

Year 1 - Me and My Relationships

Key questions

Feelings

Do we have the same feelings?

Why do we have different feelings?

How do we show our feelings?

What can we do when we have 'not so good' feelings?

What are safe and healthy ways to get angry energy out?

How can we help our feelings come out?

Getting Help

When do you need to ask for help?

Who can help you if you need help?

Classroom Rules

Who are classroom rules for?

Why do we need classroom rules?

What would school be like if we didn't have classroom rules?

Are classroom rules for the children or the teachers?

What can help children to keep the classroom rules?

Key vocabulary

friends

help

rules

family

hurt

safe

feelings

listen

I can ...

I can name a variety of different feelings and explain how these might make me behave.

I can think of some different ways of dealing with 'not so good' feelings.

I know when I need help and who to go to for help.

I can tell you some different classroom rules.

Year 1 - Valuing Difference

Key questions

Recognising, Valuing and Celebrating Difference

How are people different?

How are people similar?

What is good about people being different?

Developing Tolerance

What is fair?

What is unfair?

Do things sometimes seem unfair, even though they are not?

Why do some people see something as unfair and other people see it as fair?

Key vocabulary

respect feelings different

safe bully fair

rules special people

tease similar same kind

I can ...

I can say ways in which people are similar as well as different.

I can say why things sometimes seem unfair, even if they are not.

Year 1 - Keeping Safe

Key questions

How Our Feelings Can Keep Us Safe

How many different feelings can people have?

Do different feelings make your body feel different?

What can you do if you have 'not so good' feelings?

How can you help if someone else has 'not so good' feelings?

Keeping Healthy

What do people need to keep healthy?

How do you keep yourself healthy?

Why do we need different things to be healthy?

Medicine Safety

How do medicines help?

Are medicines always helpful?

Where do medicines need to be kept? Why?

Key vocabulary

air sleep exercise stop
unsafe share nervous internet
medicine uncomfortable
body feelings food
water safe healthy
private worried scared

I can ...

I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).

I can give examples of how I keep myself healthy.

I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

Year 1 - Rights and Respect

Key questions

Looking After Things

What needs to be looked after?

What do you look after?

Is there anything else you can look after?

Why does the environment need to be looked after?

Do we need to look after money?
Why?

How can you look after yourself?

How do you feel when you have looked after someone or something?

Key vocabulary

clean environment routine
first aid spending litter
risk responsibility danger
safe help money
saving environment
look after responsible

I can ...

I can give some examples of how I look after myself and my environment - at school or at home.

I can also say some ways that we look after money.

Year 1 - Being My Best

Key questions

Growth Mindset

What can you do if you find something difficult?

Do you need just one idea to help, if you find something difficult?

How have your ideas helped you?

Keeping Healthy

Which foods are healthy and why?

Why do we need to eat different foods?

What jobs do different foods have in the body?

Key vocabulary

starchy dairy protein
sugar practise fruit difficult
learning make mistakes
hygeine cereal bread spread
try water energy help
healthy support vitamins
vegetables germs

I can ...

I can name a few different ideas of what I can do if I find something difficult.

I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Year 1 - Growing and Changing

Key questions

Getting Help

What is a trusted adult?

Which adults at home can you ask for help?

Which adults at school can you ask for help?

Becoming Independent

What can you do now, that you couldn't do as a baby?

What can you do now, that you couldn't do as a toddler?

What can you do now, that you couldn't do last year in Reception?

What are you still learning to do?

Body Parts

Which body parts are on the inside?

Which body parts are on the outside?

How do different body parts work?

Are girls' and boys' bodies the same?

Which parts are different?

Key vocabulary

adult heart

brain stomach

trusted growing

lungs vulva

penis learning

I can ...

I can identify an adult I can talk to at both home and school. If I need help.

I can tell you some things I can do now that I couldn't do when I was a toddler.

I can tell you what some of my body parts do.

Year 2 - Me and My Relationships

Key questions

Bullying and Teasing

What is bullying?

What is teasing?

Does bullying happen a lot?

How can you help someone who is being bullied?

School Rules About Bullying

What helps our classroom to be happy & friendly?

Do classroom rules help to stop bullying? How?

Being a Good Friend

Who is a good friend and why? What makes a good friend?

How are you a good friend?

Could you be a better friend?

How can you help others to be a good friend?

Feelings and Self-Regulation

Do we have the same feelings?

Why do we have different feelings?

How do we show our feelings?

What are safe and healthy activities to get angry energy out?

How can we help our feelings come out?

Key vocabulary

feelings happy
teasing bullied care
repeated bullying
friendship help rules
friendly safe break

I can ...

I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.

I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.

I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.

Most of the time I can express my feelings in a safe, controlled way.

Year 2 - Valuing Difference

Key questions

Being Kind and Helping Others

What can you do if you feel left out? How can you help someone who is being left out?

Why do people leave others out?

Listening Skills

What makes someone a good listener?

How can you be a good listener?

How does being a good listener help you?

How does being a good listener help other people?

What is a different point of view?

Can listening skills help with arguments?

How can good listening skills help with arguments?

Why is it important to listen to another person's point of view?

Key vocabulary

unique calm point of view
behaviour listening feelings
helpful problem unkind
respect different arguments
kindness listen
special people

I can ...

I can say how I could help myself if I was being left out.

I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view

Year 2 - Keeping Safe

Key questions

Safe and Unsafe Secrets

Are secrets safe?

Do all secrets need to be kept secret?

Who is a safe person to talk to?

Appropriate Touch

Are all touches ok?

If something feels wrong, what can someone do to stay safe?

How can you help someone who has been asked to keep an unsafe secret?

Who is a safe person to talk to?

Medicine Safety

Are medicines always helpful?

What can people do to help themselves get better?

Why can a medicine be harmful?

How can someone stay safe with medicines?

Key vocabulary

medicines feelings tell
safe touch worried
secret surprise unsafe
private uncomfortable
someone you trust

I can ...

I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong..

I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.

Year 2 - Rights and Respect

Key questions

Cooperation and Self-Regulation

What can help you to feel calm and settled at home?

How does it help?

What can help you to feel calm and settled in the classroom?

How does it help?

Can you help other people to feel calm and settled in class? How?

Why is it important to feel calm and settled?

Key vocabulary

share listen

calm erupt

control ask for help

unsettled home

school feelings

I can ...

I can give examples of when I've used some of these ideas to help me when I am not settled.

Year 2 - Being My Best

Key questions

Looking After My Body

How do we get energy?

What parts of the body turn food into energy?

What do we need to do to stay healthy?

Why do we need to keep doing certain things to stay healthy?

Growth Mindset

What can you do if you find something difficult?

Which goals have you set to help yourself?

Does setting a goal help with your learning? How?

Key vocabulary

achieve germs injection
rest choices brain soap
vaccination choose water
large intestine healthy
lungs stomach energy learn
food small intestine
exercise oxygen teeth

I can ...

I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.

I can explain how setting a goal or goals will help me to achieve what I want to be able to do.

Year 2 - Growing and Changing

Key questions

Life Cycles

What helps us to grow?

Who helps us to grow?

What can you do by yourself now?

What are you looking forward to
when you are 10 years old?

What are you looking forward to
when you are 21 years old?

Dealing With Loss

How does it feel to lose
something?

How does it feel to say goodbye
to someone or something for a
long time?

Can we stay in touch with
someone? How?

Being Supportive

What positive things can we say to
someone about something they
have done?

Why is it good to help someone?

What is a good way to help
someone if they are finding
something difficult?

Key vocabulary

supportive loss change

nipples food feelings

help forward growig

penis care goodbye

learning safe upset

vulva

I can ...

I can tell you who helps us grow
(people who look after us) and
what things I can now do myself
that I couldn't when I was
younger.

I can give examples of how it feels
when you have to say goodbye to
someone or something (e.g. move
house).

I can give examples of how to give
feedback to someone.

Year 3 - Me and My Relationships

Key questions

Cooperation

Can people disagree and still be friends?

Do people need to accept the views of others? Why?

How can arguments and disputes be settled?

Friendships

What do I do to be a good friend?

How can I make up with a friend if we have fallen out?

What different ideas can I suggest to friends who have fallen out?

How can I help others to sort out their argument?

Key vocabulary

apologise respect disagree
responsibility calm disputes
arguments feelings persuade
friendship opinions listening
family friendship falling out
special people

I can ...

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Year 3 - Valuing Difference

Key questions

Recognising and Respecting Diversity

Are all families the same? If not, how are they different?

What is good about having different community groups? Why?

What is prejudice?

Where does prejudice come from?

Can prejudice be challenged?

How?

Being Respectful and Tolerant

Are tolerance and respect the same? Do we need both?

Do we have respect and tolerance in our classroom? What does it do?

Have you shown respect and tolerance at any time? How and Why?

Has anyone shown you respect and tolerance? How did it make you feel?

Key vocabulary

family different
name calling prejudice
tolerance community
strangers bullying differences
belonging respect
identity families similarites

I can ...

I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Year 3 - Keeping Safe

Key questions

Managing Risk

What makes a situation risky?
Can a risky situation be changed?
How?

Why do some people choose to
take risks?

Why do some people choose to
avoid risky situations?

Drugs and Their Risks

What are the risks of cigarettes
and alcohol?

Can medicines be both helpful and
harmful? Why?

What other things can be helpful
and harmful to a person's health?

What can make people take risks?

Staying Safe Online

Why is it important to keep
personal details safe when online?

Is all information that we see
online always true?

How do some people try to find out
personal information? Can this
cause any problems?

Key vocabulary

alcohol personal details
risk (risky) internet safety
cigarettes private nicotine
trust medicines public
unsafe search engine harmful
situation e-cigarettes vapes

I can ...

I can say what I could do to make
a situation less risky or not risky at
all.

I can say why medicines can be
helpful or harmful.

I can tell you a few things about
keeping my personal details safe
online. I can explain why
information I see online might not
always be true.

Year 3 - Rights and Respect

Key questions

Skills We Need to Develop As We Grow Up

Is a fact the same as an opinion? If not, why not?

How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online?

Helping and Being Helped

How do we keep ourselves safe as we get older?

Can we help the people who help us? How?

Key vocabulary

online false check
safe parent
carer adult
search fact
opinion

I can ...

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Year 3 - Being My Best

Key questions

Keeping Myself Healthy

Am I responsible for keeping myself healthy?

What can I do myself to keep healthy?

How do I feel when I do things to stay healthy?

Celebrating and Developing My Skills

What skills or talents do I have?

How can a talent or skill be developed?

Does goal-setting help improve skills and talents? How?

What would I like to achieve when I am older?

How do I achieve my goals?

Key vocabulary

achieve fruit medicine bones
goal-setting muscles skills
teeth balanced diet talents
improve practise proteins
water sleep healthy
starchy carbohydrates dairy
exercise energy vegetables

I can ...

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Year 3 - Growing and Changing

Key questions

Relationships

Can a relationship be positive?
How?

How can a relationship be
negative?

What can someone do to make a
friendship healthy?

Menstruation

What is menstruation?

What happens when the human
egg is not fertilised?

Which parts of a woman's body
are involved in menstruation?

Keeping Safe

What is someone's 'body space'?
When is it ok to go into someone's
body space?

If someone wants another person
to leave their body space, how can
they ask them to leave?

If someone feels uncomfortable,
who can they talk to?

Key vocabulary

angry penis relationships
body space touch assertive
vagina jealous womb
period/menstruation pad trust
lining respect breasts
uncomfortable caring genitals
upset egg healthy
puberty testicles

I can ...

I can name a few things that make a
positive relationship and some things
that make a negative relationship.

I can tell you what happens to the
woman's body when the egg isn't
fertilised, recognising that it is the
lining of the womb that comes away.

I can identify when someone hasn't
been invited into my body space and
show how I can be assertive in
asking them to leave it if I feel
uncomfortable.

Year 4 - Me and My Relationships

Key questions

Recognising Feelings

Can you tell how someone is feeling by looking at them? How?

What is body language?

What body language tells you that

a person is worried? How?

Are all feelings shown by body language?

Bullying

What is the difference between bullying and teasing?

What can someone do to help themselves if someone upsets them or is bullying them?

How can you help someone else who is upset?

Can you help someone who is being bullied? How?

Assertive Skills

What is being assertive?

Are there different ways to be assertive? How?

When would someone need to be assertive? Why?

Key vocabulary

ignored delighted teasing
calm confident feelings
compromise body language
emotions frightened excluded
collaborate pressure
bullying joyful excited
respectful scared
alone worried lonely

I can ...

I can give a lot of examples of how I can tell a person is feeling worried just by their body language.

I can say what I could do if someone was upsetting me or if I was being bullied.

I can explain what being 'assertive' means and give a few examples of ways of being assertive.

Year 4 - Valuing Difference

Key questions

Recognising and Celebrating Difference (Incl Religions and Cultural Difference)

How are people different, besides
how they look?

Does being different cause
problems? Why?

Can people being different be
positive? Why?

Understanding and Challenging Stereotypes

How do we label people?

Why do we label people?

What is a stereotype?

How does someone feel if they
have been labelled?

Does labelling someone change
them or affect them?

Why is it important to challenge
stereotyping?

Key vocabulary

challenge labelled confidence
stereotype negotiate
unique positive compromise
label prejudice differences
invade similarities respect

I can ...

I can say a lot of ways that people
are different, including religious or
cultural differences.

I can explain why it's important to
challenge stereotypes that might be
applied to me or others.

Year 4 - Keeping Safe

Key questions

Managing Risk

What might influence someone to take risks?

Do people have a choice whether they take a risk?

What can a person do to reduce risk or remove risk in a situation?

Understanding the Norms of Drug Use (Cigarette and Alcohol Use)

Do most young people choose to smoke or not smoke?

Do all adults choose to drink alcohol?

Why do most people choose not to smoke or drink too much alcohol?

Is smoking and alcohol more harmful for a young person's body? Why?

Influences

What can influence someone's behaviour and decisions?

What is a positive influence?

What is a negative influence?

Can the consequences of decisions be positive or negative? How?

Key vocabulary

hazard risky liver
decisions choices danger
situation influence alcohol
consequences lungs brain
dare drug harmful
cigarettes vapes shared
e-cigarettes downloaded

I can ...

I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.

I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.

I can give examples of positive and negative influences, including things that could influence me when I am making decisions.

Year 4 - Rights and Respect

Key questions

Making A Difference (Different Ways of Helping Others or the Environment)

Can one person make a difference to the environment?

Do the actions of one person affect lots of people?

Can a bystander have a positive effect on negative behaviour?

How? What is an active bystander?

How can someone be an active bystander?

Media Influence

Is everything in the media true?

Are there always two sides to a story?

Can media reports influence people? How?

Decisions About Spending Money

What choices and decisions do we make about spending money?

How do decisions about money affect groups in the community?

Key vocabulary

anti-social behaviour media
United Nations rights
spending reduce influence
environment public services
income tax negative recycle
essential actions positive
community responsibility reuse
volunteer School Council

I can ...

I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.

I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.

I can give examples of these decisions and how they might relate to me.

Year 4 - Being My Best

Key questions

Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now?

Why is it important to look after myself in the future?

Taking Care of My Environment

What different things do I do to look after our environment?

Why is it important to look after our environment?

How does this affect our future?

Key vocabulary

accident emergency affect
balanced diet recycle breathing
community repair reduce
creative give to others
injury exercise choices
wound mental health active
first aid repair connect
future choking reuse
wellbeing be mindful

I can ...

I can give a few examples of different things that I do already that help to me keep healthy.

I can give different examples of some of the things that I do already to help look after my environment.

Year 4 - Growing and Changing

Key questions

Body Changes During Puberty

What parts of the body are the same for girls and boys?

What parts of the body are different for girls and boys?

How do some parts of the body change during puberty?

Managing Difficult Feelings

What feelings might someone have during puberty?

Why might someone have difficult feelings during puberty?

What are good ways to compromise?

Relationships, Including Marriage

Why do some people choose to get married?

Who can get married and how old do they need to be?

Why do some people choose to have a civil ceremony?

Why do some people choose to live together?

Key vocabulary

breasts testicles womb choice

civil partnership sperm enjoy

penis hormones pubic hair periods marriage love puberty

live together civil partnership

uncomfortable feelings

menstruation vagina vulva

compromise share ovaries

wet dreams

I can ...

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.

Year 5 - Me and My Relationships

Key questions

Feelings

- What are emotional needs?
- Do we have the same emotional needs?
- Do emotional needs stay the same?
- Why are emotional needs important?

Friendship Skills, Including Compromise

- What qualities make a good friend? Why?
- How does a good friend show these qualities?
- Do these qualities make a difference in friendships? How?

Assertive Skills

- How can someone stand up for themselves?
- When would someone use their assertiveness skills?
- Is assertiveness the best way to react to pressure? Why?

Key vocabulary

collaborate aggressive
resolution conflict pressure
emotional needs passive
assertiveness negotiation
unsafe compromise
body language respect
uncomfortable touching qualities
unhealthy relationship

I can ...

I can give a range of examples of our emotional needs and explain why they are important.

I can explain why these qualities are important.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Year 5 - Valuing Difference

Key questions

Recognising and Celebrating Difference, Including Religions and Cultural

Is having different groups something to celebrate? Why?

Why can religious and cultural differences cause conflict?

Can differences in faiths and cultures be positive? Why?

Influence and Pressure of Social Media

Does a person's online posts about themselves reflect their life?

Why would someone want to create a false impression when they post online?

Is it healthy or harmful to post something online that is not the full truth? Why?

Key vocabulary

multicultural society compare
point of view stereotype
discrimination diverse racism
false impression respect
prejudice similarities excluded
conflict celebrate religious
social media cultural tolerance
acceptance

I can ...

I can give examples of different faiths and cultures and positive things about having these differences.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Year 5 - Keeping Safe

Key questions

Managing Risk, Including Staying Safe Online

What risky situations can happen online?

What can someone do to make the situation less risky?

What can influence a person to take risks online?

Does everyone have a choice whether to take risks online?

Norms Around Use of Legal Drugs (Tobacco, Alcohol)

Do lots of young people choose to smoke?

Why do some people think that lots of young people smoke?

Can knowing the true percentage (3%) influence people's choice about smoking? How?

Key vocabulary

habit cigarettes drugs
pressure alcohol vapes
weigh up risk influence
privacy settings assertive
cyberbullying decision
social norms assessing risk
e-cigarettes

I can ...

I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Year 5 - Rights and Respect

Key questions

Rights and Responsibilities

Are rights and responsibilities the same?

Do rights and responsibilities change as someone gets older? How?

What rights and responsibilities do we have to the community and the environment?

Rights and Responsibilities Relating to My Health

How is someone responsible for their own health?

Why do some people find it hard to stick to their responsibilities for keeping healthy?

What might help someone restart being responsible for keeping healthy?

Decisions About Lending, Borrowing and Spending

What things are needed by people in the community?

What services do local councils provide?

Do councils choose how much money they give to the services they provide?

How might a council's spending choices affect different groups in the community?

Key vocabulary

councillors environment interest
rights responsibility debit
costs borrow credit
health community group
public services loan council
exercise vote duties
sustainable elections

I can ...

I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.

I can give a few different examples of things that I am responsible for to keep myself healthy.

I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

Year 5 - Being My Best

Key questions

Growing Independence and Taking Responsibility

How does someone become more independent as they grow older?

What responsibilities do teenagers have?

Does having more independence mean having more responsibility?

Why?

Media Awareness and Safety

Are media images of celebrities true? How can media images of celebrities make someone feel? What non-physical qualities make people attractive? Why?

Key vocabulary

perseverance media-influence
kindness celebrities
independence patience
resilience consideration
confidence
personal qualities

I can ...

I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Year 5 - Growing and Changing

Key questions

Managing Difficult Feelings

Why do people have good and not so good feelings?

Is resilience the same as confidence?

Can someone develop confidence or resilience? How?

Does having resilience help people with their feelings?

Managing Change

What different changes can someone experience?

Does change cause strong emotions?

Does preparing for change help?

How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions?

Getting Help

Does the body feel differently when someone may need help?

When might someone need help?

What advice would you give to someone who needs to get help?

What makes someone a trusted adult?

Key vocabulary

respect wellbeing trust
hormones mood swings
confidential confidence
resilience puberty crush
embarrassed menstruation
unwanted attention separation
unwanted touch period products

I can ...

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year 6 - Me and My Relationships

Key questions

Assertiveness

What do bystanders do when someone is being bullied?

What is the difference between an active and a passive bystander?

Can passive bystanders affect a bullying situation? How?

Can active bystanders affect a bullying situation? How?

Cooperation

What is compromise?

What is negotiation?

How can negotiation and compromise skills help someone?

Safe/Unsafe Touches

What is appropriate touch?

What is inappropriate touch?

What types of touch are illegal (against the law)?

