Year	Term 1 Rights & Rules	Term 2 Responsibilities	Term 3 Equality	Term 4 Ethical Dilemmas	Term 5 Political Systems	Term 6 Sustainability, Health & Wellbeing
Year 1	**Respecting the Area Around us.** List a set of rules (school and home), why they are needed and how they different for various scenarios. To recognise and celebrate their strengths and set simple but challenging goals. To maintain personal hygiene To name and understand parts of their body and appropriate touch. How to prevent disease and safeguard health through medication. Online Relationships: Define online risk and the rules of safety Class & school rules. Growth Mindset. Consequences. Setting goals (assembly led) What makes a good citizen? Learning Charter Safeguarding: Peer on Peer - types of teasing and bullying and how to deal with it. Safeguarding & Being Safe: Railway safety. Being safe: Parts of the body and appropriate touch. Health & Prevention: Personal hygiene. Caring friendships: Characteristics of friendship and that healthy friendships are positive Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Mutual respect and tolerance Rule of law Picture News	**Friendships and Feelings** To learn about people who look after them and who to go to if they are worried Caring Friendships: Recognise and discuss the characteristics of a healthy friendship and how to make a friend. Families: Identify the different roles that people play in our lives and how they help them feel loved and cared for. Recognise the importance of a stable, caring home. Being Safe: Begin to understand about some personal dangers and basic understanding of emergency services. (On the road, with water, with fire). What makes a good friend? How to listen to a friend. Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends Being safe: Feeling safe and special. Feeling proud. Meeting & talking with people, e.g. Nurses, Police & Fire Brigade. Basic First Aid: how to make a clear and efficient call to emergency services if necessary Families & People Who Care for Me: stable, caring relationships, which may be of different types, are at the heart of happy families. Online Relationships: iPad and netbook use. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. Respectful relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults Mutual respect and tolerance Picture News	**Differences and Gender** Define equality and celebrate the differences in the people around them. Respectful Relationships: Compare kind and unkind behaviour and how this can impact someone. Recognise how to treat themselves and others with respect, including showing manners and courtesy in their behaviour. What is equality? How to hold a conversation with different people in society. Celebrating differences. Safeguarding: Discrimination / Faith Abuse Respectful Relationships: The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Rule of Law Mutual respect and tolerance Individual liberty Picture News	**Morals through Stories & Fables** Using a story, children relate a right or wrong decision based on the actions of a character. Relate how to listen and work with others cooperatively, including talking and sharing a difference of opinion. Understanding what is fair and unfair. The Hare and the Tortoise The Mouse and the Lion Historical Festivals e.g. St George's Day. Being safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Individual liberty Mutual respect and tolerance Picture News	**Why Rules & Laws are made** Sort and describe the local communities order, reflecting on why these structures are in place. Respectful Relationships: Compare kind and unkind behaviour and how this can impact someone. Recognise how to treat themselves and others with respect, including showing manners and courtesy in their behaviour. Compare the impact of making decisions based on right and wrong choices. Kings & Queens / What is the Monarchy? (Link to P&T) The differences between right and wrong. Respectful Relationships: the conventions of courtesy and manners. Taking turns. Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Influential person case study: Queen Elizabeth I Democracy Rule of law Individual liberty Mutual respect and tolerance Picture News	**The Human Footprint** How to make simple choices that improve their health and wellbeing. How to prevent disease and safeguard health through medication Recognise what improves and harms their local, natural and built environments and some of the ways people look after them. What produce is grown in the county / locally. Water and single use plastic. Water, single use plastics Sustainable energy Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Democracy Individual Liberty Picture News

