



Coverage to support Planning process

PSHCE Progression and Content

Year Group	Learning Area	Coverage	Vocabulary	End of year outcome
EYFS	<p>ELG - Personal, Social and Emotional Development</p> <p>#SKILLS FOR LIFE</p>	<ul style="list-style-type: none"> <li>Children begin to play with each other and listen to each other's ideas about what they are currently doing or what they may do next.</li> <li>Children learn how to show sensitivity when speaking to one another and expressing their emotions and feelings when building healthy relationships</li> <li>The children will learn how to adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>The children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>Children will learn the confidence to speak in a familiar group and understand when they do and do not need help.</li> <li>Children understand the importance of a healthy diet and can talk about ways of being healthy.</li> <li>Children can manage basic hygiene and personal needs.</li> <li>Children can dress and go to the toilet independently</li> <li>Children understand what money is and how everyone has strengths for work</li> <li><b>Strength</b> - Ability to overcome barriers within both academic work and within society</li> <li><b>Knowledge</b> - Gaining the knowledge to achieve</li> <li><b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li> <li><b>Leadership</b> - To use my voice as a vehicle for change</li> <li><b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li> <li><b>Social Skills</b> - To be a positive member of society</li> <li><b>Family</b> - To be accepting of others</li> <li><b>Open-minded</b> - To be willing to embrace others and their beliefs.</li> <li><b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li> <li><b>Leadership</b> - To use my voice as a vehicle for change</li> <li><b>Inclusivity</b> - To make every member of our school family feel valued and respected.</li> <li><b>Friendship</b> - To have the skills to build and maintain a bond with others.</li> </ul>	<ul style="list-style-type: none"> <li>Play</li> <li>Listen</li> <li>Speaking</li> <li>Relationship</li> <li>Friendship</li> <li>Adult</li> <li>Healthy</li> <li>Food</li> <li>Toilet</li> <li>Strength</li> <li>Family</li> </ul>	<p><b>Collaboration</b> We want our children to appreciate the value of working as a team and the power in drawing on other's ideas, opinions and knowledge. Our children will be equipped with the social-skills to enable them to work cooperatively with those around them.</p> <p><b>Creativity</b> We want our children to be passionate life-long learners with a thirst for finding out more. Our children are encouraged to lead their learning; to ponder, to dream, to discover and to ask questions. We seek to excite, enthuse and engage our children through carefully-crafted creative learning opportunities, experiences and trips.</p> <p><b>Communication</b> We believe that our children can make a positive impact on the community, their country and their world and therefore, we seek to equip our children with the tools to be effective communicators who present themselves with the confidence that they have a voice worth listening to.</p> <p><b>Applying Learning</b> Growing up in this area, in this city presents both unique benefits and challenges for our children. We strive to celebrate and harness the positive and empower our children to tackle the challenges and apply their skills in a variety of forms.</p> <p><b>Stand out from the crowd</b></p>



