

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more.....remembering more..... Connecting learning.....

PSHE (RSE) Curriculum Long term overviews

PSHE (RSE) Intent:

At Northwick Manor we teach PSHE with 3 key driving questions in mind:

- How can we prepare our pupils to live in the wider world?*
- How can we ensure that they build and sustain strong relationships?*
- How can we teach them to live healthily and make good life choices?*

We want to provide our pupils with a skillset that **empowers** them so that they **aspire** to live their best life and make the most of every **opportunity**.

At Northwick Manor Primary School, we acknowledge the importance of PSHE in aspects of everyday life. The PSHE (RSE) curriculum is designed in line with the national Curriculum so that it is accessible to all and supports every pupil's personal, emotional, social and mental well-being. This in turn helps them develop the skills to be better learners and every child then knows more, remembers more and connects learning. It is important that our PSHE learners understand what it means to be a global citizen **living in the wider world**.

We strive to give children a diverse range of experiences to allow them to appreciate and value different people, families and cultures. PSHE (RSE) by nature explores children's feelings, relationships and understanding of how important it is to become a responsible, active member of society.

The aim of our curriculum is to create learners who are empathetic and effective communicators. We do this through carefully planning and teaching quality lessons which allow children the opportunity to work collaboratively, value the benefits of a healthy lifestyle and promote wellbeing for all ages. Most importantly we want children to appreciate our world and work towards it being inclusive, safe, resilient and sustainable.

Our overall curriculum design is underpinned by the development of our school learning attitudes which focus on the 7 R's. These empower our pupils in our school to thrive and develop confident and independent learners. In years one and two pupils have additional opportunity to explore diversity and difference through 'celebrating diversity' lessons that dovetail with PSHE lessons.

Northwick Manor's extended curriculum is developed further by using the **UN sustainable goals** as the impetus **so that** we ensure that pupils know and understand how they can be proactive global citizens and develop as responsible, respectful and tolerant individuals who are able to play their part and become actively involved in public life as adults in an ever-changing world. We want them to be responsible citizens and so the principles found within the UN sustainable goals provide an additional layer to our curriculum and feature in our broader extended curriculum i.e. through assemblies and whole school events, as well as a thread running through PSHE.

PSHE National Curriculum Links:

Curriculum aims

Living in the wider world aims:

- To acknowledge and appreciate difference and diversity.
- To be independent, responsible and active members of the school, local and global community.
- To be positive and active members of a democratic society.
- To consider issues which may affect their own lives and/or the lives of others.
- To ensure responsible consumption and by reducing carbon footprint.

Health education aims:

- To be able to name parts of the body and describe how their bodies work.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand what constitutes a safe and healthy lifestyle.
- To understand the importance of mental health and how to manage their emotions.

Relationships and sex education aims:

- To have the confidence and self-esteem to value themselves.
- To understand that there are a range of different relationships and that families of all types can provide love, security and stability.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be recognised that all relationships have ups and downs and be able to identify when relationships are unhealthy.

Key Learning: What will pupils get better at?

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	E-Safety lesson Living in the Wider World: Making Rules Developing and understanding of how rules are made and set. Relationships and Sex education: Me, you and us.	E-Safety lesson Relationships and Sex education: All about me Developing an understanding of mutual respect towards themselves and others and how this impacts healthy	E-Safety lesson Relationships and Sex education: Body Parts Developing scientific language related to the body. Understanding of appropriate touching, being comfortable and uncomfortable	E-Safety lesson Health Education Hazards and risks Developing the ability to identify hazards in the home and community, including water and road safety and understanding how to deal with these.	E-Safety lesson Relationships and Sex education: Respect and Understanding relationships Developing an understanding of the importance of self-respect, mutual respect in developing healthy relationships	E-Safety lesson Health Education First aid Developing basic first aid skills including heart start CPR, understanding role of the emergency services and how to contact them.	E-Safety lesson Health Education Drugs and the Law. Developing an understanding of drugs and how they can damage health and impact

Developing managing behaviour and feelings in order to make relationships.



friendships. Understanding how to recognise healthy friendships.



(secrets), who do you tell?



and how this links to their own happiness.



behaviour



Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>I know that if you are kind to others it makes you feel happier.</p>	<p>I know how to use the conventions of courtesy and manners</p> <p>I know that there are differences and similarities between people and I respect them.</p> <p>I know the characteristics of a healthy family life.</p> <p>I know that others families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>I know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>I know that healthy friendships are positive and welcoming towards others. The characteristics of friendship, include mutual respect, truthfulness, trustworthy, loyalty, kindness, generosity, trust, sharing interests.</p>	<p>To know the main parts of boys' and girls' bodies using the correct scientific terms.</p> <p>I know what 'no' and 'stop' mean.</p> <p>I know that people's bodies and feelings can be hurt.</p> <p>I know who to tell if you are worried that the rules about respecting people's bodies have been broken.</p> <p>To know that a stereotype is a fixed and over simplified idea of a person</p> <p>I know that you need to find out about a person to really know them.</p> <p>To know how to respect others' likes and dislikes, even if they are not the same as yours.</p> <p>To know that there are many different types of families.</p> <p>I know who to tell if I have any worries about my family.</p> <p>I know that things that might change in a person's life and how it might make them feel.</p>	<p>To know that there is a difference between the terms, 'risk', 'danger' and 'hazard'</p> <p>To know how to keep physically and emotionally safe when near the road.</p> <p>To know how to keep physically and emotionally safe when near canals and rivers</p> <p>To know how to administer basic first aid skills.</p> <p>To know what to do in an emergency.</p>	<p>To know what self-respect means and be able to identify the qualities in themselves.</p> <p>To know that other people are special and differences are always respected.</p> <p>To know how to look after yourself emotionally and physically.</p> <p>To know how to identify a bully.</p> <p>To know how bullying impacts mental health</p> <p>To know the qualities needed to be a good friend.</p>	<p>To know that it is important of be able to administer first aid in the community</p> <p>To know how to make an efficient call to emergency services.</p> <p>To know the basic principles of first aid.</p> <p>To know how to recognise and help when someone is choking.</p> <p>To know how to recognise and help when someone is having an asthma attack.</p> <p>To know how to recognise and act when someone has a burn.</p>	<p>To know how to identify legal and illegal drugs</p> <p>To know how to recognise the difference between drugs and medicines.</p> <p>To know that drugs can damage our health.</p> <p>To know why people, use drugs.</p> <p>To know the reasons why people, choose not to use drugs.</p> <p>To know that mixed messages about drug use in the media exist.</p>
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Connecting Learning

<p>Year 1: All about me Year 4: Respect and Understanding relationships</p>	<p>EYFS: Me, you and us/ Healthy me Year 3: Healthy relationships Year 4: Respect and Understanding relationships</p>	<p>EYFS: Growing up Year 5: Pre-puberty Year 6: RSE Puberty</p>	<p>Year 5: Basic first aid.</p>	<p>EYFS: Me, you and us Year 1: All about me Year 3: Healthy relationships</p>	<p>Year 3: Diverse families Year 1: Understanding the world Year 2: What is diversity?</p>	<p>EYFS: Healthy me Year 4: Mental Health</p>
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AUTUMN 2

Health Education: Healthy me
Developing an understanding of Mental health, healthy eating, bullying and healthy relationships.



Relationships and Sex education: All about me
Developing an understanding of a healthy family and exploring different families.
Developing an understanding of gender differences and how they are viewed in society.

Health Education: Basic hygiene
Developing an understanding of illnesses and vaccinations.
Developing an understanding of differences in body image – with a link to online.



Relationships and Sex education: Healthy relationships
Developing an understanding of personal boundaries and the different emotions throughout friendships including how our actions can affect others.
Developing to ability to control different emotions in a range of difference contexts to improve or support respectful relationships (conflict resolution).
Understanding what type of physical

Relationships and Sex education: Respect and Understanding relationships
Developing understanding of how important friendships are for your emotional wellbeing and how to maintain happy, positive friendships.
Recognising unhealthy relationships including friends/family

Living in the Wider World: Money, money, money.
Understanding the role money plays in society including the link between jobs and money in UK and abroad.



Health Education: Drugs and the Law.
Developing resilience in order to resist peer pressure impacting their choices.
Identifying anti-social behaviour is ways we can avoid it.





Key Golden Nuggets










What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know what foods are healthy.</p> <p>To know that exercise can make you feel better</p> <p>To know what mental health is.</p> <p>To know what bullying is. To know how to identify bullying behaviour.</p>	<p>I know how to identify and respect the differences and similarities between people.</p> <p>To know how to link similarities and differences between themselves and others regarding their families, beliefs and goals.</p> <p>To know how to belong to different groups and communities.</p>	<p>To know how to discuss and practise the importance of personal hygiene.</p> <p>To know how some diseases are spread and can be controlled.</p> <p>To know the responsibilities, they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To know how to identify what is safe on line and who to ask for advice and help.</p>	<p>To know how to recognise and respond appropriately to a wide range of feelings in others.</p> <p>To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To know how to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To know how to recognise different types of relationships.</p> <p>To know that civil partnerships and marriages are examples of the commitment made between two people who love and care for each other and want to spend their lives together.</p>	<p>To know how to feel confident to raise their own concerns and show mutual respect to other points of view.</p> <p>To know 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> <p>To know different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know how to seek support when unhealthy relationships arise.</p> <p>To know that feelings can impact their own and others' happiness.</p>	<p>To know the role money plays in theirs and others' lives.</p> <p>To know how to manage money.</p> <p>To know how to be a critical consumer.</p> <p>To know that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To know how they can make more sustainable consumer choices.</p>	<p>To know how to make informed decisions about their health.</p> <p>To know utilise adult and peer support when talking about my health and ways to express their feelings clearly.</p> <p>To know how to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>To know that a range of substances can damage their health.</p> <p>To know develop problem-solving strategies for dealing with emotions including peer-pressure.</p>
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Connecting Learning

<p>Year 1: All about me Year 3: Healthy relationships Year 4: Respect and Understanding relationships</p>	<p>EYFS: Me, you and us/ Healthy me Year 3: Healthy relationships Year 4: Respect and Understanding relationships</p>	<p>EYFS: Looking after ourselves Year 5: First Aid</p>	<p>Year 4: Changes in relationships Year 4: Respect and Understanding relationships</p>	<p>Year 3: Healthy relationships</p>	<p>Year 1: Money</p>	<p>EYFS: Healthy me Year 4: Mental Health</p>
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SPRING 1

<p>Revisit E-Safety lesson</p> <p>Health Education: Looking after ourselves Developing an understanding of Medicine, Online safety, stranger danger, road safety and water safety, vaccinations, sun safety</p>	<p>Revisit E-Safety lesson</p> <p>Health Education: Keeping myself healthy Developing an understanding of the things they can do to keep themselves healthy including, eating, hygiene, sleep and exercise.</p> 	<p>Revisit E-Safety lesson</p> <p>Living in the Wider World: Problematic plastic Protecting the environment by debating house building vs green spaces. Understanding ways to be environmentally friendly.</p>   	<p>Revisit E-Safety lesson</p> <p>Relationships and Sex education: Diverse families Developing an understanding that families are important because they can give love, security and stability, that marriage represents a formal commitment of two people. Identify stereotypes and how they can be unfair, negative or destructive Developing an awareness of what to do if family makes them feel unhappy or unsafe, and how to seek help or advice from others if needed (physical contact).</p>  	<p>Revisit E-Safety lesson</p> <p>Health Education: Mental Health Developing a critical eye when considering the media including social media and the news. Developing an understanding of how habits can be hard to change. Developing an understanding of how to manage dares.</p> 	<p>Revisit E-Safety lesson</p> <p>Living in the Wider World: Global Citizenship. Developing a broad understanding of different communities, their rights and responsibilities and the rights of a child.</p> 	<p>Revisit E-Safety lesson</p> <p>Health Education: Managing stress. Recognising what stress is and how stress impacts on emotional health. Develop different coping strategies for dealing with stressful situations. Identify what stress feels like and know who and how to ask for help.</p> 
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know what medicine is.</p> <p>To know how to protect yourself on line.</p> <p>To know what stranger danger is.</p> <p>To know that roads can be dangerous and how to cross safely</p> <p>To know that water is dangerous and how to behave safely around it.</p> <p>To know that sun cream is important to protect your skin.</p> <p>To know what a vaccination is and how it protects you from illness.</p>	<p>Keeping myself healthy</p> <p>To know what a healthy diet consists of.</p> <p>To know how important sleep is to maintain good health.</p> <p>To know that physical exercise is very important .</p> <p>To know that hygiene is important to physical health.</p>	<p>Problematic plastic</p> <p>To know hazards presented to natural environments and living things by plastic pollution</p> <p>To know ways to reduce plastic in their everyday lives</p> <p>To know the un goals remember the three R's</p> <p>To know how energy is used in the home and discover simple strategies to conserve energy</p> <p>To know how to improve an area on environmental improvement within the school</p>	<p>Diverse families</p> <p>To know that families are important because they give security and love.</p> <p>To know that marriage represents a formal commitment of two people.</p> <p>To know what stereotypes are.</p> <p>To know that stereotypes can be negative, unfair or destructive.</p> <p>To know there are all different types of family units.</p> <p>To know what to do if family makes them feel unhappy. And where to seek help.</p>	<p>To know how to deal with change.</p> <p>To know there are a range of emotions.</p> <p>To know what mental wellbeing is.</p> <p>To know what a respectful relationship is.</p> <p>To know how to manage a situation with dares and how to keep yourself safe.</p>	<p>Global Citizenship.</p> <p>To know what a global citizen is.</p> <p>To know how different communities around the world work.</p> <p>To know the rights of different communities around the world.</p> <p>To know the rights of the child around the world.</p>	<p>To know the term 'mental health' and recognise ways to look after their own.</p> <p>To know the causes of stress and recognise/appreciate who is affected by it.</p> <p>To know how to demonstrate resilience when faced with difficulties in their lives.</p> <p>To know how to recognise how their behaviour may change when faced with a new challenge</p> <p>To know how puberty can change their relationships with the people around them.</p>
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Connecting Learning

<p>Year 1: Keeping myself healthy</p> <p>Year 2: Basic hygiene</p> <p>Year 5: First aid</p>	<p>EYFS: Looking after ourselves</p> <p>Year 2: Basic hygiene</p> <p>Year 5: First aid</p>	<p>EYFS: Looking after the world around us</p> <p>Year 6: Global sustainability</p>	<p>Year 5: Global citizenship</p> <p>Year 1: What is tolerance?</p> <p>Year 2: What is tolerance?</p> <p>Year 2: Refugees and Asylum seekers</p>	<p>Year 6: Drugs and the law.</p>	<p>EYFS: Looking after ourselves</p> <p>Year 1: Keeping myself healthy</p> <p>Year 2: Basic hygiene</p>	<p>EYFS: Looking after ourselves</p> <p>Year 1: Keeping myself healthy</p>
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SPRING 2

Living in the Wider World:
Looking after the world around us
 Developing practical ways to become more environmentally friendly by considering reduce, recycle, reuse.



Health Education:
Online healthy me
 Developing our understanding of e-safety, knowing what to do when you don't feel comfortable and limiting screen time.



Living in the Wider World:
Real world
 Identifying personal strengths and areas for improvement. Developing an understanding in exploring the variety of jobs that are equally available to all people. Exploring how individual people have changed the world, considering jobs we would like to do and how it helps the world. Stereotypes within jobs.



Health Education:
Keeping safe online.
 Developing an understanding of why games/videos have age restrictions and recognise what games are safe and appropriate for my age.

Relationships and Sex education:
Changes in relationships.
 Developing an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health. Consider practical steps they can take in a range of different contexts to improve or support respectful relationships.



Living in the Wider World:
How our country works.
 Understand the importance why we have rules and laws, that different rules and laws apply and are enforced in different places and in different situations.



Health Education:
Managing stress.
 Developing a range of strategies to recognise and reduce stress. Recognising and avoid stressful situations where possible.



Key Golden Nuggets





What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

Developing practical ways to become more environmentally friendly by considering reduce, recycle, reuse	To know that too much screen time can be damaging to your physical and mental health. To know that screen time can be addictive. To know what to do when you see or hear something on line makes you upset or uncomfortable. To know what e safety is	To know what your personal strengths and weaknesses are. To know what jobs are equally available to all people regardless of gender. To know how individual people have changed the world. To know what jobs, you would like to do and how it would impact the world.	Keeping safe online. To know why video games and social media have age restrictions. To know which games are safe and appropriate. To know that social media platforms can damage your mental health.	To know that social media can manipulate body image. And how to have a critical eye. To know that mental health is equally important as physical health. To know practical steps to help mental health.	To know why we have rules and laws To know that different rules and laws apply in different places and in different situations. To know how laws are made To know how to campaign for a law to be created To know how the rules and laws in our country are enforce	Managing stress To know what stress is and how it affects the body. To know how to identify stressful situations.
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Connecting Learning

Year 2: Problematic plastic Year 6: Global citizenship	Year 3: Keeping safe online Year 4: Current affairs	Year 1: Our values Year 2: Refugees and Asylum seekers	Year 1: Online healthy me Year 2: Friendships online Year 4: Current affairs	Year 3: Healthy relationships Year 1: Internation Womens Day Year 2: Internation Womens Day	Year 4: Current affairs Year 2: Refugees and Asylum seekers	EYFS: Looking after ourselves Year 1: Keeping myself healthy
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SUMMER 1

<p>Relationships and Sex education: Growing up Developing an understanding of transition, growing up, baby to now, independence, appropriate touching (Pants).</p> 	<p>Living in the Wider World: Our Values Developing a range of different values and understanding that people have a range of values, adopting different values to live by.</p> 	<p>Relationships and Sex education: Friendships online Developing ways we use the internet including stranger danger, online peer pressure, etiquette online and sharing information online (who is it safe to share info with – safer strangers).</p>	<p>Living in the Wider World: Food glorious food Understanding food and their effect on our body including pre-puberty Developing an understanding of food, the labels and nutrition.</p> 	<p>Living in the Wider World: Current affairs Developing an understanding of how social media and the news can mislead. Identifying reliable sources to use.</p> 	<p>Relationships and Sex education: Pre-puberty Developing an understanding of physical and emotional pre-puberty changes to the body including periods. Developing independence and personal responsibility.</p>	<p>Relationships and Sex education: RSE – Puberty Developing knowledge and understanding of physical and emotion changes during puberty for boys and girls.</p>
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Key Golden Nuggets


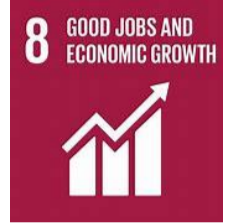





What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

To know that you change when you grow up To know the phases from baby to what they are now To know the pants rule To know the difference between appropriate and inappropriate touch	To know how celebrate special occasions? To know the difference differences between secrets and surprises? To know that you can have good secrets and bad secrets? To know how to tell when people feel safe or unsafe? To know that some people feel happy or unhappy about the same things? To know the pants rule To know body parts and know which parts should be private To know the difference between appropriate and inappropriate touch To know that they have the right to say "no" to unwanted touch To know who they trust and who they can ask for help	To know how information and data is shared and used online To know that people sometimes behave differently online, including by pretending to be someone they are not. To know That the same principles apply to online relationships as to face-to-face relationships. Including the importance of respect for others online including when we are anonymous. To know what peer pressure is.	To know what constitutes a safe and healthy lifestyle; To know how to compare and contrast food labels and make an informed choice of which is healthier. To know the effect sugar has on your body. To know why our body needs fuel (food/nutrition) To know that changes to our body (pre-puberty) and at different stages of growth we need varying amounts of fuel.	To know that information on social media can misrepresent or mislead, To know and recognise fake new To know what current affairs are. To know how different sources of news select their information to suit their target audience	To know that our bodies change when we reach puberty. To know how to identify our body changes and that they are different in boys and girls, To know that girls start their periods and this can be at any age between 9 and 16 To know who to talk to about our body changes. To know that emotions are linked to hormones and how to manage them.	To know who to talk to about our body changes. To know that emotions are linked to hormones and how to manage them. To know that our body changes between the ages of 9 and 16 and there is no set time frame. To know what a healthy sexual relationship looks like. To know that a relationship can be made up of men and women, women and women and men and men and all relationships should be loving, safe and equal To know the scientific process and correct scientific words used in sexual intercourse.
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Connecting Learning

Year 2: Body parts Year 5: Pre-puberty Year 6: RSE Puberty	Year 2: Real world	Year 1: Online healthy me Year 4: Current affairs	Year 1: Keeping myself healthy	Year 1: Online healthy me Year 3: Keeping safe online	EYFS: Growing up Year 2: Body parts Year 6: RSE Puberty	EYFS: Growing up Year 2: Body parts Year 5: Pre-puberty
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SUMMER 2

<p>Relationships and Sex education: Growing up Developing an understanding of transition, growing up, baby to now, independence, appropriate touching (PANTS).</p> 	<p>Living in the Wider World: Money Developing knowledge of money and use a range of money-related vocabulary. Understanding what money can/can't buy.</p> 	<p>Health Education: Making choices and Emotional Literacy Developing an understanding of the impact of their behaviour on themselves and others. Understanding how to get support in times of need. Developing an understanding of tricky feelings.</p> 	<p>Living in the Wider World: Where does food come from? Showing an understanding of where various foods come from across the world, that economic choices affect individual and communities. Developing a knowledge of Fairtrade.</p>   	<p>Living in the Wider World: Current affairs Developing an understanding of fake news and how to identify it, develop criticality of different sources.</p>	<p>Relationships and Sex education: Pre-puberty Developing an understanding and identify physical and emotional pre-puberty changes to the body. Developing an understanding of different responsibilities.</p>	<p>Living in the Wider World: Global sustainability. Developing an understanding of 'weather' and 'climate' and explore some of the factors which affect them.</p> 
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know that you change when you grow up</p> <p>To know the phases from baby to what they are now</p> <p>To know the pants rule</p> <p>To know the difference between appropriate and inappropriate touch</p>	<p>I know a range of money-related vocabulary?</p> <p>I know where money comes from?</p> <p>I know the difference between needs and wants?</p> <p>I know why saving money can be important?</p> <p>I know how important values that money cannot buy?</p>	<p>Can they develop an understanding of change and loss and the associated feelings?</p> <p>Can they recognise that my behaviour can affect other people?</p> <p>Can they recognise when people are being unkind either to me or others, how to respond, who to tell and what to say?</p> <p>Learning Objective2</p> <p>I can say if behaviour is joking, teasing or bullying. I can describe what to do if I see teasing or bullying.</p> <p>Can I recognise different types of teasing and bullying, to understand that these are wrong and unacceptable?</p> <p>Can I use strategies to resist teasing or bullying?</p>	<p>To know that various foods come from across the world.</p> <p>To know that economic choices affect individual and communities.</p> <p>To know that Fairtrade and the impact on communities making good food choices has.</p>	<p>To know how information on social media can misrepresent or mislead</p> <p>To know that news can be fake news.</p> <p>To know what current affairs are</p> <p>To know that different sources of news select their information to suit their target audience.</p>	<p>To know that our bodies change when we reach puberty.</p> <p>To know how to identify our body changes and that they are different in boys and girls,</p> <p>To know that girls start their periods and this can be at any age between 9 and 16</p> <p>To know who to talk to about our body changes.</p> <p>To know that emotions are linked to hormones and how to manage them.</p>	<p>To know what climate change is</p> <p>To know how climate can affect the future</p> <p>To know that we have choices and can make a difference.</p>
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Connecting Learning

Year 2: Body parts Year 5: Pre-puberty Year 6: RSE Puberty	Year 5: Money, money, money	Year 4: Changes in relationships	Year 1: Keeping myself healthy	Year 1: Online healthy me Year 3: Keeping safe online	EYFS: Growing up Year 2: Body parts Year 6: RSE Puberty	EYFS: Looking after the world around us Year 2: Problematic plastic
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