	Making the Right Choices in Class, School & Home	**Taking and Sharing Responsibilities**	**Discrimination**	**Rights & Wrongs**	**Money**	**Fair Trade**
Year 2	Define and contrast the difference between a rule and a law, understanding the consequences of these. To recognise and celebrate their strengths and set simple but challenging goals. How to make mindful choices that maintain a healthy lifestyle and positive mental wellbeing. To independently maintain personal hygiene and practice basic first aid for common injuries. Online Relationships: Sequence how to keep personal information private and the importance of privacy. Seeking and giving permission in different scenarios. Caring Friendships: Practice inclusion by recognising when someone is lonely and strategies to help. Learning to respect. School and property. Growth Mindset. Rewards and Consequences. Learning Charter Setting goals (assembly led) Safeguarding: Peer on Peer Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. Mutual respect and tolerance. Picture News Covid-19 Hygiene and safety measures	Define and compare the terms hazard/risk/harm to keep yourself safe e.g. road safety. To independently maintain personal hygiene and practice basic first aid for common injuries. To recognise that they share a responsibility for keeping themselves and others safe. Families: Define the common features of a home (the importance of a stable, caring home). Learn about what being responsible means. Growing old. Meeting & talking with people. Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationships: Keeping personal information safe online. Mutual respect and tolerance. Picture News	Compare the differences and similarities between people in their community. Define discrimination and identify and reason disrespectful scenarios. Respectful Relationships: Recognise the ways in which they are the same and different to others. , Relate how to listen and work with others cooperatively, including talking and sharing a difference of opinion. Learning about similarities and differences between people. Safeguarding: Discrimination / Faith Abuse. Racism Words that harm. Standing up for yourself and others. Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Influential person case study: Rosa Parks Mutual Respect and tolerance Individual liberty Picture News	Compare the needs and wants of a human and the impact of this on making decisions. List tactics to resolve arguments positively and compromise with discussion. Respectful Relationships: Relate how to listen and work with others cooperatively, including talking and sharing a difference of opinion. To understand the rights and wrongs in different situations. Making the right decision. Thinking about decisions before making them. The Cat & The Fox. Debating skills. Resolve disputes and conflicts through negotiations Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults. Democracy Rule of law Mutual respect and tolerance Individual Liberty Picture News	Define what money is and how it is made. Underpinned by the difference between a 'need' and a 'want'. Describe the different choices people make to save and spend money Understanding the importance of money. Where does it come from? Which items are luxury/ essentials? The role of money and its impact in their own and others' lives. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Individual Liberty Mutual respect and tolerance Picture News	To define and compare mental and physical wellbeing. Identify and discuss what improves and harms international trade in relation to the environment. Identifying Fair trade products. Where does chocolate come from? Mental wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Democracy Picture News

	Rights to an Education	Taking Responsibility in School.	Children in the Past	Disability	Democracy – The Vote	Deforestation
Year 3	Understand how the application of rules can help build a stable and caring community, in and out of school.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.

Identify how their choices contribute to a healthy lifestyle. Understanding the need for good hygiene, activity and relaxation.

They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).

Online Relationships: Observe what constitutes a positive relationship and that the same principles apply to online friendships as to face-to-face relationships.

Caring Friendships: Examine and reason why friendships have ups and downs; apply strategies to resolve disputes and reconcile differences positively and safely

What it means to be a good citizen inside and outside of school.
Our nightmare school v. our dream school.
Growth Mindset.
Learning Charter
Setting goals (assembly led)
Safeguarding & Being Safe: Road Safety - Road Safety Officer, Railway safety
Caring friendships: ups and downs, working through problems to repair friendships
Mental Well-being & Physical Health & Fitness: The benefits of exercise
Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
Rule and Law
Democracy
Mutual respect and tolerance
Picture News
Covid-19 Hygiene and safety measures | Reason why we are responsible for our own actions and how this impact others. Reflecting on the consequences of our action.

Families: Combine their understanding of safety and caring relationships to act should they feel unhappy or unsafe at home.

Online Relationships: Observe what constitutes a positive relationship and that the same principles apply to online friendships as to face-to-face relationships.

Being Safe: Have an awareness of which adults they can trust and who can help them.

Understand the safety concerns relevant to them in school and at home.

Safeguarding: Peer on Peer - understand why we are responsible for our actions and behaviour.
Being safe: Why and how rules are enforced in school-who can help me in school (including safeguarding officers).
Plastic in the world – making our own choices (link to S&T)
Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not. 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.
Safeguarding: Grooming & Sexting
Mutual respect and tolerance
Rule of law
Picture News | Explore the two sides of a personal/relatable ethical dilemma and what choices there are to make.

Relate the choices of an ethical dilemma to the stories in history and eras of time.

Families: Combine their understanding of safety and caring relationships to act should they feel unhappy or unsafe at home.

Compare the different types of families including those different from their own and evaluating how to respect this.