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		<ul style="list-style-type: none"> <li>Equality - To be equal in status, rights and opportunities.</li> </ul>		<p>Using all of the above to create confident, courteous and collaborative children who are able to demonstrate a wide variety of awareness of their surroundings and world. If our children are to</p>
<p><b>Year 1</b></p>	<p><i>Relationship</i></p> <p><i>Living in the wider world</i></p> <p><i>Health and wellbeing</i></p> <p><b>#SKILLS FOR LIFE</b></p> <p><i>Safeguarding curriculum</i></p>	<ul style="list-style-type: none"> <li>Children can be a good listener</li> <li>Children are able to recognise what bullying is and the importance of letting an adult know.</li> <li>Children understand about different types of friends , including grown-ups</li> <li>Children know the difference between secrets and surprises and the importance of not keeping adults' secret</li> <li>Children understand the importance of privacy</li> <li>Children should be able to discuss and talk about their feelings and friends.</li> <li>Children should be able develop and use vocabulary to describe their feelings.</li> <li>Children understand the roles of different people; families and what it means to be cared for.</li> <li>Children understand the different groups of people and who their trusted adult are.</li> <li>Children develop their understanding on other people's opinions and views</li> <li>Children understand the and learn the environment</li> <li>Children to understand what rules are for caring or other's needs; looking after the environment</li> <li>Children understand strengths and interests and jobs in the community.</li> <li>Children can distinguish between what I want and what we need.</li> <li>Children can ask for help if worried about something</li> <li>Children can identify dangers in the bathroom, kitchen, bedroom etc</li> <li>Children understand how some diseases are spread can be controlled and about the responsibilities they have for their own health and that of others.</li> <li>Children can be able to name the main parts of the body.</li> </ul>	<p>As EYFS plus:</p> <ul style="list-style-type: none"> <li>Anti-bullying</li> <li>Healthy Friendships</li> <li>Privacy</li> <li>Feelings</li> <li>Trusted Adults</li> <li>Worried</li> <li>Danger</li> <li>Health</li> <li>Body</li> <li>Open-minded</li> <li>Kitchen</li> <li>Bathroom</li> <li>Bedroom</li> </ul>	<p>'stand out from the crowd' they not only need the academic excellence but also the social skills to work alongside others and develop leadership skills.</p>



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		<ul style="list-style-type: none"> <li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li> <li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li> <li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li> <li>• <b>Social Skills</b> - To be a positive member of society</li> <li>• <b>Family</b> - To be accepting of others</li> <li>• <b>Open-minded</b> - To be willing to embrace others and their beliefs.</li> <li>• <b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Inclusivity</b> - To make every member of our school family feel valued and respected.</li> <li>• <b>Friendship</b> - To have the skills to build and maintain a bond with others.</li> <li>• <b>Equality</b> - To be equal in status, rights and opportunities.</li> </ul>		
<p><b>Year 2</b></p>	<p><i>Relationships</i></p> <p><i>Living in the wider world</i></p> <p><i>Health and wellbeing</i></p> <p><b>#SKILLS FOR LIFE</b></p> <p><b>Safeguarding curriculum</b></p>	<ul style="list-style-type: none"> <li>• Children understand the importance of making friends; feeling lonely and getting help.</li> <li>• Children begin to learn the importance of managing secrets; resisting pressure and getting help; Children understand the importance of recognising hurtful behaviour.</li> <li>• Children can recognise things in common and differences; playing and working cooperatively; sharing opinions.</li> <li>• Children understand the importance of listening to others and playing cooperatively.</li> <li>• Children understand the difference between safe and unsafe touch.</li> <li>• Children understand what privacy means</li> <li>• Children understand about truth and lies</li> <li>• Children develop their understanding more about diversity.</li> <li>• Children should be able to show what constitutes a good friend</li> <li>• Children understand more about teasing and bullying.</li> <li>• Children are aware of different types of teasing and bullying and that these are wrong and unacceptable.</li> <li>• Children understand about money and spending</li> <li>• Children know what money is; needs and wants; looking after money</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 1 plus</li> <li>• Pressure</li> <li>• Playing</li> <li>• Listening</li> <li>• Privacy</li> <li>• Truth</li> <li>• Lies</li> <li>• Friendship</li> <li>• Unhealthy</li> <li>• Healthy</li> <li>• Money</li> <li>• Spending</li> <li>• Road</li> <li>• Safety</li> <li>• Secrets</li> <li>• Trusted Adult</li> <li>• Festivals</li> <li>• Bacteria</li> <li>• Viruses</li> <li>• Routines</li> </ul>	



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		<ul style="list-style-type: none"><li>• Children are able to role-play simple financial transactions.</li><li>• Children understand the importance of being emotionally safe (including road safety, cycle safety)</li><li>• Children understand the rules for safety in the environment (including rail, water and fire safety)</li><li>• Children learn about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets.</li><li>• Children can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li><li>• Children can offer constructive support and feedback to others.</li><li>• Children can identify and respect the differences and similarities between people.</li><li>• Children understand the importance of respecting others' privacy.</li><li>• Children can share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li><li>• Children understand a range of festivals.</li><li>• Children understand the importance of belonging to a group; roles and responsibilities; being the same and different in the community.</li><li>• Children understand the use of the internet in everyday life; online content and information</li><li>• Children why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</li><li>• Children understand what Growing older is in relation to the animal life cycles; moving class or year</li><li>• Children understand the safety in different environments; risk and safety at home; emergencies.</li><li>• Children understand how to deal with feelings, how to cope with pressure.</li><li>• Children should know what positively and negatively affects their physical, mental and emotional health (including the media)</li><li>• Children should know who they can talk to if they are beginning to feel pressured.</li><li>• Children should understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li><li>• Children should understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li></ul>	<ul style="list-style-type: none"><li>• Medicines</li></ul>	
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## Coverage to support Planning process

		<ul style="list-style-type: none"> <li>• Children should be critical thinkers and decision makers.</li> <li>• Children should be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>• Children should know about their right to keep certain things 'private'</li> <li>• Children should be able to write about their feelings</li> <li>• Children should be able understand about gender, growing and reproducing</li> <li>• Children should understand and be aware of differences and reproductive processes about outdoor places and how to behave responsibly.</li> <li>• Children should understand about medicines and everyday drugs and how to deal with unhelpful pressure.</li> <li>• Children understand the school rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li> <li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li> <li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li> <li>• <b>Social Skills</b> - To be a positive member of society</li> <li>• <b>Family</b> - To be accepting of others</li> <li>• <b>Open-minded</b> - To be willing to embrace others and their beliefs.</li> <li>• <b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Inclusivity</b> - To make every member of our school family feel valued and respected.</li> <li>• <b>Friendship</b> - To have the skills to build and maintain a bond with others.</li> <li>• <b>Equality</b> - To be equal in status, rights and opportunities.</li> </ul>		
<p><b>Year 3</b></p>	<p><b>Relationships</b></p> <p><b>Living in the wider world</b></p> <p><b>Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Children what makes a family and features of family life.</li> <li>• Children understand about extended families.</li> <li>• Children are able to discuss issues for families living overseas</li> <li>• Children understand what a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• As KS1 plus</li> <li>• Extended Families</li> <li>• Oversea</li> <li>• Boundaries</li> <li>• Hurtful</li> <li>• Laws</li> <li>• Rights</li> </ul>	