If someone experiences inappropriate or illegal touch, how can they get help?

Key vocabulary

assertiveness appropriate
sensitive collaboration respectful
response appropriate culture
inappropriate religion bullied
compromise illegal active
forced marriage negotiation
community bystanders passive
civil partnership

I can ...

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

I can give examples of negotiation and compromise.

I can explain what inappropriate touch is and give example.

Year 6 - Valuing Difference

Key questions

Recognising and Reflecting On Prejudice-Based Behaviour

What is prejudice?

Why do some people show
prejudiced behaviour?

What is empathy?

Can empathy help people to be
more understanding of those who
are different? How?

Understanding Bystander Behaviour

How can a bystander's behaviour
affect a bullying situation?

When would it be unsafe to be an
active bystander?

When would it be safe to be an
active bystander?

Key vocabulary

disrespect bystander
self-esteem diversity prejudice
identity empathy stereotype
tolerance assumption
media influence situation
gender stereotype community

I can ...

I can reflect on and give reasons
for why some people show
prejudiced behaviour and
sometimes bully for this reason.

I can explain the difference
between a passive bystander and
an active bystander and give an
example of how active bystanders
can help in bullying situations.

Year 6 - Keeping Safe

Key questions

Emotional Needs

Are emotional needs equally important as physical needs?

Why? What might happen if someone's emotional needs are not met?

Staying Safe Online

Can having a mobile phone be both negative and positive? How? How can someone keep themselves safe when using a mobile phone? Why is there a law about sharing inappropriate images on mobile phones?

Drugs: Norms and Risks (Including the Law)

Is young people's use of alcohol increasing or decreasing? Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?

Key vocabulary

online safety legal privacy
sharing online emotional needs
inappropriate physical needs
age restrictions possess
parental consent permission
social media alcohol medical
supply non-medical produce
personal information

I can ...

I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

Year 6 - Rights and Respect

Key questions

Understanding Media Bias, Including Social Media

Does someone's social media profile give a true view of them? Why do people show only certain aspects of themselves?

Does social media affect how a person feels about themselves? Does using social media create pressures on people? How?

How can someone keep healthy when using social media?

Caring: Communities and the Environment

What things have an impact on the environment?

What is 'sustainable' living?

How can we change to live more sustainably?

What can someone do to help the environment?

Earning and Saving Money

What different ways are there to save money?

Are there advantages or disadvantages to the different ways to save money, including long-term saving?

What is 'interest' when money is saved?

Key vocabulary

biased elections candidate
image profile interest tax
stereotype saving cash
voting shop local debit card
reuse pressure public services
sustainable recycling unbiased
environmentally sustainable
bank (building society) account
democracy online safety
social media

I can ...

I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.

I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.

I can explain the advantages and disadvantages of different ways of saving money.

Year 6 - Being My Best

Key questions

Aspirations and Goal Setting

Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals?

How can problems, challenges and barriers be overcome?

Managing Risk

Are risks physical or emotional?

How can a risk be emotional?

What can someone do to reduce or remove risk?

Key vocabulary

give connect influence
be active assessing risk
problems choices
goal setting overcome vaping
practise media
aspirations take notice (mindful)
weigh up achieve challenges
perseverance
keep learning (get creative)

I can ...

I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can give examples of an emotional risk and a physical risk.

Year 6 - Growing and Changing

Key questions

Keeping Safe

What secrets can be kept private?
Why?

Are there secrets that should be
shared? Why?

Who should some secrets be
shared with?

Body Image

What physical changes happen
during puberty?

How might someone feel when
their body changes?

Do emotional changes happen
during puberty? Why?

How can a person feel better
about their body changing?

Self-Esteem

What can affect the way someone
feels about themselves?

What can someone do or say to
feel good about themselves?

Do words affect someone as much
as actions? How?

Key vocabulary

media manipulation puberty
sexual intercourse discuss
confidential online safety
self esteem

right to privacy age of consent
stereotype peer pressure
uncomfortable physical changes
body image emotional changes
in confidence sharing online

I can ...

I can give an example of a secret
that should be shared with a
trusted adult.

I can tell you some emotional
changes associated with 'puberty'
and how people may feel when
their bodies change.

I can give examples of other ways
in which the way a person feels
about themselves can be affected
(e.g. images of celebrities).