Understanding different sides of an ethical dilemma and what choices to make.
The workhouse, Victorian matchmakers, link to Cliveden House (P&T)
Individual Liberty
Mutual respect and tolerance
Picture News
Being safe: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | Explain causes and consequences of equality and discrimination because of disability barriers.

Apply solutions to unjust treatment of others due to their differences.
Respectful Relationships: Evaluate and model the importance of manners and courtesy in relationships. Giving strategies to improve and support this behaviour.

Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.

Safeguarding: Discrimination / Faith Abuse
Recognising the barriers people with disabilities might experience and explore solutions that might help.
Respectful Relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.
Influential person case study: Tanni Grey Thompson
Mutual respect and tolerance
Individual liberty
Picture News | Explore and define the structure of local democracy.

Being Safe: Have an awareness of which adults they can trust and who can help them.

Understand the safety concerns relevant to them in school and at home.

What is democracy?
What are the basic institutions locally and nationally?
The different types of elections held in the UK.
The General Election, exploring: our right to vote, how candidates and parties gain votes and what happens once elected.
What is a Dictatorship?
Respectful relationships
the importance of permission-seeking and giving in relationships with friends, peers and adults
Democracy
Individual Liberty
Picture News | They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).

Examine what improves and harms international environments and some of the ways people look after them.

Respectful Relationships: Evaluate and model the importance of manners and respect in relationships. Giving strategies to improve and support this behaviour.

Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.

Effects of deforestation alternative use for the rainforest link to Neolithic/Mesolithic Time Period (link to P&T) – Then & Now
Palm oil use
Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Mutual respect and tolerance
Picture News |

	Tolerance & Overcoming Disagreements	Our Duties to the Wider Community	Gender Stereotypes	Charities & Poverty	Democracy – Political Parties & Hierarchies	Is Cheapest Always Best?
Year 4	Classify the attributes of good team work. Reflect on their achievements and analyse the outcomes. Showing self-reflection and awareness when setting new targets. Relate their personal responsibility to sustaining a healthy lifestyle and begin to understand the variety of choices available. They can identify the elements that affect emotional health and well-being and begin to make informed decisions based on these factors Online Relationships: Critically consider what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. Caring Friendships: Compare and contrast healthy and trusting friendships Understanding the meaning of tolerance Learning Charter Respecting others. Setting goals (assembly led) Growth Mindset. Being part of a team. Safeguarding: Peer on Peer - to understand and manage feelings in disagreements Safeguarding & Being Safe: Railway safety Caring friendships: recognising who to trust and who not to trust, and how to seek help or advice from others. Mental Well-being strand. Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Mutual respect and tolerance Individual liberty (people's right to be what they want to be) Picture News Covid-19 Hygiene and safety measures	To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people. Families: Examine and respond that a feature of positive family life is caring relationships; about the different ways in which people care for one another. Online Relationships: Critically consider what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. Being Safe: understand that ourselves and our belongings need to be kept safe from crime. Link the role of the emergency services and helplines for keeping us safe and protecting society from crime. Identifying what is in the local community Identify our Christmas Charity. How we can help in the local community. Being Safe: Where can we get help? NSPCC, child line, Fire Service, Ambulance, Police, etc. Families & People Who Care for Me: Families give love, security & stability. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Online Relationships: Cyberbullying. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Safeguarding: Grooming & Sexting Mutual respect and tolerance Picture News	Debate and reason the stereotypes placed upon people from around the world. Explore and analyse the impact of how media represents stereotypes and communicates information. Respectful Relationships: Define equality and examine how this translate into stereotypes. Families: Examine and respond that a feature of positive family life is caring relationships; about the different ways in which people care for one another. Gender discrimination Challenge stereotypes. The effects of social media: Explore and critique how media can portray information. Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Safeguarding: Discrimination / Faith Abuse Individual Liberty Mutual respect and tolerance Picture News	Examine the choices in a range of ethical dilemmas and how this relates to charity and poverty. They can identify the elements that affect emotional health and well-being and begin to make informed decisions based on these factors. Relate their personal responsibility to sustaining a healthy lifestyle and begin to understand the variety of choices available. Understanding the differences between wants and needs. Exploring poverty (including child poverty in the UK). The British Red Cross Charities. UK diseases, bacteria and viruses v foreign diseases, bacteria and viruses (ink to S&T) Respectful relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Influential person case study: Dr Barnado Mutual respect and tolerance Picture News	Examine the protocols of UK democracy and the impact of this on their local community. Caring Friendships: Compare and contrast healthy and trusting friendships. Sequence how to seek for help if feeling lonely or excluded. How democracy works. The importance of voting. How general elections work. How the public can engage in the democratic process and have a say in how the country is run. Democracy Rule of law Individual Liberty Picture News	They can identify the elements that affect emotional health and well-being and begin to make informed decisions based on these factors. Compare what improves and harms international trade in relation to the environment and the media. Comparing food products and prices. Discussing Fairtrade and where we shop. Coffee, milk, battery chickens. How media present information. Mental Wellbeing strand. Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Individual liberty Picture News