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	<p>#SKILLS FOR LIFE Safeguarding curriculum</p>	<ul style="list-style-type: none"> <li>• Children can recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• Children understand personal boundaries; safely responding to others; the impact of hurtful behaviour.</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> <li>• Children understand about behaving responsibly</li> <li>• Children understand the importance of respecting others' privacy</li> <li>• Children will look after a toy pet, and recorded this</li> <li>• Children are able to talk about feelings</li> <li>• Children can recognise and respond appropriately to a wider range of feelings in others.</li> </ul> <ul style="list-style-type: none"> <li>• Children will understand why and how rules and laws that protect themselves and others are made and enforced.</li> <li>• Children know why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• Children will understand the value of rules and laws; rights, freedoms and responsibilities</li> <li>• Children understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• Children understand about school and local democracy about sources of products and Fairtrade.</li> <li>• Children will understand how the internet is used; assessing information online</li> </ul> <ul style="list-style-type: none"> <li>• Children understand their different health choices and habits; what affects feelings and expressing feelings.</li> <li>• Children can share their personal strengths and achievements; managing and reframing setbacks</li> <li>• Children know the risks, hazards and safety in the local environment and unfamiliar places</li> <li>• Children understand what food is healthy and why.</li> <li>• Children can recognise opportunities to make their own choices about food and what might influence their choices and the benefits of eating a balanced diet.</li> <li>• Children should be able to design a series of healthy menus and compare these with each other and the food offered in school.</li> <li>• Children understand how their body will change as they approach and move through puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Freedoms</li> <li>• Responsibilities</li> <li>• Duties</li> <li>• Democracy</li> <li>• Hazards</li> <li>• Safety</li> <li>• Smoking</li> <li>• Decision</li> <li>• Equality</li> <li>• Leadership</li> <li>• Social Skills</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Children understand the effects of smoking and how to make safe decisions.</li> <li>• Children understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</li> <li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li> <li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li> <li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li> <li>• <b>Social Skills</b> - To be a positive member of society</li> <li>• <b>Family</b> - To be accepting of others</li> <li>• <b>Open-minded</b> - To be willing to embrace others and their beliefs.</li> <li>• <b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li> <li>• <b>Leadership</b> - To use my voice as a vehicle for change</li> <li>• <b>Inclusivity</b> - To make every member of our school family feel valued and respected.</li> <li>• <b>Friendship</b> - To have the skills to build and maintain a bond with others.</li> <li>• <b>Equality</b> - To be equal in status, rights and opportunities.</li> </ul>		
<p><b>Year 4</b></p>	<p><b>Relationships</b></p> <p><b>Living in the wider world</b></p> <p><b>Health and wellbeing</b></p> <p><b>#SKILLS FOR LIFE</b></p> <p><b>Safeguarding curriculum</b></p>	<ul style="list-style-type: none"> <li>• Children understand positive friendships, including online.</li> <li>• Children understand how to respond to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Children understand respect differences and similarities; discussing difference sensitively</li> <li>• Children understand about different types of relationships including friends and families, civil partnerships and marriage</li> <li>• Children understand about the concept of 'keeping something confidential or secret'</li> <li>• Children understand when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• Children understand about equal opportunities and their importance</li> <li>• Children understand what makes a community; shared responsibilities</li> <li>• Children how data is shared and used</li> <li>• Children understand about how the media influences decisions</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3 plus</li> <li>• Respect</li> <li>• Confidentiality</li> <li>• Partnerships</li> <li>• Equal Opportunities</li> <li>• Community</li> <li>• Influences</li> <li>• Personal</li> <li>• Recycling</li> <li>• Voluntary agencies</li> <li>• Dental</li> <li>• Hygiene</li> <li>• Emotional</li> </ul>	



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		<ul style="list-style-type: none"><li>• Children understand about sources of persuasion including the media</li><li>• Children understand the importance of protecting personal information, including passwords, addresses and images</li><li>• Children understand more about the local community</li><li>• Children understand how making decisions about money; using and keeping money safe</li><li>• Children can explain what can be recycled in their "local" recycling bins</li><li>• Children understand about what voluntary agencies do.</li><li>• Children understand the importance of maintaining a balanced lifestyle; oral hygiene and dental care.</li><li>• Children understand personal identity; recognising individuality and different qualities; mental wellbeing.</li><li>• Children are aware of medicines and household products;</li><li>• Children understand about what food is healthy and why</li><li>• Children understand about the effects of smoking and how to make safe decisions</li><li>• Children understand about types of behaviour and their consequences</li><li>• Children understand about types of behaviour and their consequences</li><li>• Children understand about the emotional changes they may experience during puberty.</li><li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li><li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li><li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li><li>• <b>Leadership</b> - To use my voice as a vehicle for change</li><li>• <b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li><li>• <b>Social Skills</b> - To be a positive member of society</li><li>• <b>Family</b> - To be accepting of others</li><li>• <b>Open-minded</b> - To be willing to embrace others and their beliefs.</li><li>• <b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li><li>• <b>Leadership</b> - To use my voice as a vehicle for change</li></ul>	
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Coverage to support Planning process

