

British Values (hand representation)



- democracy (school council, pupil voice, house captains, suggestion boxes)
- rule of law (code of conduct, classroom rules, country rules, reasons behind laws, responsibilities and consequences)
 - individual liberty (boundaries, exercising their rights and freedoms, R&R)
- mutual respect (behaviour policy based around core values such as respect, friendships and relationships, families)
 - tolerance of those of different faiths and beliefs (daily worship/worth ship, enhancing pupils understanding of their place in a culturally diverse community by giving opportunities to experience such diversity, international day, assemblies and supported in RE teaching)

AUTUMN 1

KNOWLEDGE AND KEY VOCABULARY

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
British Values ie Rights and responsibilities - rule Emergency service	British Values ie Democracy and community Security Emergency	British Value ie Individual liberties Growth mindset Identity Achievements Aspirations Family	British Values ie Democratic structures Rule of law Civil Partnerships UN Career aspirations Marriage

SKILLS

<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
To be able to call the emergency services To understand how to seek help To create simple rules and apply fairly Identify family members Understand different types of relationships To identify characteristics of a healthy family Understand differences in families	To understand basic first aid To create and apply rules fairly To work collaboratively and be tolerant of others opinions and beliefs To recognise different family types. To identify who looks after them in their family and why	To apply principles of growth mindset To identify strengths in themselves and others To understand and set aspirations To identify the commitments made in marriage To be able to identify family relationships that are making them unhappy and how to ask for help	To understand and identify human rights To apply the human rights/ rules into everyday life. Apply their knowledge of aspirations to career aspirations To identify the commitments made in marriage/ civil partnerships including free choice

CONCEPTS

<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
<p style="text-align: center;"><u>Rules</u></p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help (999 Police etc) • To take part in making and changing rules and understand why different rules are needed in different situations – write set of class rules <p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> • To know that families are important • to recognise different types of relationships, including those between acquaintances, friends, relatives and families. • To know the characteristics of healthy family life • To know that others’ families may look different to their own 	<p style="text-align: center;"><u>Rules</u></p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help – asthma, choking • To take part in making and changing rules and understand why different rules are needed in different situations Draw up rules for playground or garden <p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> • To know that stable caring relationships, which may be of different types, are at the heart of happy families and are important for security as children grow up. 	<p style="text-align: center;"><u>Rules</u></p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help DRAB routine <p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals – focus on importance of growth-mindset <p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> • To know marriage represents a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • To know 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 style="text-align: center;"><u>Rules and Right</u></p> <ul style="list-style-type: none"> • To understand that there are basic human rights shared by all and that children have their own special rights ie British values- Individual Liberty or United Nations Charter of Children’s rights or compare children’s rights in different cultures • Discuss relationship between rule and rights <p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals – focus on career aspirations <p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> • To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other • To know marriage is a commitment freely entered into by both people, that no-one should marry if they don’t

			want to or are not making decision for themselves
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AUTUMN 2

Knowledge and Vocabulary

<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
Trustworthiness Loyalty Respect Consequences	Relationships Permission Healthy friendships Positive	Disputes Conflicts Negotiation Caring <u>Respect</u>	Resolve Self-respect Stereotype prejudice-based bullying boundaries Abuse privacy

Skills

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To be able to form positive relationships with others To support others with difficulties/problems To practise good characteristics of friendships To understand the impact of bullying/aggressive behaviour To show good personal boundaries	To be able to maintain positive relationships To be able to support others when feeling lonely/ excluded To understand what self-respect is and to maintain it. To find their own happiness in themselves. To show good practice of permission seeking/ giving in relationships.	To use strategies to successfully solve disputes and conflicts. To be able to ask for help if a relationship is unhealthy. To be courteous and well mannered To be able to listen and respond respectfully to people. To be able to emphasise. To show respect to others' opinions To confidently challenge opinions constructively	To use strategies to successfully solve disputes and conflicts. To be able to negotiate To create self-happiness To be accepting and not to stereotype To show good practise of self-boundaries. To be able to share problems with people that help.