	Consequences of Anti-Social & Aggressive Behaviour	**How to Cope with Peer Pressure**	**Tolerance & Cultural History**	**Long-standing Ethical Dilemmas**	**Democracy – What is The Cabinet?**	**Drought / water pollution**
Year 5	Evaluate the rewards and consequences of your decisions, using a 'growth mindset' when faced with a challenge. Compare and contrast their achievements using a 'growth mindset' to overcome challenges within their areas for development Create and apply actions that sustain a healthy lifestyle. Understand that there are many influences and dilemmas that affect a healthy lifestyle. Online Relationships: Classify to how data is shared and stored for your own safety. Discuss and evaluate the use and safety of phone applications and gaming. Caring Friendships: Apply strategies for recognising and managing peer influence and a desire for peer approval in friendships. Comparing to solving problems in friendships. Growth Mindset. School rules: Rewards and Consequences Learning Charter Being me in Britain. Setting goals (assembly led) Safeguarding: Peer on Peer - bullying and discrimination. Safeguarding & Being Safe: Fire Safety, Railway Safety. Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right. Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Democracy Rule of law Mutual respect and tolerance Picture News	Demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience Being Safe: Gain further understanding of the safety concerns relevant to them in school and at home. Including the danger that pressure from peers can inflict and mindset strategies to overcome this. Online Relationships: Classify to how data is shared and stored for your own safety. Families: Recognise the shared characteristics of a healthy family life including commitment, care, spending time together; being there for each other in times of difficulty. Resisting pressure to do something dangerous. The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. Families & People Who Care for Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families. Online Relationships: Mobile phone and app/gaming safety. How information and data is shared and used online Safeguarding: Grooming & Sexting Mutual respect and tolerance Armistice assembly and Poppy sales in school Individual Liberty Picture News	. Investigate and contrast the vast differences of citizens in the UK, from economic to regional identities. Debate the impact of judging people by their appearance and source strategies to overcome any bias. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Families: Classify marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. Appreciate the range of national, regional, religious, genders and ethnic identities in the UK. Different cultures. Judging by appearances. Respectful relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Safeguarding: Discrimination / Faith Abuse Family & People Who Care for Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Mutual respect and tolerance Individual Liberty Picture News	Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long term actions and laws the world undertake to help others. Being Safe: Gain further understanding of the safety concerns relevant to them in school and at home. Including the danger that pressure from peers can inflict and mindset strategies to overcome this. Identify possible dangers and risks on the internet and in social media. Work of Samaritans Ethical dilemmas they might face. Refugees The Humans Right Act Investigate and contrast the vast differences of citizens in the UK, from economic to regional identities. Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long-term actions and laws the world undertakes to help others. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Individual liberty Democracy Picture News	Describe how the UK government is formed and compare this with parliament. Debate the impact of judging people by their appearance and source strategies to overcome any bias Prime minister's role and responsibilities Cabinet ministers Differences between Parliament and government Understand that Parliament is made up of the Commons, the Lords and the monarch. Describe how the UK government is formed and compare this with parliament Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long-term actions and laws the world undertakes to help others. Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Influential person case study: Nelson Mandela Democracy Rule of law Individual Liberty Picture News	Identify strategies and behaviours for resolving difficult situations and to support mental and physical wellbeing. Recognising these feelings change over time. Explain and justify the impact of natural disasters on the local and international environment. Water cycle. Water as an energy source. Body changes and puberty (link to S&T) Bacteria Bikeability (link to P&EH). Create and apply actions that sustain a healthy lifestyle. Understand that there are many influences and dilemmas that affect a healthy lifestyle. Explain and justify the impact of natural disasters on the local and international environment. Mutual respect Picture News