		<ul style="list-style-type: none"> <li>Inclusivity - To make every member of our school family feel valued and respected.</li> <li>Friendship - To have the skills to build and maintain a bond with others.</li> </ul> <p>Equality - To be equal in status, rights and opportunities.</p>		
<p>Year 5</p>	<p>Relationships</p> <p>Living in the wider world</p> <p>Health and wellbeing</p> <p>#SKILLS FOR LIFE</p> <p>Safeguarding curriculum</p>	<ul style="list-style-type: none"> <li>Children understand more about a range of issues that can affect families</li> <li>Children understand about change, including transitions loss, separation, divorce and bereavement</li> <li>Children understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share</li> <li>Children understand how to manage friendships and peer influence</li> <li>Children understand physical contact and feeling safe</li> <li>Children understand to respond respectfully to a wide range of people; recognising prejudice and discrimination</li> <li>Children understand about how to deal with bullies</li> <li>Children understand how it feels to be excluded or discriminated against</li> <li>Children understand the responsible use of mobile phones: safekeeping and who to talk to if they feel uncomfortable or concerned by requests for personal images, or images of others.</li> <li>Children understand about protecting the environment; compassion towards others How information online is targeted; Children understand about different media types, their role and impact</li> <li>Children can identify different job interests and aspirations; what influences career choices; workplace stereotypes</li> <li>Children understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> <li>Children understand about how local democracy works</li> <li>Children understand about issues facing refugees, particularly in their local community</li> <li>Children understand about how they can work together to bring about change</li> </ul>	<ul style="list-style-type: none"> <li>As Year 3 plus</li> <li>Divorce</li> <li>Separation</li> <li>Bereavement</li> <li>Loss</li> <li>Physical contact</li> <li>Prejudice</li> <li>Discriminated</li> <li>Safekeeping</li> <li>Uncomfortable</li> <li>Protection</li> <li>Stereotypes</li> <li>Media</li> <li>Diversity</li> <li>Gender</li> <li>Identity</li> <li>Disability</li> <li>Emergencies</li> <li>FGM</li> <li>Drugs</li> <li>Tobacco</li> <li>Legal</li> <li>Illegal</li> </ul>	



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		<ul style="list-style-type: none"><li>• Children understand about about saving and spending</li><li>• Children understand healthy sleeping habits; sun safety; medicines, vaccinations, immunisations and allergies</li><li>• Children understand physical and emotional changes in puberty; personal hygiene routines; support with puberty</li><li>• Children understand keeping safe in different situations, including responding in emergencies, first aid.</li><li>• Children understand about how their own lifestyle contributes to health.</li><li>• Children understand what is meant by the term 'habit' and why habits can be hard to change.</li><li>• Children understand about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li><li>• Children understand about development from birth and specific body parts.</li><li>• Children understand about human reproduction.</li><li>• Children know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety.</li><li>• Children know that some are legal, some are restricted and some are illegal to own, use and supply to others.</li><li>• Children know about alcohol, attitudes to drugs and making safe decisions in situations involving drugs.</li><li>• Children know how to set goals and targets for themselves.</li><li>• Children know about situations which could cause them personal risk.</li><li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li><li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li><li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li><li>• <b>Leadership</b> - To use my voice as a vehicle for change</li></ul>		
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		<ul style="list-style-type: none"> <li>• Learning to Problem Solve - To have the confidence that any obstacle can be overcome</li> <li>• Social Skills - To be a positive member of society</li> <li>• Family - To be accepting of others</li> <li>• Open-minded - To be willing to embrace others and their beliefs.</li> <li>• Rights Respecting - To be aware and respectful of my rights and the rights of others.</li> <li>• Leadership - To use my voice as a vehicle for change</li> <li>• Inclusivity - To make every member of our school family feel valued and respected.</li> <li>• Friendship - To have the skills to build and maintain a bond with others.</li> <li>• Equality - To be equal in status, rights and opportunities.</li> </ul>		
<p><b>Year 6</b></p>	<p><i>Relationships</i></p> <p><i>Living in the wider world</i></p> <p><i>Health and wellbeing</i></p> <p><b>#SKILLS FOR LIFE</b></p> <p><b>Safeguarding curriculum</b></p>	<ul style="list-style-type: none"> <li>• Children understand partnerships and marriage.</li> <li>• Children understand how to manage pressure and what consent is in different situations</li> <li>• Children can express opinions and respect other points of view, including discussing topical issues</li> <li>• Children know how to deal with conflicts as they arise</li> <li>• Children are able to suggest strategies for handling conflict</li> <li>• Children are able to recognise how “peer acceptance” may be influential in their actions and behaviours</li> <li>• Children understand about how families behave</li> <li>• Children understand about parenting and love</li> <li>• Children understand what aggressive behaviour is</li> <li>• Children understand the importance of valuing diversity; challenging discrimination and stereotypes</li> <li>• Children can evaluate media sources; sharing things online</li> <li>• Children understand the influences and attitudes to money; money and financial risks</li> <li>• Children understand more about people in their community</li> <li>• Children understand the government and parliament</li> <li>• Children understand about the people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 5 plus</li> <li>• Consent</li> <li>• Peer Acceptance</li> <li>• Aggression</li> <li>• Discrimination</li> <li>• Government</li> <li>• Parliament</li> <li>• Economic</li> <li>• Privacy</li> <li>• Bullying</li> <li>• Racism</li> <li>• Mental Health</li> <li>• Human rights</li> <li>• Environment</li> <li>• British Values</li> <li>• British Laws</li> <li>• Universal Rights</li> <li>• Transitions</li> <li>• Secondary School</li> </ul>	