Concepts

<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
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<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain such relationships. • To know the characteristics of friendships: mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • To begin to recognise the impact of bullying and consequences of aggressive and harmful behaviour <ul style="list-style-type: none"> • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. 	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain such relationships. • To know healthy friendships are welcoming to others and do not make others feel lonely or excluded. <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • To know the importance of self-respect and how it links to their own happiness • Recognise bullying in different forms including cyberbullying. • To know the importance of permission seeking and giving in relationships with friends, peers and adults 	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise • To recognise ways in which a relationship can be unhealthy and know who to talk to if they need support. • To develop strategies to resolve disputes and conflict without violence <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • To know the conventions of courtesy and manners • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and constructively challenge others' points of view. • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (primarily reporting bullying to an adult) 	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • To know the importance of self-respect and how it links to own happiness. • To know what a stereotype is and how stereotypes can be unfair, negative or destructive. To recognise and challenge stereotypes • Recognise bullying and abuse in all its forms (inc prejudice-based bullying in person, online and through social media) • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
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SPRING TERM 1
Internet safety and harms /Online relationships

Knowledge and Vocabulary

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Internet Risk Abuse Safety online mental health Personal information	Safety Internet Risk Abuse Safety online mental health Personal information Disconcerting	Abuse Safety online mental health Personal information Age restriction Respect Appropriate/ inappropriate	mental health online friendships Age restriction Respect Appropriate/ inappropriate critically examine

Skills

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To keep the mind healthy without excessive use of the internet. To talk to relevant adults when needing help. To be able to seek help if inappropriate material is seen online. To show good practice of internet safety.	To have healthy relationships. To be able to seek help when needed. To be able to seek help if inappropriate material is seen online. To show good practice of internet safety. To be able to report concerns online. To practise good internet safety. To be disconcerting with information online.	To have good self-belief. To promote good mental wellbeing. To behave according to rules and understand consequences. To report bullying including cyber bullying. To be able to ask for support when dealing with online bullying. To follow age restrictions for games/ online games. To be able to act cautiously and carefully with online friendships. To practise safe online activity and who to talk to if uncomfortable. To understand why something maybe inappropriate (online). To display respectful behaviours online.	To understand positive and negative impact on mental health. To promote good mental health. To seek self-happiness. To understand the consequences of online abuse. To promote respectful behaviours online. To identify harmful / inappropriate content. To be disconcerting with online images. To choose the right (appropriate) games/ online platforms. To be able to identify pressures from those around us and others. To be cautious when dealing with online friendships.

			To be disconcerting with information online/ social media. To manage image requests and who to speak to if uncomfortable/ inappropriate.
<u>Concepts</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • To know that for most people the internet is an integral part of life and has many benefits • To know about the benefits of rationing the time spent online, the risks of excessive time spent on electronic devices. • To recognise ways in which a relationship can be unhealthy and know who to talk to if they need support. • To know that the internet can also be a negative place where abuse can take place, which can have a negative impact on mental health. • To know strategies for keeping safe online; the importance of protecting personal info, including passwords, addresses and images of themselves and others • To know about the people who are responsible for helping them stay healthy and 	<ul style="list-style-type: none"> • To recognise ways in which a relationship can be unhealthy and know who to talk to if they need support. • To know that the internet can also be a negative place where abuse can take place, which can have a negative impact on mental health. • To know strategies for keeping safe online; the importance of protecting personal info, including passwords, addresses and images of themselves and others • To know about the people who are responsible for helping them stay healthy and safe; know how and where to report concerns and get support with issues online • To learn how to be a discerning consumer of information online, including understanding that information, including that from search engines, is 	<ul style="list-style-type: none"> • To know the impact of positive and negative content online on their own and others' mental wellbeing • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help. • To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • To know why social media, some computer games and online gaming, for example have age restrictions • To critically consider online friendships and the risks associated with people they have never met. • Discuss what is and is not appropriate to ask for and share online; who to talk to if 	<ul style="list-style-type: none"> • To know the impact of positive and negative content online on their own and others' mental wellbeing • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help. • To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • To recognise how images in the media and online do not always reflect reality • To know why social media, some computer games and online gaming, for example have age restrictions • To learn how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of

<p>safe; know how and where to report concerns and get support with issues online</p>	<p>ranked, selected and targeted.</p>	<p>they feel uncomfortable or are concerned by such a request</p>	<p>sources including people they know and the media</p> <ul style="list-style-type: none"> • To critically consider online friendships and the risks associated with people they have never met. • To critically examine what is presented to them in social media and why it is important to do so; understand that it can misrepresent or mislead; know the importance of being careful with what they forward to others. • How to manage requests for images of themselves or others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned by such a request
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SPRING TERM 2

Knowledge and Vocabulary

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>PANTS Physical contact Comfortable Unacceptable Confidential Secret</p>	<p>Boundaries Help Comfortable Unacceptable</p>	<p>Puberty Emotions Menstruation Menstrual cycle</p>	<p>Puberty Emotions Menstruation Menstrual cycle Fertilisation Foetus Sexual intercourse Birth</p>

Skills

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>To apply principles of acceptable physical contact.</p> <p>Practise their rights of protecting their body.</p> <p>To be able to share something of concern.</p> <p>To be able to use self-help skills.</p> <p>To know when to ask for help.</p>	<p>To form suitable relationships with peers.</p> <p>To be cautious when forming online relationships.</p> <p>Practise their rights of protecting their body.</p> <p>To identify what makes them feel uncomfortable.</p> <p>To be able to share something of concern.</p> <p>To be able to regulate their emotions successfully.</p> <p>To ask for help when needed.</p>	<p>To not feel worried about changes in their body.</p> <p>To recognise the different changes in male and female bodies.</p> <p>To identify emotion changes in themselves.</p> <p>To be able to ask for help when feeling unsafe.</p> <p>To ask for help for themselves and peers.</p> <p>To be able to act cautiously and carefully with online friendships.</p> <p>To practise safe online activity and who to talk to if uncomfortable</p>	<p>To understand the changes in their body.</p> <p>To recognise and understand the different changes in male and female bodies.</p> <p>To identify emotion changes in themselves and others.</p> <p>To be aware of the context of sexual relationships and when they are appropriate.</p> <p>To understand the act of sex.</p> <p>To be able to identify key facts of the human foetal cycle.</p> <p>To take care of their body efficiently</p> <p>To practise good awareness of unwanted contact.</p> <p>To understand how to report abuse.</p> <p>To successfully use the correct terminology for differing abuse.</p> <p>To be able to report abuse if needed.</p>
<u>Concepts</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

<p><u>Being Safe</u></p> <ul style="list-style-type: none"> to judge what kind of physical contact is acceptable, comfortable and unacceptable, uncomfortable and how to respond. to know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; PANTS (revisit from Year 2) the concept of 'keeping something confidential or secret' – to recognise when they should or should not agree to this and know when it is right to break a confidence or share a secret. To recognise when they need help and develop skills to ask for help for themselves or peers 	<p><u>Being Safe</u></p> <ul style="list-style-type: none"> to know what sorts of boundaries are appropriate in friendship with peers and others (inc in a digital context) to judge what kind of physical contact is acceptable, comfortable and unacceptable, uncomfortable and how to respond. To recognise when they need help and develop skills to ask for help for themselves or peers 	<p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> Key facts about puberty To recognise how their body will, and their emotions may, change as they approach and move through puberty Menstruation: to know about menstrual wellbeing including key facts about the menstrual cycle <p><u>Being Safe</u></p> <ul style="list-style-type: none"> to know what sorts of boundaries are appropriate in friendship with peers and others (inc in a digital context) To recognise when they need help and develop skills to ask for help for themselves or peers and to keep trying until they are heard To recognise when they need help and develop skills to ask for help for themselves or peers How to recognise and report feelings of being unsafe or feeling bad about any adult 	<p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> Key facts about puberty To recognise how their body will, and their emotions may, change as they approach and move through puberty Menstruation: to know about menstrual wellbeing including key facts about the menstrual cycle SRE <p><u>Being Safe</u></p> <ul style="list-style-type: none"> to know what sorts of boundaries are appropriate in friendship with peers and others (inc in a digital context) to know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understand that actions such as FGM constitute abuse and are a crime How to report concerns and abuse and the vocabulary and confidence needed to do so
<p>SUMMER TERM 1 HEALTHY BODY/HEALTHY MIND</p>			
<p><u>Knowledge and Vocabulary</u></p>			
<p><u>Year 3</u></p>	<p><u>Year 4</u></p>	<p><u>Year 5</u></p>	<p><u>Year 6</u></p>
<p>mental wellbeing community participation</p>	<p>mental wellbeing Mindfulness</p>	<p>emotional health balanced lifestyle</p>	<p>emotional health conflicting emotions</p>

self-care healthy diet	Emotions balanced diet inactive lifestyle	mental ill health Calories nutritional content support	poor diet Obesity tooth decay Alcohol inactive lifestyle support
<u>Skills</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Identifying and talking about feelings Understanding how feelings affect behaviours To use strategies to manage feelings To understand food and drinks that keep people healthy To make choices about food and drink.	To use mindfulness to support good mental wellbeing To understand the link between mental and physical health To have regular, physical activity. To make choices about food and drink.	To explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health) To understand how feelings affect behaviours To have a balanced lifestyle To seek support if you are worried about your health	To promote emotional wellbeing and healthy coping strategies Awareness of common mental health concerns such as anxiety and depression To understand the health risks of smoking and drinking alcohol To manage the transition to secondary school. To seek support if you are worried about your health To have a healthy balanced diet
<u>Concepts</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Mental wellbeing</u> <ul style="list-style-type: none"> To know that mental wellbeing is a normal part of daily life in the same way as physical health To recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on 	<u>Mental wellbeing</u> <ul style="list-style-type: none"> To know that mental wellbeing is a normal part of daily life in the same way as physical health- mindfulness To know what positively and negatively affects their physical, mental and emotional health 	<u>Mental wellbeing</u> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (EMOTIONAL BOTTLE) To know how to make informed choices and to begin to understand the concept of a balanced lifestyle. 	<u>Mental wellbeing</u> <ul style="list-style-type: none"> To know what positively and negatively affects their physical, mental and emotional health (EMOTIONAL BOTTLE) To recognise the benefits of physical exercise, time outdoors, community participation, voluntary and

