



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Well-being focus - My Mind (PiXL)		Well-being focus - My Life (PiXL)		Well-being focus - My Health (PiXL)	
Year 3	<p><b>Supporting Friends and Other People (social)</b></p> <p>Recognise the feelings of others without being told explicitly, know who their friends are and why, act supportively towards victims of bullying, take action when should they witness bullying.</p> <p><b>More About Me (emotional)</b></p> <p>Explain more about their choices and why they make them despite their preferences, when to listen to emotions, <b>keep personal information safe</b>, resisting pressure from others.</p> <p><b>NB: stand alone lesson introducing British Values and what they look like/mean to your class - resulting in mini display (Lead to email resources)</b></p>	<p><b>Being a Responsible Citizen (Diversity and Society)</b></p> <p>Understand that a diverse range of people make up our community and the importance of respecting equality.</p>	<p><b>Safe and healthy at home, school and locally</b></p> <p>Explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality.</p>	<p><b>Drug, Tobacco &amp; Alcohol Ed.</b></p> <ol style="list-style-type: none"> <li>1. Dealing with unhelpful pressure (1)</li> <li>2. Dealing with unhelpful pressure (2)</li> <li>3. Drugs in everyday life (1)</li> <li>4. Drugs in everyday life (2)</li> <li>5. Alternatives to taking medicines (1)</li> <li>6. Alternatives to taking medicines (2)</li> </ol>	<p><b>Let's Go Shopping!</b></p> <p>Understand that you can pay for goods in a range of ways, keep simple financial records and recognise influences on choices about spending and saving.</p>	<p><b>Relationships Ed.</b></p> <ol style="list-style-type: none"> <li>1. Who's in my family?</li> <li>2. Special and different families</li> <li>3. Changing Body Parts 2a</li> <li>4. Feeling good about being different</li> </ol>
Year 4	<p><b>Who are these People? (social)</b></p> <p>Understand the various types of relationships in their lives, <b>be clear about ways of keeping safe online, and in other cyber spaces</b>, and comment on differences between their lives and the lives of others.</p> <p><b>Taking More Control (emotional)</b></p> <p>Make informed choices, know their areas of strength, be aware of persuasive language, threats and pressure from others, express their feeling in a positive way.)</p> <p><b>NB: stand alone lesson introducing British Values and what they look like/mean to your class - resulting in mini display (Lead to email resources)</b></p>	<p><b>Being a Responsible Citizen (The Environment)</b></p> <p>Understand the importance of respecting and protecting the environment.</p>	<p><b>Helping Others to Keep Safe</b></p> <p>Understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions to take in emergency situations e.g. know how to ask for emergency help, know how to undertake basic First Aid.</p>	<p><b>Drug, Tobacco &amp; Alcohol Ed.</b></p> <ol style="list-style-type: none"> <li>1. About tobacco (1)</li> <li>2. About tobacco (2)</li> <li>3. Making decisions (1)</li> <li>4. Making decisions (2)</li> <li>5. What we already know and understand about drugs (1)</li> <li>6. What we already know and understand about drugs (2)</li> </ol>	<p><b>Work and Money</b></p> <p>Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.</p>	<p><b>Relationships Ed.</b></p> <ol style="list-style-type: none"> <li>1. Growing and Changing</li> <li>2. Puberty - How our bodies change (2b)</li> <li>3. Changing the way we keep clean</li> <li>4. Changing feelings and changing lives</li> </ol>
Year 5	<p><b>Being Strong (social)</b></p> <p>Being clear about the difference between confidential and secret, give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.</p> <p><b>NB: stand alone lesson introducing British Values and what they look like/mean to your class - resulting in mini display (Lead to email resources)</b></p>	<p><b>Living in the Wider World (The Media)</b></p> <p>Discuss and debate topical issues concerning health and wellbeing and critique views presented by the media.</p>	<p><b>Relationships (emotional)</b></p> <p><b>Moving on with Confidence and Clarity</b></p> <p>Be aware of the role of the media and advertising in portrayal of images, be aware of more of their strengths and areas for development, identify issues involved when changing schools and making new friends/keeping old ones.</p>	<p><b>Relationships Ed.</b></p> <ol style="list-style-type: none"> <li>1. Puberty - How Our Bodies Change (2a)</li> <li>2. Understanding Menstruation and wet dreams</li> <li>3. Feeling, Thinking and Doing - Changing Relationships</li> <li>4. Changing Feelings and changing lives</li> <li>5. Your Questions Answered</li> </ol>	<p><b>Let's Make Money!</b></p> <p>Plan and manage a budget, calculate profit and loss, recognise value for money and <b>understand financial risks associated with the internet.</b></p>	<p><b>Drug, Tobacco &amp; Alcohol Ed.</b></p> <ol style="list-style-type: none"> <li>1. People and legal drugs (1)</li> <li>2. People and legal drugs (2)</li> <li>3. People, drugs &amp; stereotypes (1)</li> <li>4. People, drugs &amp; stereotypes (2)</li> <li>5. Dealing with persuaders (1)</li> <li>6. Dealing with persuaders (2)</li> </ol>

<p><b>Year 6</b></p>	<p><u>Me and My Place in the World (social)</u></p> <p>Preparing chn to be able to leave school with confidence in having strategies to thrive in the future (people in authority over me, people I have positive/negative feelings for, skills/confidence to know when to ask for help and who to ask, skills to work cooperatively with others).</p> <p><u>NB: stand alone lesson introducing British Values and what they look like/mean to your class - resulting in mini display (Lead to email resources)</u></p>	<p><u>Being a Responsible Citizen (Democracy and Government)</u></p> <p>Have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this.</p>	<p><u>Staying Safe and Healthy and Asserting Myself</u></p> <p>Feel confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood.</p> <p><u>Relationships (emotional)</u> <u>Celebrate the Past and Welcome the Future</u></p> <p>Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.</p>	<p><u>Drug, Tobacco &amp; Alcohol Ed.</u></p> <ol style="list-style-type: none"> <li>1. Alcohol (1)</li> <li>2. Alcohol (2)</li> <li>3. Be a solvent expert (1)</li> <li>4. Be a solvent expert (2)</li> <li>5. Illegal drugs (1)</li> <li>6. Illegal drugs (2)</li> </ol>	<p><u>Money in My Future</u></p> <p>Understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic wellbeing.</p>	<p><u>Relationships Ed.</u></p> <ol style="list-style-type: none"> <li>1. What's All This About Puberty?</li> <li>2. Becoming Men and Women</li> <li>3. Building Good Relationships</li> <li>4. Sexual Relationships</li> <li>5. Conception and Pregnancy</li> <li>6. Being a Parent</li> <li>7. Your Questions Answered</li> </ol>
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