## Coverage to support Planning process

		<ul style="list-style-type: none"><li>• Children understand about the importance of respecting others' privacy.</li><li>• Children understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li><li>• Children understand that actions have consequences and emotionally as well as physically and that bullying and racist behaviours are wrong.</li><li>• Children know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li><li>• Children understand about enterprise and the skills that make someone 'enterprising'.</li><li>• Children what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</li><li>• Children understand human reproduction and birth; increasing independence; managing transition.</li></ul> <ul style="list-style-type: none"><li>• Children understand physical and emotional changes in puberty; personal hygiene routines; support with puberty.</li><li>• Children understand about keeping personal information safe; regulations and choices; drug use and the law.</li><li>• Children understand about taking on more personal responsibility.</li><li>• Children understand the effects and risks of drugs and the consequences of use.</li><li>• Children understand that there is nothing that they should be afraid to ask about.</li><li>• Children understand about how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel.</li><li>• Children should know that there are some cultural practices that are against British law and universal human rights such as female genital mutilation.</li><li>• Children should explore questions about RSE.</li><li>• Children should understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement).</li></ul>		
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### Coverage to support Planning process

		<ul style="list-style-type: none"><li>• <b>Strength</b> - Ability to overcome barriers within both academic work and within society</li><li>• <b>Knowledge</b> - Gaining the knowledge to achieve</li><li>• <b>Interpersonal Skills</b> - Ability to communicate effectively with people from all parts of society</li><li>• <b>Leadership</b> - To use my voice as a vehicle for change</li><li>• <b>Learning to Problem Solve</b> - To have the confidence that any obstacle can be overcome</li><li>• <b>Social Skills</b> - To be a positive member of society</li><li>• <b>Family</b> - To be accepting of others</li><li>• <b>Open-minded</b> - To be willing to embrace others and their beliefs.</li><li>• <b>Rights Respecting</b> - To be aware and respectful of my rights and the rights of others.</li><li>• <b>Leadership</b> - To use my voice as a vehicle for change</li><li>• <b>Inclusivity</b> - To make every member of our school family feel valued and respected.</li><li>• <b>Friendship</b> - To have the skills to build and maintain a bond with others.</li><li>• <b>Equality</b> - To be equal in status, rights and opportunities .</li></ul>		