respond appropriately</p> <p>Shows understanding from a child's perspective</p> <p>Take turns with very little support</p>			
<b>Year 1</b>	<p>R1. about the roles different people play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone if something about their family makes them unhappy or worried</p>		<p>R15. how to respond safely to adults they don't know</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R15. how to respond safely to adults they don't know</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
<b>Year 2</b>		<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R23. to recognise the ways in which they are the same and different to others</p>

		<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when</p>	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
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			<p>asking for help; importance of keeping trying until they are heard</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 3</b></p>	<p>R5. that people who love and care for each other can be in a committed relationship, living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure; that families of all types can give family members love, security</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

	<p>and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>		<p>else's personal safety (including online)</p>	
<p><b>Year 4</b></p>		<p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>		<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider</p>

				<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>society; strategies to improve or support courteous, respectful relationships</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
<p><b>Year 5</b></p>	<p>R1. to recognise that there are different types of relationships</p>	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>		<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>

				else's personal safety (including online)	
<b>Year 6</b>	<p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship, living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>			<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>



	different ways in which people care for one another				
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## Living in the Wider World

	Shared responsibilities	Communities	Media. Literacy and digital resilience	Economic wellbeing – money	Economic Wellbeing – aspirations, work and career
Nursery	Can take care of our shared garden and talk about the importance of keeping classroom and garden tidy	<p>Know they live in a flat/house etc..</p> <p>Can talk about the features of their home</p> <p>Can talk about what they see in their own environment at school and at home</p> <p>Uses role play to explore a range of occupations</p>	<p>Can play with toys that have buttons</p> <p>Can play simple games on the IWB</p> <p>Can take photos on the IPAD</p>	Use role play (shops)	Role play- explores a range of occupations
Reception	Shows respect for the environment and shows care and concern for living things	<p>Can talk about similarities and differences between local places</p> <p>Can talk about who to call in an emergency</p>	<p>Can talk about why too much screen time is bad for your health</p> <p>Can talk about a range of technology</p>	Understands that different things cost different amounts of money	Can talk about what they want to be when they grow up

	Can talk about some reasons why we shouldn't litter				
<b>Year 1</b>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>		<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	L14. that everyone has different strengths
<b>Year 2</b>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>		<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>		<p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

<b>Year 3</b>		<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>			
<b>Year 4</b>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for</p>	<p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>L19. that people's spending decisions can affect others and the environment</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>

	<p>protecting the environment in school and at home; how everyday choices can affect the environment</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5</b></p>		<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money s L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is</p>

					<p>unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers</p>
<p><b>Year 6</b></p>			<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	

			<p>appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		
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