<p>mental wellbeing and happiness</p> <ul style="list-style-type: none"> • Simple self-care techniques, including impact of relaxation, time spent with friends and family and the benefit of hobbies and interests. <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • to know what constitutes a healthy diet. • recognise opportunities and develop skills to make their own choices about food, <p><u>Physical health</u></p> <ul style="list-style-type: none"> • To recognise the importance of building exercise into daily and weekly routines (link with PE scheme) 	<ul style="list-style-type: none"> • To recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • To know there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations • To know how to recognise and talk about their own emotions and others' feelings using a varied vocabulary • How to judge whether what they are feeling and how they are feeling is appropriate and proportionate <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • To know what constitutes a healthy diet. • recognise opportunities and develop skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet <p><u>Physical health</u></p> <ul style="list-style-type: none"> • To recognise the importance of building exercise into daily 	<ul style="list-style-type: none"> • To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. • To know that it is common for people to experience mental ill health and that for many, the problems can be resolved if the right support is made available and accessed early enough <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • To know what constitutes a healthy diet (including understanding calories and other nutritional content) <p><u>Physical health</u></p> <ul style="list-style-type: none"> • To recognise the importance of building exercise into daily and weekly routines (link with PE scheme), know how to achieve this and know risks associated with an inactive lifestyle (link also to mental health) • To know how and when to seek support including which adults to talk to in school if they are worried about their health 	<p>service-based activity on mental wellbeing and happiness</p> <ul style="list-style-type: none"> • To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • To know the characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (eg the impact of smoking and alcohol on diet and health) <p><u>Physical health</u></p> <ul style="list-style-type: none"> • To recognise the importance of building exercise into daily and weekly routines (link with PE scheme), know how to achieve this and know risks associated with an inactive lifestyle (including obesity) • To know how and when to seek support including which adults to talk to in school if they are worried about their health
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	and weekly routines (link with PE scheme), know how to achieve this and know risks associated with an inactive lifestyle		
<u>SUMMER 2</u>			
<u>Knowledge and Vocabulary</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
personal hygiene Bacteria Viruses health and safety emergency aid procedures	Exposure Protect Emergencies	immunisation Vaccination Injuries	Quality sleep Physical illness illegal harmful substances
<u>Skills</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To be able to describe some basic personal hygiene routines relevant to me To understand the value of carrying out regular personal hygiene routines To be able to explain why body parts should be kept clean. To know how germs might get into the body To practise actions I can take to make sure I don't pass on germs To be safe in school To follow school rules To be able to make an emergency call if need	To be aware of the power of the sun To recognise the possible dangers of our sun To use personal protective measures To be safe in school To follow school rules To brush the teeth twice a day To be able to make an emergency call if needed	To be able to practise good hygiene. To recognise the importance of vaccinations. To be able to treat minor injuries. To be able to treat minor head injuries.	To have the appropriate amount of sleep. To identify the effects of damaged sleep. To notice early signs of illness/ changes in health. To recognise illegal/ harmful uses of alcohol/smoking/drugs.
<u>Concepts</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Health and Prevention</u> <ul style="list-style-type: none"> to know about personal hygiene and germs including bacteria, viruses, how they 	<u>Health and Prevention</u> <ul style="list-style-type: none"> To know about safe and unsafe exposure to the sun and how to reduce the risk of 	<u>Health and Prevention</u> <ul style="list-style-type: none"> To know that bacteria and viruses can affect health and 	<u>Health and Prevention</u> <ul style="list-style-type: none"> to know the importance of sufficient good quality sleep and effects of lack of sleep

<p>are spread and treated, and the importance of handwashing</p> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> To know school rules about health and safety, basic emergency aid procedures, where and how to get help To know how to make a clear and efficient call to emergency services if necessary was 	<p><i>sun damage, including skin cancer</i></p> <ul style="list-style-type: none"> <i>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (Xcurric Science)</i> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> To know school rules about health and safety, basic emergency aid procedures, where and how to get help To know how to make a clear and efficient call to emergency services if necessary 	<p>that following simple routines can reduce their spread</p> <ul style="list-style-type: none"> <i>To know the facts and Science relating to immunisation and vaccination</i> <p><u>Basic first aid</u></p> <p>concepts of basic first aid, for example dealing with common injuries, including head injuries</p>	<ul style="list-style-type: none"> <i>to know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</i> <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking
Staying Safe			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> To know strategies for keeping physically and emotionally safe: road and rail safety 	<ul style="list-style-type: none"> To know strategies for keeping physically and emotionally safe: water safety 	<ul style="list-style-type: none"> To know strategies for keeping physically and emotionally safe: safety in the environment (fire) 	<ul style="list-style-type: none"> To know strategies for keeping physically and emotionally safe: cycle safety Bikeability programme
Money			
		<u>Year 5</u>	<u>Year 6</u>
		<ul style="list-style-type: none"> To know about the role money plays in their own and others' lives, including how to manage their money and about being a critical customer 	<ul style="list-style-type: none"> To develop an initial understanding of the concepts of interest, loan, debt and tax To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

			<ul style="list-style-type: none">• What is meant by enterprise and begin to develop enterprise skills
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