	Tolerance & Consequences of Anti-Social Behaviour	**Leadership in Year 6**	**Gender, Race & Cultural Laws**	**Democracy & Pressure Groups**	**Animal Cruelty**	**The Greenhouse Effect & Global Warming**
Year 6	Lead the school rule charter, becoming role models for how to behave with the rules and responsibilities of your environment in mind.	Define and practice the responsibilities of being a role model for the school.	Theorise the UK equality and diversity laws.	Explore and compare the structure and beliefs of international political parties to those at home.	Hypothesise through research, debate and discussion the impact of an ethical dilemma, focusing on the topical issues of animal welfare.	Examine strategies to respond to feelings in a helpful way and illustrate this using a variety of vocabulary
	Develop their leadership skills to summarise, reason and communicate the school's charter and goals	Compare and contrast rights vs responsibilities.	Research and imagine the causes of discrimination, with some historical links.	Combine their understanding of democracy and the UK government to form an educated opinion on the contrasting pressure groups the UK face.	Apply and evaluate actions that sustain a healthy lifestyle. Develop strategies for discriminating between the various influences.	Theorise the global environmental concerns, exploring and debating the solutions to these problems.
	Apply and evaluate actions that sustain a healthy lifestyle. Develop strategies for discriminating between the various influences.	To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.	Respectful Relationships: Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	Develop their leadership skills to summarise, reason and communicate	Examine strategies to respond to feelings in a helpful way and illustrate this using a variety of vocabulary and debate.	Predicting the future outcomes the world faces and preparing for change
	Online Relationships: Examine and contrast the positive and negative impacts of social media. Discuss and establish online privacy and personal boundaries.	Online Relationships: Examine and contrast the positive and negative impacts of social media.	Families: Evaluate the definition of marriage and different ways this can be shown. With it being centred on a stable, caring relationship.	Political parties around the world Political manifestos in the UK. Pressure groups. Greenpeace and Amnesty International as examples of successful pressure groups.	Research, discuss and debate topical issue concerning animal cruelty, e.g. Fox hunting. Cosmetic Testing. Wearing fur. Role of the RSPCA.	Environmental concerns present and future. Effects of climate change local national and global. Exploring satellite images of the ozone layer. How the media presents information – BREXIT.
	Caring Friendships: Analysing if a friendship is a positive one adding happiness and value to their lives. Discuss and practice strategies to manage this and seek help if needed.	Discuss and establish online privacy and personal boundaries.	Respecting Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. Practical steps they can take in a range of different contexts to improve or support respectful relationships	Tactics that pressure groups can use for their chosen cause - advertising and publicity, demonstrations and boycotts. Should children be allowed the vote?	Health & Prevention: Human health - bacteria & viruses Being safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so. Individual Liberty Democracy Picture News	Predictions for the future. Preparing for Change (Wayne Dixon) Safeguarding: Serious Violence - Knife crime Safeguarding Mutual Respect and tolerance (for the environment) Picture News
	Year 6 to lead the whole school safety assembly, collate classroom H&S rules, design the school charter & distribute and present to each year group. Setting goals (assembly led). Growth Mindset. Learning Charter Being me in my world: A Global Citizen Safeguarding: Peer on Peer - respecting other peoples' feelings. Being Safe: Railway safety Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations Online Relationships: Cyberbullying. 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. Rule of law Mutual respect and tolerance Picture News Covid-19 Hygiene and safety measures	Being a role model. Rights vs responsibilities, leadership roles in year 6, rights and responsibilities in our community. Physical health and wellbeing: drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Safeguarding: Drugs & Alcohol Basic First Aid: e.g. dealing with common injuries Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Safeguarding: Grooming & Sexting Mutual respect and tolerance. Democracy (making collective decisions) Picture News	Safeguarding: Discrimination / Faith Abuse Diversity and Equality Laws in the UK Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage. Influential person case study: Emmeline Pankhurst Rule of Law Democracy Mutual respect and tolerance Picture News	Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Democracy Rule of law Individual Liberty Picture News		