



Autumn 1 Citizenship Rights, Rules & Responsibilities (RR 5/6)	
<ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? • How does my behaviour online affect others and how can I show respect? • Why is it important to keep my personal information private, especially online? • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? 	<ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local & national democracy • Participation in class & school • School and class councils • Social and moral issues
Autumn 2 Myself & My Relationships - My Emotions (ME 5/6)	
<ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? • What does it mean to have a 'strong sense of identity' & 'self-respect'? • What can I do to boost my self-respect? • How do I manage strong emotions? • How can I judge if my own feelings and behaviours are appropriate & proportionate? • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? • How common is mental ill health and what self-care techniques can I use? • How and from whom do I get support when things are difficult? 	<ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support
Autumn 2 Myself & My Relationships - Anti-bullying (AB 5/6)	
<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? • What do all types of bullying have in common? • Might different groups experience bullying in different ways? • How can people's personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? • Can I respond assertively to bullying, online and offline? • How might bullying affect people's mental wellbeing and behaviour? • How and why might peers become colluders or supporters in bullying situations? • Can I identify ways of preventing bullying in school and the wider community? 	<ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act and sources of support

Spring 1 Citizenship - Working Together (WT 5/6)

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people? C
- How can I share my views effectively and negotiate with others to reach agreement?
- How can I persevere and help others to do so? C
- How can I give, receive and act on sensitive and constructive feedback?

- Self-perception and self-evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

Spring 1 Economic Wellbeing - Financial Capability (FC 5/6)

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

- Earnings & deductions
- Wants and needs
- Range of jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

Spring 2 Healthy & Safer Lifestyles - Healthy Lifestyles (HL 5/6)

- How does physical activity help me & what might be the risks of not engaging in it?
- What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?
- What are the different aspects of a healthy lifestyle and how could I become healthier?
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond?
- What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?
- Why are online apps and games age restricted?

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Health as a continuum
- Risks & benefits of lifestyle choices
- Physical illness
- Gaming/social media age restrictions

Summer 1 Healthy & Safer Lifestyles - Managing Safety and Risk (MSR 5/6)	
<ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? • What are the possible benefits and consequences of taking physical, emotional and social risks? • When am I responsible for my own safety as I get older and how can I keep others safer? • How can I safely get the attention of a known or unknown adult in an emergency? • Can I carry out basic first aid in common situations, including head injuries? • What are the benefits of cycling and walking on my own and how can I stay safer? • How can being outside support my wellbeing & how do I keep myself safe in the sun? • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? 	<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Sun safety • Road, cycle, railway and electrical safety • Health and safety rules in school • Preventing a wider range of accidents
Summer 1 Healthy & Safer Lifestyles - Digital Lifestyles (TG Digital Lifestyles)	
<ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? • What are the principles for my contact and conduct online, including when I am anonymous? • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? • How might the media shape my ideas about various issues and how can I challenge or reject these? • Can I explain some ways in which information and data is shared and used online? • How can online content impact on me positively or negatively? • What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? • What are some ways of reporting concerns and why is it important to persist in asking? • Can I identify, flag and report inappropriate content? 	<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting
Summer 2 Healthy & Safer Lifestyles - Relationships and Sex Education (RS 6)	
<ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? • How can my words or actions affect how others feel, and what are my responsibilities? • What should adults think about before they have children? • Why might people get married or become civil partners? • What are different families like? 	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families
Summer 2 Healthy & Safer Lifestyles - Drug Education (DE 5/6)	
<ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? • How does drug use affect the way a body or brain works? • How do medicines help people with different illnesses? • What immunisations have I had or may I have in future and how do they keep me healthy? • What is drug misuse? • What are some of the laws about drugs? • How can I assess risk, recognise peer influence & respond assertively? • When and how should I check information about drugs? 	<ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations