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**Wibsey Primary School**

**Wibsey Skills for Life Cumulative Curriculum**

This is pupils’ curriculum entitlement in WSFL:

**By the end of Year 6, our pupils will:**

* How to consistently manage their physical and mental health through positive health choices.
* Different ways to be assertive within and maintain positive healthy relationships.
* How their own actions/informed choices affect themselves and others.
* How to be a responsible British citizen and a global citizen (through the web).
* That resources can be allocated in different ways and how these economic choices have an effect.
* How the Equality Act 2010 protects rights and characteristics in different countries.

**Pupils at Wibsey will be taught:**

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| **Taught Explicitly through WSFL** | | | | | | | |
| **Strand: Developing a healthy lifestyle** | | | | | | | |
| **Developing a healthy lifestyle** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**   * How to recognise what keeps them healthy.   **Pupils in Reception will be taught:**   * How to make independent choices surrounding being healthy. | **Pupils in Year 1 will be taught:**  \* The different things that are important to keeping ups physically and mentally healthy. | **Pupils in Year 2 will be taught:**   * The things I need to do regularly to keep physically and mentally healthy. | **Pupils in Year 3 will be taught:**   * The benefits of taking ownership of their own physical and mental health. | **Pupils in Year 4 will be taught:**   * The benefits of looking after their physical and mental health both now and in the future. | **Pupils in Year 5 will be taught:**   * Why people sometimes find it hard to take ownership of their physical and mental health and the ways to overcome this. | **Pupils in Year 6 will be taught:**   * How to consistently manage their physical and mental health through positive health choices. |
| **Skills** | **Pupils in Nursery will be taught:**   * To tell an adult when they are hungry, tired, when they want a rest or play * Recognise foods that are healthy including fruit and vegetables. * How to manage washing and drying their hands. * To use the toilet when they need it and attend the toileting needs most of the time. * Be confident when asking adults for help. (Self-confidence and self-aware). * The effects of activity on their bodies.   Pupils in Reception will be taught:   * Good practices with regard to exercise, eating, sleeping and hygiene and how they can contribute to good health. * To identify foods that are healthy and to eat a healthy range of food. * To know the importance for good health of physical exercise, and a healthy diet. (Early Learning Goal) * To stay dry and clean during the day. * To confidently ask adults for help. (Self-confidence and self-aware). * Recognise and name some parts of their body. | **Pupils in Year 1 will be taught:**   * That healthy lifestyle includes physical activity, rest, healthy eating and dental health. * To identify things that make them feel happy/ raises self-esteem and things that make them feel unhappy and lower it. They will begin to explore about why these things make them feel that way. Identify how to seek help * How some diseases are spread and can be controlled. * To develop simple skills (routines and checks) to help prevent diseases spreading * To name the main parts of the body including external genitalia – Penis and Vagina. * To demonstrate understanding of the bodily similarities and differences between boys and girls. | **Pupils in Year 2 will be taught:**  As well as the coverage from Y1 -   * The importance of personal hygiene * To demonstrate understanding in which they are all unique and appreciate that there has never been another ‘them’. * Identify household products, including medicines and understand they can be harmful if not used properly. | **Pupils in Year 3 will be taught:**   * What makes a person emotionally healthy: good relationships, sleep, doing things they enjoy, exercise, time for reflection and feeling good about themselves * That bacteria and viruses can affect health and how to use simple routines to reduce their spread.  Focus on Oral hygiene. * That medicines are drugs and to identify the times that they can be helpful or harmful. * That nicotine and alcohol are drugs and the ways in which they can be harmful to the body * How to take care of the body’s muscles and skeleton * To identify the names for the main parts of the body including external genitalia. | **Pupils in Year 4 will be taught:**   * To evaluate the personal choices, they make in terms of what positively and negatively affects their physical and emotional health. * To recognise opportunities and to make their own choices about food (for example, looking at food labels, making their own food, portion size). * That good emotional health helps support good mental health. * The importance of immunisations and how these keep them and others safe from illness. * Name the people responsible for helping them stay healthy and safe. (Emergency services, Teachers and their family) and recognise their responsibly to these people (Police –prevent; Emergency services – proper use; Family – telling the truth). * That medicines are drugs and explain safety uses for medicine use. * Some of the key risks and effects of smoking and drinking alcohol * That an increasing number of young people are choosing not to smoke or drink alcohol. * How to take care of the body’s digestive systems and teeth (science) | **Pupils in Year 5 will be taught:**   * How positive and negative physical health can affect mental and emotional health (e.g. lack of sleep, too much screen time, sugar). * What might influence their choices about food (including advertising and packaging) * That poor mental health is an illness and how to seek help. * The importance of sufficient good quality sleep for good mental health and that lack of sleep can affect mood, weight and the ability to learn. * To identify the people responsible for helping them stay healthy and safe and their responsibly to these people (Police –prevent; Emergence services – proper use; Family – telling the truth). * How they can become health and safety role models to younger children. * To identify the   actual norms around smoking and the reasons for common misperceptions of these.   * To recognise some of the complexities of categorising drugs and state two harmful effects each of smoking (including vaping)/ drinking alcohol. * That all medicines are drugs but that not all drugs are medicines and the ways in which medicine can be helpful or harmful and used safely or unsafely. * To recognise how their body will, and their emotions may, change as they approach and move through puberty. * To describe the life processes of reproduction in some plants and animals, including human reproduction (Science). * How they should take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact (including sexting & nudes) | **Pupils in Year 6 will be taught:**   * How to manage their mental and emotional health through positive health choices (diet and communication). * The benefits of eating a balanced diet (physical and emotional) and the impact of isolating or increasing certain food groups (E.g. vegan diets, high protein diets). * To  recognise how good mental health can be vulnerable in times of stress and anxiety (E.g. SATS, moving schools, unexpected change) and how to deal with this and seek help. * To identify the early signs of physical illness such as weight loss or unexplained body changes * To recognise people who are responsible for helping them stay healthy and safe and how they can help these people to keep them healthy and safe. * To plan for potential health and safety risks that could happen as they grow older (E.g. transitioning to high school, wellbeing during SATs and peer pressure). * To identify risk factors in a given situation (involving alcohol) with consideration of the outcomes of risk taking in this situation, including emotional risks * The law in relation to legal and illegal drugs including vaping. * The ways in which medicine can be helpful or harmful, used safely or unsafely and to know that all medicines are drugs but not all drugs are medicines. * How to manage how their body will, and their emotions may, change as they approach and move through puberty. * To understand human reproduction and recognise offspring vary and are not identical to their parents (Science). * How they should take care of their body, recognising that they have the right to protect their body from inappropriate and unwanted contact **(including sexting & nudes)** * The skills and strategies required to get support if they have fears for themselves or their peers. |
| **End Points** | **At the end of EYFS pupils will be able to:**  **Keep themselves healthy and begin to make their own independent choices.** | **At the end of Year 1 pupils will be able to:**  **Identify what keeps them healthy and understand how different bodies need different things to be healthy.** | **At the end of Year 2 pupils will be able to:**  **Understand the importance of personal hygiene and how to keep themselves safe from harmful household items.** | **At the end of Year 3 pupils will be able to:**  **Identify what makes a person emotionally and physically healthy as well as things they should protect their body and minds from and how to do this.** | **At the end of Year 4 pupils will be able to:**  **Understand that they’re not the only people responsible for their own health and that there are other people who can help them stay healthy and are responsible for keeping them safe.** | **At the end of Year 5 pupils will be able to:**  **Understand the barriers to keeping yourself physically and mentally healthy as well as ways to overcome these barriers.** | **At the end of Year 6 pupils will be able to:**  **Understand that there are ways in which they can get support for their physical and mental health.** |
| **Vocabulary** | *Nursery*  *Fruit, vegetables, hungry, tired, play, rest, body*  *Reception*  *Fruit, vegetables, health, exercise, hygiene, body* | *Healthy lifestyle*  *medicines*  *External genitalia – penis and vagina* | *Personal hygiene, emotional health, unique*  *penis and vagina* | *Physical emotional,*  *health relationships,*  *bacteria, virus*  *oral hygiene medicines drugs nicotine, alcohol muscles, skeleton penis, vagina* | *Personal mental emotional health hygiene*  *risk*  *smoking*  *digest*  *system*  *teeth*  *penis vagina* | *Physical health, mental health, emotional health, choices, mood, prevent, complexities, medicines,*  *puberty, reproduction.* | *Emotions, mental health,*  *diet,*  *communication, positive,*  *physical health, choices,*  *emotional health, balanced diet,*  *drugs,*  *stress, anxiety, puberty, strategies, bacteria, viruses, hygiene,*  *medicine, harm, vulnerable, safety, risk,*  *peer pressure, responsible,*  *legal, illegal, law, human reproduction, offspring,*  *female genital mutilation, fear* |
| **Curricular links** | Science | Science | Science  DT – Cooking and Nutrition | Science  DT – Cooking and Nutrition | Science  DT – Cooking and Nutrition | Science  DT – Cooking and Nutrition | Science  DT – Cooking and Nutrition |
| **Strand: Managing Relationships** | | | | | | | |
| **Managing Relationships** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  To identify and talk about their family.  **Pupils in Reception will be taught:**  To show sensitivity to other peoples feelings. | **Pupils in Year 1 will be taught:**  People who are special to me and what makes them special. | **Pupils in Year 2 will be taught:**  People who are special to me and how to take care of them. | **Pupils in Year 3 will be taught:**  What makes a positive healthy relationship | **Pupils in Year 4 will be taught:**  Different ways to communicate within and maintain positive healthy relationships. | **Pupils in Year 5 will be taught:**  Different ways to compromise within and maintain positive healthy relationships. | **Pupils in Year 6 will be taught:**  Different ways to be assertive within and maintain positive healthy relationships. |
| **Skills** | **Pupils in** Nursery **will be taught:**  Identify and talk about their family.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers  and familiar adults.  Knows how to keep play going by responding to what other are saying and doing.  Recognises and initiates play, offering cues to peers to join them.  Is more outgoing towards unfamiliar people and more confident in new social situations.  **Pupils in Reception will be taught:**  Demonstrates friendly behaviour and are confident to speaks to others about own needs, wants, interest and opinions.  Knows how to play co-operatively taking turns with others. (Early Learning Goal)  Recognises and take account of one another’s ideas about how to organise their activity. (Early Learning Goal)  Demonstrates and shows sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. (Early Learning Goal). | **Pupils in Year 1 will be taught:**  To identify their special people (family, friends, carers) and what makes them special  To demonstrate an understanding that they belong to different groups and communities such as family and school.  To identify peers they would like to be friends with and makes positive steps to initiate those friendships (compliments, sharing and learning together).    To recognise ‘Kind relationships’ and when people are being unkind either to them or others, how to respond, who to tell and what to say | **Pupils in Year 2 will be taught:**  As well as what is covered in Y1 –  To demonstrate an understanding of characteristics of healthy family life like spending time together, protections, care and commitment.  To demonstrate an understanding the ways that they can help the people who look after them to protect them.  The importance of telling the truth, following rules and listening to advice. | **Pupils in Year 3 will be taught:**  To recognise what constitutes a positive, healthy relationship and develop the listening skills (looking and responding appropriately) to form and maintain these  To identify ways in which people communicate in healthy and unhealthy relationships (physical and verbal).  To name different types of caring relationships (friendships, family, partnerships, marriage) and what they have in common (including LGBT).  To explain the difference between a positive friendship and a negative friendship and how to positively end negative friendships through kind and clear communication.    To name different types of relationships that are in their life, begin to sort these into categories (e.g. family & friends) and compare the similarities/differences.  To recognise that marriage is a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together (including LGBT community).    To identify anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities (through personal experience and story) and how to get help. | **Pupils in Year 4 will be taught:**  To recognise what constitutes a positive, healthy relationship and develop the mindfulness skills to form and maintain these.  To identify ways in which people communicate in healthy and unhealthy relationships (physical and verbal, aggressive and defensive) and explain how to communicate without causing conflict by applying assertiveness skills (calmly state position - repeat if necessary - offer alternatives - walk away if needed).  To name people to talk to if they need support.  To identify different types of caring relationships (including LGBT) that are personal to them (friendships, family, partnerships, marriages) and what they have in common.  To explain the difference between a positive friendship and a negative friendship and apply assertiveness skills to show how to positively end negative friendships in a range of dilemmas  To categorise different types of relationships (friends, teacher, family) that are in their life and discuss the compromises in these relationships.  Demonstrate an understanding that civil partnerships and marriage are both examples of a public demonstration of love and the legal age to make that commitment together (including LGBT community). | **Pupils in Year 5 will be taught:**  To recognise what constitutes a positive, healthy relationship and develops the mutual respect skills (valuing others input and ideas and vice versa) to form and maintain these.  To recognise ways in which people communicate in healthy and unhealthy relationships (passive, passive-aggressive, aggressive and assertive) and identify appropriate responses to different communication styles including who to talk to if they need support.  To explore the commitment and loyalty between two people who love and care for one another (difference between friendship and romantic relationships including LGBT).  To identify the role of digital technology in making and ending friendships/ relationships. Debate what is acceptable and unacceptable behaviour in a relationship. Starting friendships online/ ending friendship by text, ‘Ghosting’.    To recognise an acquaintance (teachers, professionals, neighbours) and how this relationship differs from friends, relatives and families.  To recognise that civil partnerships and marriage are both examples of a public demonstration of love (including LGBT community) and that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.  To identify the reasons for anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities (through personal experience, historical and current events) and explain how to get help. | **Pupils in Year 6 will be taught:**  To explain how other families sometimes look different from their family, but they should respect those differences with recognition that other children’s families are also characterised by love and that all caring, stable relationships provide security which are at the heart of a family.  To explain what constitutes a positive, healthy relationship and demonstrate the trust skills (being honest, open and responsibly relying on others) to form and maintain these.  To recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (including LGBT community).  To debate the authenticity of online friendships. What positive and negative qualities do these have; how do you create a positive online friendship through boundaries (time investment, appropriate sharing and transparency with parents/carers).    To discuss the different types of relationships they may face in the future. For example, Professional relationships – mentors, colleagues, managers  To recognise that forcing anyone to marry is a crime.  To identify the support that is available to protect and prevent people from being forced into marriage and how to get support for them self or others.  To evaluate the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities through personal experience, historical and current events. Develop strategies for getting support for themselves or for others at risk. |
| **End Points** | **To form positive relationships and friendships whilst demonstrating friendly behaviour.** | **To know that they belong to different communities/groups and how to recognise kind relationships in these communities/groups.** | **To know ways in which they can help the people who help then.** | **To understand not all relationships are positive and how to identify harmful behaviours within these.** | **To understand what positive and kind relationships have in common and be able to categorise different relationships.** | **To understand how to form and maintain positive relationships understanding reasons for certain behaviours such as harmful ones.** | **To understand how to develop strategies for getting support for themselves or others at risk.** |
| **Vocabulary** | Nursery  family, friendly, play  Reception  friendly behaviour, feelings, | belong, friendships, compliments, sharing, kind relationships | protect, positive friendships, negative friendships, consent, consenting relationships | communication, listening, physical, verbal, marriage, commitment, love, anti-social, bullying, discrimination, communities | aggressive, defensive, assertive, LGBT, dilemmas, compromise, civil partnership, marriage, legal, age, commitment | mutual respect, loyalty, romantic, acquaintance, communities | healthy relationship, trust, honesty, responsible, communicate, physical, security, boundaries, mentor, support, colleague, manager, race, consequence |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Effective Decision Making** | | | | | | | |
| **Effective Decision Making** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  To identify what they think is good or bad.  **Pupils in Reception will be taught:**  Give reasons for why something is good or bad. | **Pupils in Year 1 will be taught:**  Why some things seem unfair even if they are not. | **Pupils in Year 2 will be taught:**  What is fair/unfair, kind/unkind, right/wrong and begin to ask if they ae unsure. | **Pupils in Year 3 will be taught:**  That their choices have positive, neutral and negative consequences. | **Pupils in Year 4 will be taught:**  How to use evaluation skills to make their own informed choices. | **Pupils in Year 5 will be taught:**  How to recognise and predict risks in different situations and make informed choices to manage these responsibly. | **Pupils in Year 6 will be taught:**  How their own actions/informed choices affect themselves and others. |
| **Skills** | **Pupils in** Nursery **will be taught:**  Recognise their own feelings and that their behaviour can affect other people.  Identify and talks about significant events in their own experiences.  Demonstrate an understanding that equipment and tools have to be used safely.  Identify what they think is good or bad.  **Pupils in Reception will be taught:**  Understands that own actions affect other people, for example, becomes upset or tries to comfort another children when they realise they have upset them.  Identify and talks about significant events in their own experiences and begins to form an opinion (like/dislike) about these.  Identify what they think is good or bad and give a reason for this. | **Pupils in Year 1 will be taught:**  To recognise that their behaviour can affect other people.  To identify what they like and dislike.  To recognise that they share a responsibility for keeping themselves safe  To identify when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.  To recognise what is fair and unfair, kind and unkind, what is right and wrong. | **Pupils in Year 2 will be taught:**  All of the skills from Year 1 and:  To recognise that they share a responsibility for keeping themselves and for the safety of others  To identify when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ and demonstrate an understanding that they do not need to keep secrets | **Pupils in Year 3 will be taught:**  Recognise that choices can have positive, neutral and negative consequences and that their actions affect themselves and others.  Identify risks in different situations and how to manage them responsibly (including sensible road use and risks in their local environment).  Demonstrate an understanding that requests for images of themselves or others from someone they don’t know is inappropriate.  Explain where and how to seek help  Recognise what ‘dares’ are and understand the difference between a ‘harmful’ or ‘harmless’ dare.  Judge what kind of physical contact is acceptable or unacceptable and how to respond | **Pupils in Year 4 will be taught:**    Applying evaluation skills: (Look/listen – compare & contrast – sort – question – conclusion) to make informed choices and to define positive, neutral and negative lifestyles  Recognise and predict risks in different situations (i.e. school kitchen – link with D.T) and decide how to manage them responsibly (including sensible road use and risks in their local environment).  Demonstrate an understanding of how to manage requests for images of themselves or others.  Discuss the difference between appropriate and inappropriate images and demonstrate an understanding that what they share will be out of their control once shared.  Identify who to talk to if they feel uncomfortable or are concerned by such a request.  Recognise what ‘dares’ are and why people use them (balance of power). Understand when to apply their assertiveness skills to refuse pressure to do ‘harmful’ dares. | **Pupils in Year 5 will be taught:**  To investigate a realistic, positive ‘balanced lifestyle’ that they could lead.  Identify the consequences for people who share inappropriate images  (e.g. police involvement – legal age to share is 18).  Name who to talk to if they feel uncomfortable or are concerned by such a request.  Explain the role of peer pressure in relation to ‘harmful’ and ‘harmless’ dares and develop strategies to manage these situations. | **Pupils in Year 6 will be taught:**  Explain how their actions affect themselves and others (linked with other themes, consequences and school behaviour policy).  Make informed choices that demonstrate an understanding of the concept of a ‘balanced lifestyle’.  Create an action plan to maintain their own positive lifestyle as they go through change and apply Evaluation Skills to assess where potential barriers may arise.  Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment). Use this as an opportunity to build resilience in terms assertiveness skills during peer pressure (pressure to trespass etc.).  Recognise that the images they share can be used as a way to judge their character in the future (Facebook employer checks etc.) and identify who to talk to if they feel uncomfortable or are concerned by such a request.  Explain the role of peer pressure in dis/encouraging ‘harmful’ and ‘harmless’ dares online (E.g. Apps – snapchat, whisper) and develop strategies to manage these situations. |
| **End Points** | **To identify what is right and wrong and give reasons for this.** | **To identify when something is right/wrong, kind/unkind and fair/unfair.** | **To start to ask when they are unsure if something is right/wrong, kind/unkind and fair/unfair.** | **To understand risks of different situations and ways to manage these risks safely.** | **To identify who they can talk to and how important it is to talk to someone if something is making them feel uncomfortable.** | **To understand and identify consequences for certain dares and requests.** | **To be able to recognise and assess risks in given situations including situations online.** |
| **Vocabulary** | Nursery  tools tbc, safe, good, bad  Reception  tools tbc, likes, dislikes, | behaviour, physical health, emotional health, secrets | adjust, deescalate, consequence, surprises, fair, unfair | choices, positive, neutral, negative, responsible, inappropriate, acceptable, unacceptable | image, sharing action, pressure, assertiveness, dares, request | peer pressure, harmful, harmless, legal, illegal, strategies | apps, resilience, assertiveness, local environment, predict, recognised, barriers, balanced lifestyle, |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Understanding rights and responsibilities** | | | | | | | |
| **Understanding rights and responsibilities** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  To follow directions.  **Pupils in Reception will be taught:**  How to come to a fair decision and explain why it is fair. | **Pupils in Year 1 will be taught:**  The rules to look after their selves and their environment. (At home and at school). | **Pupils in Year 2 will be taught:**  Their own responsibilities for looking after themselves and their environment. (At home and at school). | **Pupils in Year 3 will be taught:**  The skills they need to be responsible at home and at school and that there are laws that protect them and their rights. | **Pupils in Year 4 will be taught:**  The different responsibilities at home, school and the local community as well as how the laws that protect them and their rights are enforced. | **Pupils in Year 5 will be taught:**  The different responsibilities for home, school, the local community and the environment around them. | **Pupils in Year 6 will be taught:**  How to be a responsible British citizen and a global citizen (through the web). |
| **Skills** | **Pupils in** Nursery **will be taught:**  Help with dressing themselves. (Puts arms into open fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom.  Able to select and use activities and resources with help.  Able to follow directions (if not intently focused on own choice of activity).  Demonstrate an understanding by saying something is fair or unfair.  **Pupils in Reception will be taught:**  Demonstrate an understanding and talk about ways to keep healthy and safe. (Early Learning Goal).  Recognises and can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (Early Learning Goal)  Able to work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (Early Learning Goal).  Able to come to a fair decision (how to share) and begin to explain why this is fair. | **Pupils in Year 1 will be taught:**  Identify what improves and harms their local, natural and built environments (for example, littering and waste).  Help to construct and agrees to follow group, class and school rules and explain how these rules help them.  Demonstrates an understanding that the King is the head of state (attends ceremonies) but doesn’t create any laws unlike kings and queens of the past. | **Pupils in Year 2 will be taught:**  As well as skills covered in Year 1  Demonstrate an understanding that with growing and changing they will have new opportunities, responsibilities and become independent. | **Pupils in Year 3 will be taught:**  Recognise that they have different kinds of responsibilities, rights and duties at home and at school, and develop the skills to exercise these responsibilities.  Identify why and how rules and laws that protect them are enforced and recognise expectations in different settings such as, class charters. ground rules in ‘Life Skills’, positive conduct in the playground and rules in and out of home  Demonstrate an understanding the King is the head of state and the Prime Minster is head of the government. Understand the government helps suggest laws called ‘Bills’ but to become laws they need to be approved by both Members of Parliament in the House of Commons and peers in the House of Lords.  Name the individual liberties that are basic human rights shared by all peoples and all societies. | **Pupils in Year 4 will be taught:**  Demonstrate an understanding that they have different kinds of responsibilities, rights and duties at home, at school and in the local community (Wibsey and Bradford) and exercise these responsibilities (behaviour when playing out, wearing their uniform in public, taking pride in where they live  Explain why and how rules and laws that protect them are enforced. Linking school expectations to that of the Law (respecting the classroom environments, vandalism).  Recognise that different geographical areas have a Member of Parliament who is voted in by the people who live there. Understand who their MP is for Bradford South (currently Judith Cummins for Labour) and what their role is, including helping to pass ‘Bills’ *(Content will need updated in accordance with current political climate.)*  Recognise that the United Nations Declaration of the Rights of the Child are universal rights which are there to protect everyone and have primacy both over national law and family and community practices. | **Pupils in Year 5 will be taught:**  Explain the different kinds of responsibilities, rights and duties that they have at home, at school, in the local community (Wibsey and Bradford) and towards the environment (litter, vandalism, caring for habitats, plants and animals). Exercise these responsibilities.    Explain why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations (for younger children, older people, the sick, animals or the environment).  Recognise that different geographical areas have different MPs from different parties (like the Conservatives and Labour), that a party holds a set of beliefs/values and promise to do different things for the country and that the party with the most MPs ends up being the party that controls the government, for example Teresa May for the Conservatives. *Content will need updated in accordance with current political climate*.  Identify the role of the UN and UN Ambassadors such as Emma Watson, Nicole Kidman, David Beckham and Angelina Jolie. | **Pupils in Year 6 will be taught:**  Explain how their increasing independence brings increased responsibility to keep themselves and others safe.  Explain how they have different kinds of responsibilities, rights and duties at home, at school, in the community (Wibsey and Bradford), and towards the environment and society (as a British citizen and global citizen through the web).  Demonstrate the skills to exercise these responsibilities  Explain why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.).  Discuss issues (for example, how to end child poverty) and suggest ways in which problems could be solved by creating a ‘Bill’.  Suggest how a ‘Bill’ could become law and demonstrate an understanding that people or groups have to lobby (fight for) Bills to be passed – like Oxfam, Stonewall, their local MP. |
| **End Points** | **To understand and follow the rules.** | **To be able to construct some basic rules to follow to help them.** | **To become more independent with their responsibilities and their opportunities.** | **To understand rules and laws that protect themselves and others.** | **To understand the Rights of a Child and universal rights whilst understanding they also have a responsibility within their different environments.** | **To explain the different responsibilities, rights and duties they have in their different environments.** | **To understand what a responsible British Citizen and a global citizen is.** |
| **Vocabulary** | Nursery  zipper, fair, unfair  Reception  healthy, safe, hygiene, toilet, fair decision | independent, harms, rules, king, head of state, | opportunities, responsibilities, natural environment, built environment, prime minister | rights, responsibilities, duties, rules, laws, conduct, monarchy, government, bills, parliament, house of commons, house of lords | community, member, united nations, declaration, rights, child | environment, vandalism, enforce, MPS, UN, party, conservatives, labour | role model, personal challenge, society, citizen, punishment, issues, poverty, bill, British global, lobby |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Managing Finances** | | | | | | | |
| **Managing Finances** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  **Pupils in Reception will be taught:**  Everyday language related to money | **Pupils in Year 1 will be taught:**  The role money plays in lives and how to keep it safe. | **Pupils in Year 2 will be taught:**  The choices they have about their money. | **Pupils in Year 3 will be taught:**  To understand the concept of saving. | **Pupils in Year 4 will be taught:**  How to manage their own money and the concept of ‘debt’. | **Pupils in Year 5 will be taught:**  An initial understanding of ‘interest’ and ‘loan/credit’. | **Pupils in Year 6 will be taught:**  That resources can be allocated in different ways and how these economic choices have an effect. |
| **Skills** | **Pupils in** Nursery **will be taught:**  **Pupils in Reception will be taught:**  Beginning to use everyday language related to money. | **Pupils in Year 1 will be taught:**  Identify different sources of money.  Demonstrate an understanding of the Strand of spending  Identify the role that money plays in lives including how to keep it safe, choices about spending money. | **Pupils in Year 2 will be taught:**  Identify different sources of money and different purposes that it is used for.  Demonstrate an understanding of the Strand of spending and saving.  Identify the role that money plays in lives including how to keep it safe, choices about spending money or saving money and what influences those choices | **Pupils in Year 3 will be taught:**  Identify the role money plays in their own and others’ lives.    Develop an initial understanding of the concept of saving.  Recognise that resources (Cocoa farming) can be allocated in different ways and that these economic choices affect individuals.- Cocoa (Fair Trade Foundation)  .  Begin to develop commercial awareness skills to research a potential product/idea | **Pupils in Year 4 will be taught:**  Identify the role money plays in their own and others’ lives, including how to manage their money.    Develop an initial understanding of the concept of ‘debt’, money in vs money out.  Demonstrate an understanding that resources (water) can be allocated in different ways and that these economic choices affect individuals and communities and the sustainability of the environment across the world .– Water - Water Aid UK  Explain what is meant by enterprise and further develop commercial awareness skills to research a potential product/idea and begin to use creative and innovative thinking skills to create a prototype product or idea. | **Pupils in Year 5 will be taught:**  Understand the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer around offers in shops (visible).  Develop an initial understanding of the concepts of ‘interest’ and ‘loan/ credit’  Explain what is meant by enterprise and further develop commercial awareness skills and creative and innovative thinking skills to create a prototype product or idea.  Begin to use prioritisation and time management skills to plan a product launch. | **Pupils in Year 6 will be taught:**  Explain the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer around services.  Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT).  Demonstrate an understand that resources such as (CO2) can be allocated in different ways and evaluate how these economic choices affect individuals, communities and the sustainability of the environment across the world. – Climate Change (Climate Coalition)  Explain what is meant by enterprise and further develop commercial awareness skills, creative and innovative thinking skills and prioritisation and time management skills to create a product and launch it.  Apply enterprise skills to action plan where the product could go next/in the future (visualisation skills) |
| **End Points** | **To understand and use language relating to money.** | **To understand safe choices for money.** | **To understand safe choices for money and what influences these choices.** | **To understand how to save money.** | **To understand economic choices and the affect these have.** | **To develop commercial awareness skills.** | **To develop and apply enterprise skills.** |
| **Vocabulary** | Nursery  Reception  money | spending | influences, spending and saving | money, saving, commercial, economy | debt, innovative, Water Aid, commercial awareness, product, idea | critical consumer, interest, loan, credit, sustainable, economic, renewable, innovate, prototype, prioritisation, product launch | interest, loan, debt, tax, VAT, Climate Change, Climate Coalition, future, enterprise, economic choices |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Stand: Engaging in the Community** | | | | | | | |
| **Engaging in the Community** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  What makes them unique.  **Pupils in Reception will be taught:**  To talk about their own past and present events in their lives. | **Pupils in Year 1 will be taught:**  Ways in which we are the same and different to each other. | **Pupils in Year 2 will be taught:**  The meaning of diversity. | **Pupils in Year 3 will be taught:**  To appreciate the range of national, regional, religious and ethnic identities in school. | **Pupils in Year 4 will be taught:**  That people’s differences arise through ‘characteristics’ that are protected by the Equality Act 2010. | **Pupils in Year 5 will be taught:**  Why the Equality Act 2010 is needed. | **Pupils in Year 6 will be taught:**  How the Equality Act 2010 protects rights and characteristics in different countries. |
| **Skills** | **Pupils in** Nursery **will be taught:**  Identifies some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Demonstrate an understanding of the lives of people who are familiar to them.  Identifies different occupations and ways of life.  Contributes to the life of the classroom (talking to other children when playing) and school.  Questions why things happen and gives explanations. (Asks e.g. who, what, when, how).  **Pupils in Reception will be taught:**  Identifies and uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Identifies and talks about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know similarities and differences between themselves and other, and among families, communities and traditions. (Early Learning Goal)  Contributes to the life of the classroom (talking to other children when playing) and school.  Able to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (Early Learning Goal) | **Pupils in Year 1 will be taught:**  Identifies ways in which we are the same as all other people.  Demonstrate an understanding that bullying is an unkind act that happens more than once.  Explain how and when to get help.  Contributes to the life of the classroom and school.    Identify and demonstrate respect towards the differences and similarities between people. | **Pupils in Year 2 will be taught:**  Identifies ways in which we are the same as all other people and begin to explain what we have in common.  Demonstrate an understanding what the difference between falling out and bullying.    Explain how and when to get help.    Identify that they belong to different groups and communities such as family and school.  Demonstrate an understanding that they are part of Great Britain.    Contributes to the life of the classroom and school.  Identify and demonstrate respect towards the differences and similarities between people and understand ‘diversity’ means respecting difference. | **Pupils in Year 3 will be taught:**  Recognise that differences and similarities between people arise from a number of factors. (Begin to identify some of the ‘protected characteristics’ in the Equality Act 2010).  Explain the difference between bullying and falling out and identify the role of the perpetrator, victim and bystander. Develop strategies for seeking help.  Demonstrate an understanding what being part of a community means (our friends, family and neighbours who are there for us when we need love, support and encouragement) and identify different communities they belong to.  Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.  Appreciate the range of national, regional, religious and ethnic identities at Wibsey Primary school. | **Pupils in Year 4 will be taught:**  Demonstrate an understanding that similarities and difference between people arise through ‘characteristics’ protected by law (Equality Act 2010) and that anyone everyone should be treated equally regardless of their family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation (who you love), and disability.  Explain the roles of the perpetrator, victim and bystander.  Recognise the reason for bullying is to create an imbalance of power and explain strategies for seeking help.  Identify how the varied institutions like the University of Bradford, Bradford City council, mosques, temples, churches, Scouts and youth groups support communities locally  Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing – Barnardo’s Children’s Charity (since 1866 founded in London).  Appreciate the range of national, regional, religious and ethnic identities in Bradford.  Recognise when a view is extreme. | **Pupils in Year 5 will be taught:**  Recognise that in Britain we have the Equality Act 2010 that defends our ‘protected characteristics’ and why this law is needed (to embrace diversity and protect against discrimination).  Explain the roles of the perpetrator, victim and bystander when it happens online and how an imbalance of power is created through cyberbullying (trolling, harassment, outing and exclusion).  Explain how the varied institutions like NHS, Police (prevent strategy) and Stonewall support communities nationally.  Explain the role of voluntary, community and pressure groups, especially in relation to health and wellbeing - Stonewall since 1989 (founded in the UK).    Appreciate the range of national, regional, religious and ethnic identities in Yorkshire  Demonstrate an understanding that racism, homophobia, Xenophobic and terrorism are all extreme views. | **Pupils in Year 6 will be taught:**  Recognise that in Britain we have the Equality Act 2010 that defends our ‘protected characteristics’/ human rights and investigate how these characteristics/ rights are protected in different countries.  Explain the roles of the perpetrator, victim and bystander when it happens online and demonstrate an understanding of the difference between ‘comments’ (on social media/ blogs) that create an imbalance of power (to make someone feel purposely weak) or that convey a difference in opinion/view point.  Explain being part of a community means, and about the varied institutions that support communities globally like the United Nations and NGOs like Amnesty International.  Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing – Amnesty International (since 1961 founded in London).  Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  Recognise that terrorists are victims of Radicalisation (the action or process of causing someone to adopt extreme views about something) and identify where to seek help – Prevent  (S) Recognise that there are some cultural practices which are against British law and universal human rights, such as arranged marriage. |
| **End Points** | **To talk about themselves and listen attentively to others.** | **To develop an understanding of why people are different.** | **To understand the different groups they belong to.** | **To recognise that differences and similarities arise from different factors.** | **To recognise that everyone should be treated equally regardless of their differences.** | **To understand the phrase embrace diversity and protect against discrimination.** | **To begin to understand universal human rights.** |
| **Vocabulary** | Nursery  Similarities  differences  occupations  Reception  unique  past  present | same, bullying, community, differences, similarities | diversity, Great Britain, common, falling out, contribute | bully, perpetrator, victim, bystander, voluntary, pressure groups, national, regional, religious, ethnic, identity | characteristic, cultural, ethnic, racial, gender sexual orientation, disability, imbalance, institution, view, extreme | Equality Act, protected characteristic, diversity, exclusion. NHS, stonewall, racism, homophobia, xenophobia, terrorism | defend, protected characteristics, human rights, investigate, role, social media, power, weakness, POV, global, UN, NGO’s, voluntary, radicalisation, terrorist, action, adapt, prevent, cultural practises, universal, amnesty international, arranged marriage |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Taught discretely through other subjects** | | | | | | | |
| **Strand: Communicating Clearly** | | | | | | | |
| **Communicating Clearly** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  How to listen and shift their own attention to focus heir attention.  **Pupils in Reception will be taught:**  To maintain attention, concentrate and sit quietly during appropriate activity. | **Pupils in Year 1 will be taught:**  To recognise how others show feelings. | **Pupils in Year 2 will be taught:**  To communicate their feelings to others. | **Pupils in Year 3 will be taught:**  To recognise emotions such as: [anger](https://en.wikipedia.org/wiki/Anger), [fear](https://en.wikipedia.org/wiki/Fear), [sadness](https://en.wikipedia.org/wiki/Sadness), [disgust](https://en.wikipedia.org/wiki/Disgust), [surprise](https://en.wikipedia.org/wiki/Surprise_(emotion)), [anticipation](https://en.wikipedia.org/wiki/Anticipation_(emotion)), [trust](https://en.wikipedia.org/wiki/Trust_(social_sciences)), and [joy](https://en.wikipedia.org/wiki/Joy) in others | **Pupils in Year 4 will be taught:**  To recognise when they experience conflicting emotions and understand this is a ‘dilemma’ | **Pupils in Year 5 will be taught:**  To identify ‘dilemmas’ (personal or fictional) that may cause conflicting emotions and suggest how they would manage their inner voice | **Pupils in Year 6 will be taught:**  How to implement conflict resolution strategies to resolve disputes and conflict through negotiation skills, appropriate compromise, rich and constructive feedback, and providing support to benefit others as well as themselves |
| **Skills** | **Pupils in** Nursery **will be taught:**  To understand that they can still listen or, but can shift own attention (focusing attention).  To tolerate delay when needs are not immediately met, and understand wishes may not always be met.  To play in a group, extending and elaborating play ideas. (Building up a role-play activity with other children).    To listen to other people, play and work cooperatively in small groups and one to one.  **Pupils in Reception will be taught:**  That they can still listen and do for a short span.  To maintain attention, concentrate and sit quietly during appropriate activity.  To begin to negotiate and solve problems without aggression eg when someone has taken their toy  Take steps to resolve conflicts with other children e.g. finding a compromise  Explain about how they, and others, show feelings, talk about their own and others’ behaviour, and its consequences and know that some behaviour is unacceptable (ELG)  Explain their own knowledge and understanding, and ask appropriate questions of others.  To demonstrate an understanding of statements and sticks to a main theme or intention. | **Pupils in Year 1 will be taught:**  To understand that ‘consent’ means they feel happy to give permission.  To recognise situations when they should or shouldn’t give consent.  To communicate their feelings to others.  To recognise how others show feelings.  To listen to other people and play cooperatively. | **Pupils in Year 2 will be taught:**  As well as what is taught in Year 1:  To understand and explain what consent means.  To recognise situations when they should or shouldn’t give consent and explain why they should or shouldn’t.  . | **Pupils in Year 3 will be taught:**  Re-cap the meaning of ‘consent’  To recognise that when they experience conflicting emotions, this is a ‘dilemma’ that they may need support with.  To recognise emotions such as: [anger](https://en.wikipedia.org/wiki/Anger), [fear](https://en.wikipedia.org/wiki/Fear), [sadness](https://en.wikipedia.org/wiki/Sadness), [disgust](https://en.wikipedia.org/wiki/Disgust), [surprise](https://en.wikipedia.org/wiki/Surprise_(emotion)), [anticipation](https://en.wikipedia.org/wiki/Anticipation_(emotion)), [trust](https://en.wikipedia.org/wiki/Trust_(social_sciences)), and [joy](https://en.wikipedia.org/wiki/Joy) in others through their actions and behaviours.  To identify how disputes and conflict occur and suggest ways to resolve these.  To research, discuss issues, problems and events (personal and through literature) that are of concern to them and offer their recommendations to appropriate people.  To show empathy by listening and responding respectfully to a wide range of people | **Pupils in Year 4 will be taught:**  To maintain a good understanding of consent.  To identify how to listen to their inner voice (identify positive and negative thoughts).  To recognise a range of emotions ([anger](https://en.wikipedia.org/wiki/Anger), [fear](https://en.wikipedia.org/wiki/Fear), [sadness](https://en.wikipedia.org/wiki/Sadness), [disgust](https://en.wikipedia.org/wiki/Disgust), [surprise](https://en.wikipedia.org/wiki/Surprise_(emotion)), [anticipation](https://en.wikipedia.org/wiki/Anticipation_(emotion)), [trust](https://en.wikipedia.org/wiki/Trust_(social_sciences)), and [joy](https://en.wikipedia.org/wiki/Joy)) in others (actions and behaviours) and identify how they should react to someone displaying these emotions.  To develop strategies to resolve disputes and conflict through negotiation skills (Listen- suggest a win-win outcome – acknowledge objections – suggest an alternative win – win outcome).  To research, discuss topical issues, problems and events that are of concern to them (personal, through literature and the news).  Empathy skills: Listen and respond respectfully to a wide range of people and feel confident to politely raise their own concerns/ opinions. | **Pupils in Year 5 will be taught:**  To identify ‘dilemmas’ (personal or fictional) that may cause conflicting emotions and suggest how they would manage their inner voice to create a plan of action.  To discuss their experiences in terms of the range of emotions they have encountered and identify how they and others should react if someone displaying these emotions.  Strategies to resolve disputes and conflict through negotiation skills and appropriate compromise skills (create a realistic plan - review with a trusted person – negotiate -  be willing to change first)  To discuss and debate topical issues, problems and events that are of concern to them (personal, though literature and news) and offer their recommendations to appropriate people.  To recognise and show they care about other people's feelings through their actions and seeing situations from another POV (point of view). | **Pupils in Year 6 will be taught:**  To explain consent and identify ‘dilemmas’ (personal, in the media or fictional) that may cause conflicting emotions and to suggest how they would manage their inner voice to create a plan of action.  Recognise the barriers they may face when doing this.  To discuss their experiences in terms of the range of emotions they have encountered and identify how they and others should react if someone displaying these emotions in different scenarios.  How to implement conflict resolution strategies to resolve disputes and conflict through negotiation skills, appropriate compromise, rich and constructive feedback, and providing support to benefit others as well as themselves  To demonstrate empathy skills:  Listen and respond respectfully to a wide range of people and feel confident to politely raise their own concerns.  To explain and show they care about other people's feelings through their actions and seeing situations from another POV If necessary constructively challenge others’ points of view. |
| **End Points** | **To be able to begin to resolve conflict with other children.** | **To be understanding of the feelings of others.** | **To begin to communicate their own feelings to others.** | **To recognise emotions in others and begin to be able to show empathy.** | **To identify how they should react when someone is showing different emotions.** | **To be able to understand and see a situation from someone else’s point of view.** | **To be able to constructively challenge others’ points of view.** |
| **Vocabulary** | Nursery  Listen,  play,  take turns,  sharing  Reception  Listen, concentrates, quietly, take turns, sharing, feelings, problem solving, compromise, behaviour, questions | Consent  Cooperatively | Consent, negotiation, respectful,  manner. | Consent  conflict  emotions  dilemma  support  actions  behaviour  empathy  disputes  conflict  resolutions | dilemma  inner voice negotiation  issue  empathy  concern opinion | Dilemma, disputes, conflicts, negotiation, compromise, debate, topical, concern, empathy, point of view. | consent, identity, dilemma, media, conflict, emotions, actions, barriers, inner voice, experiences, scenarios, conflict resolutions, strategies, perspective, compromise, constructive feedback, debate, negotiation, empathy, recommendations, listening, respect, feelings, point of view, actions |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Coping with Life** | | | | | | | |
| **Coping with Life** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  **To name the special people who work in their community.**  **Pupils in Reception will be taught:**  **To recognise safe people in their community and show an understanding of the need for safety.** | **Pupils in Year 1 will be taught:**  **To recognise change, loss and the associated feelings.** | **Pupils in Year 2 will be taught:**  **To explain where to get help when dealing with the associated feelings of change and loss.** | **Pupils in Year 3 will be taught:**  **To understand that change, loss, divorce and bereavement can lead to intense sadness called grief.** | **Pupils in Year 4 will be taught:**  **How to explain how change, loss, divorce and bereavement can cause ‘grief’ and be able to offer support to each other.** | **Pupils in Year 5 will be taught:**  **To identify key characteristics in the stages of grief in a personal or fictional context.** | **Pupils in Year 6 will be taught:**  **Explain when they need help and demonstrate the skills to ask for help when dealing with grief.** |
| **Skills** | **Pupils in** Nursery **will be taught:**  Name the ‘special people’ who work in their community. (Parents, carers, police, doctors, nurses, firemen etc).  Recognise some appropriate safety measures with and without direct supervision.  Recognises the need for safety when tackling new challenges, and considers and manages some risks.  Recognises safe search engines, homepages and sites chosen by a trusted adult and identifies when something is unusual.  Demonstrates an understanding of right and wrong actions.  **Pupils in Reception will be taught:**  Recognise safe people who work in their community. (Parents, carers, police, doctors, nurses, firemen etc). Understand who are their safe people in school – Teachers, Dinner staff    Recognises and show an understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Recognises safe search engines, homepages and sites chosen by a trusted adult and identifies when something is unusual.  Demonstrate an understanding that too much time on the computer can be unhealthy. | **Pupils in Year 1 will be taught:**  Recognise change, loss and the associated feelings (including moving home, losing toys, pets or friends). Explain where to get help.  Demonstrate an understanding that they have the right to say no if they do not agree or find something uncomfortable.  Name the ‘special people’ who work in their community and who are responsible for looking after them and protecting them (fire service, police, health workers). Explain what dialling 999 means  Identify different rules for keeping physically and emotionally safe when using roads and finding safe places to play.  Identify how to keep physically and emotionally safe online (Keep it private KIP).  Explain what to do if they feel uncomfortable with content or requests (Click and Tell).  Identify good and bad uses of technology (bullying vs games).  Name the technology they use and demonstrate an understand that using too much technology can be unhealthy (affects their sleep and fitness).  Name the different types of teasing and bullying (verbal, physical, cyber and excluding) and demonstrate an understanding that these are wrong and unacceptable.  Explain when and how to ask for help. | **Pupils in Year 2 will be taught:**  Recognise change, loss and the associated feelings (including moving home, losing toys, pets or friends). Explain where to get help.  Demonstrate an understanding that they have the right to say no if they do not agree or find something uncomfortable.  Demonstrate an understanding the role of a ‘bystander’ and develop strategies to speak up when they feel something is wrong.  Name the ‘special people’ who work in their community and who are responsible for looking after them and protecting them (fire service, police, health workers). Explain what dialling 999 means.  Explain rules for keeping physically and emotionally safe when using roads and finding safe places to play.  Identify how to keep physically and emotionally safe online (Keep it private KIP).  Explain why something is a good or bad use of technology (bullying vs games).  Demonstrate an understanding of Cyber-bullying involves purposeful unkind acts to other using technology. (Computers, phones, internet, tablets or APPs)  Name the different types of teasing and bullying (verbal, physical, cyber and excluding) and demonstrate an understanding that these are wrong and who is involved in these situations. (victim, bully and bystander).  (S) Explain when and how to ask for help. | **Pupils in Year 3 will be taught:**  Demonstrate an understand change, loss, separation, divorce and that bereavement can lead to intense sadness called ‘grief’  Recognise when they need help and to develop the skills to ask for help.  Identify when to use assertiveness skills (calmly state position -repeat if necessary - offer alternatives - walk away if needed). for resisting pressure to do something dangerous.  Explore school rules about health and safety and identify when to use Emergency Action skills - call an adult – dial 999 - keep calm. (British Red Cross/ Life Live it /Emergency Action).  Develop a strategy for keeping physically and emotionally safe including road safety in the environment (including rail, water and fire safety).  Plan safe routes to and from school in the all lights (Be bright, be seen, safe crossings).  Explain the importance of keeping safe online by using secure sites, protecting personal information, including passwords, addresses and images (SMART). Know where to go for help  Recognise what CYBER-BULLYING involves including TROLLING  Identify the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (use of passcode).  Explore the nature and consequences of discrimination, teasing, bullying and aggressive behaviours  Categorise main types of bullying – cyber, verbal, physical and excluding | **Pupils in Year 4 will be taught:**  Explain how change, loss, separation, divorce and bereavement can cause ‘grief’, offer support to each other.  Identify how to use **assertiveness skills** for resisting pressure to do something **unhealthy.**  Identify the school rules about health and safety and identify when to use Emergency Action skills.  Identify the basic emergency aid procedures for bleeding (Red cross Guidance) and strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety).  Explain the importance of keeping safe online by using secure sites, protecting personal information, including passwords, addresses and images and where to go for help.  Recognise what CYBER-BULLYING involves including Trolling and HARASSMENT – Offensive and malicious messages sent to a group or individuals repeatedly.  Demonstrate an understanding of the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)  Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. How to get help  Identify the main categories of bullying and that the consequences for discrimination, teasing, bullying and aggressive behaviours increase with age. | **Pupils in Year 5 will be taught:**  Explain that change, loss, separation, divorce and bereavement can cause ‘grief’ and identify key characteristics of these stages in a personal or fictional context.  Offers support to each other and knows how to get help.  Recognise when they need help and develop the skills to ask for help.  Explain how to use assertiveness skills for resisting pressure to do something that makes them feel uncomfortable or anxious  Explain the school rules about health and safety and identify when to use Emergency Action skill including procedures for broken bones and burns in different scenarios.  Explain strategies for keeping physically and emotionally safe including road safety (including cycling), and safety in the environment including learning basic swimming skills.  Explain the importance of keeping safe online by using secure sites, protecting personal information, including passwords, addresses and images  Recognise that CYBER-BULLYING involves including Trolling, Harassment and OUTING – when a perpetrator shares personal/ private information, pictures or videos on the internet without permission. And EXCLUSION – when a perpetrator/s deliberately leaves another out of a chat or event.  Explain the responsible use of mobile phones: safe keeping and safe user habits and Discuss the pros and cons for current popular mobile Apps. | **Pupils in Year 6 will be taught:**  Explain when they need help and demonstrate the skills to ask for help including how to use assertiveness skills for resisting pressure to do something they think/feel is wrong.  Analyse school rules about health and safety and identify when to use emergency action skills in different scenarios.  State basic emergency aid procedures for choking, breathing and asthma.  Demonstrate strategies for keeping physically and emotionally safe including road safety (including cycling), and safety in the environment and identify the consequences of using technology in unsafe environments (mobiles, headphones).  Explain the importance of keeping safe online by using secure sites, protecting personal information, including passwords, addresses and images (SMART) and where to go for help (CEOP/ CAT).  Explain what CYBER-BULLYING involves including: trolling, harassment, outing, exclusion and MASQUERADING – when perpetrator creates a fake identify (or steals your identity) to harass someone or impersonate someone (or you).  Explain the responsible use of mobile phones: safe keeping and safe user habits. Debate and develop strategies to overcome Nomophobia (extreme phobia or fear of being without a mobile phone or without a signal on one's phone).  Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and discuss their responsibility as responsible ‘British’ citizens and the impact of ASB (Anti-Social Behaviour) and Hate crimes.  Explain main categories of bullying and investigate different types of verbal bullying – Homophobic & Transphobic, Racist and Xenophobic and Disablist |
| **End Points** | **To recognise the need for safety.** | **To recognise who keeps them safe.** | **To understand the different people, they have in their lives to get help from.** | **To recognise when they need help and develop the skills to seek help.** | **To understand how to offer support each other when experiencing change, loss, divorce and separation.** | **To understand strategies for keeping physically and emotionally safe.** | **To understand the nature and consequences of certain actions.** |
| **Vocabulary** | Nursery  community  challenge  safety  right  wrong  Reception  **unhealthy**  **safe search engines**  **policemen**  **firemen** | **bullying**  **physical**  **verbal**  **cyber**  **technology**  **999**  **change**  **loss** | **As well as the vocabulary from Y1**  **apps**  **physically**  **emotionally**  **bystander** | **discrimination**  **teasing**  **environment**  **emergency**  **Red Cross**  **assertiveness**  **change**  **loss**  **separation**  **divorce**  **bereavement** | **mobile phones**  **harassment**  **trolling**  **emergency action skills**  **grief** | **swimming skills**  **assertiveness**  **outing**  **perpetrator**  **exclusion**  **transphobic**  **xenophobic**  **racist**  **disablist** | **ASB**  **anti-social behaviour**  **hate crimes**  **nomophobia**  **masquerading**  **asthma**  **choking** |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Art of Thinking** | | | | | | | |
| **Thinking** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  **To understand the needs of others with support from others.**  **Pupils in Reception will be taught:**  **To initiate conversations and understand how to consider what others say.** | **Pupils in Year 1 will be taught:**  **To identify how boys and girls are physically different.** | **Pupils in Year 2 will be taught:**  **To identify the bodily differences between boys and girls.** | **Pupils in Year 3 will be taught:**  **To identify the difference between sex and gender.** | **Pupils in Year 4 will be taught:**  **To identify the gender stereotypes girls and boys might face.** | **Pupils in Year 5 will be taught:**  **To recognise and challenge gender stereotypes that boys and girls might face whilst researching individuals who have broken these stereotypes.** | **Pupils in Year 6 will be taught:**  **To challenge gender stereotypes and understand how the media and other industries maintain these stereotypes.** |
| **Skills** | **Pupils in** Nursery **will be taught:** Identify the boundaries set, and of the behavioural expectations in the setting/s they are in.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Recognises and describes special times or events for family or friends.  Identify and use vocabulary focused on objects and people that are of particular importance to them.  Builds up vocabulary that reflects the breadth of their experiences.  **Pupils in Reception will be taught:**  Identify the boundaries set, and of the behavioural expectations in the setting/s they are in.  Able to initiates conversations, attend to and takes account of what other say.  Recognises and joins in with family customs and routines. | **Pupils in Year 1 will be taught:**  Identify how boys and girls are physically similar (both can have short/long hair, wear trousers/pink)  Identify the bodily differences between boys and girls including external genitalia – Penis and Vagina. Understands that their sex is male if they have a penis and female if they have a vagina  Identify what kind of physical contact is acceptable and unacceptable and explain how to respond (including who to tell and how to tell them).  Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. | **Pupils in Year 2 will be taught:**  As well as content covered in Y1:  Demonstrate an understanding of ‘privacy’ and the importance of respecting others’ privacy,  Identify what kind of physical contact is acceptable and unacceptable and explain how to respond (including who to tell and how to tell them).  Demonstrate an understanding that people and other living things have rights and that everyone has responsibilities to protect those rights.  Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  Identify different cultures within class and ask questions about their traditions, customs and beliefs. | **Pupils in Year 3 will be taught:**  Identify the difference between ‘risk’ (the likelihood of danger – low medium high), and danger (a warning something around them could them harm).  Recognise that a ‘habit’ is something you do a lot that you find difficult to stop. Identify positive and negative habits people can have.  Name what they could/should keep ‘private’ (personal information they don’t want others to know – including online) and what they should not keep private. Know how to seek help.  no one feels limited because of their gender.  Demonstrate an understanding of the difference between sex (if your body has female or male genitalia), gender (if you view yourself as or feel like a girl or a boy) and that transgender means when someone gender does not correspond with their birth sex  Discuss gender and sex identifies in the natural word tasking inspiration from unusual animals - Clownfish, seahorse and spotted Hyena.  Discuss their personal boundaries and recognise what is meant by the term boundary (a line that marks what they deem acceptable and unacceptable).  Demonstrate an understanding of what is meant by a ‘point of view’ (POV), that they have a POV which may be similar or different from another person and that all views should be respected.  Discuss the lives of people living in other places, and people with different values and customs  Recognise that Bradford is a multi-cultural city and identify the cultures that reside there | **Pupils in Year 4 will be taught:**  Explain the difference between ‘risk’ and ‘danger’ and demonstrate an understanding that they can manage/ control ‘risk’ but not the ‘danger’.  Define the term ‘habit’ and discuss their positive and negative habits and why they can be hard to change.  Demonstrate an understanding of ‘keeping something confidential or secret’ and identify when they should or should not agree to this.  Recognise that a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.  Identify stereotype that boys and girls face.  Explain the difference between sex and gender. Understand the impact of Transphobic bullying and it’s link to gender stereotyping.  Recognise their personal boundaries, and that boundaries can be different with different individuals.  Identify what they are willing to share with their most special people; friends; classmates and others.  Begin to resolve differences by arguing against their POV to form a more objective POV.  Explain that they live in a multi-cultural city (Bradford) and give examples of how this has influenced them. | **Pupils in Year 5 will be taught:**  Explain the difference between ‘risk’ and ‘danger’, that they can manage/ control ‘risk’ but not the ‘danger’ and recognise that a hazard is a specific danger.  Identify risks or certain hazards in dangerous situations (both personal and fictional/hypothetical).  Explain the term ‘habit’, discuss their habits and breaking bad habits.  Recognise that addiction is an extreme habit and identify possible addictions and their consequences (including drugs, sugar and technology).  Identify when it is right to ‘break a confidence’ or ‘share a secret’  Recognise and challenge stereotypes in boys and girls. Investigate people who have broken gender stereotypes. Edward Watson (ballet dancer) [Susan Wojcicki](https://twitter.com/SusanWojcicki) (The CEO of YouTube), David Bowie (musician) Shelley Kerr (football manager).  Explain the difference between sex and gender (Male, Female and Transgender).  Demonstrate an understanding that sex and gender do not determine sexual orientation (who you romantically love) and identify different relationships including heterosexual, gay and lesbian.  Recognise the right to ‘privacy’.  Identify what they hold private, how to respect the privacy of other, when we should break privacy and remain loyal.  Use objective POV to investigate arguments and decisions made by themselves and others.  Debate an idea and think about how their cultural influences have affected their point of view. | **Pupils in Year 6 will be taught:**  Explain the difference between ‘risk’ and danger and plan how they would manage risk in a range of hypothetically dangerous scenarios dealing with specific hazards.  Recognise that addiction is an extremely habit, discuss different lifestyle choices and identity habits, possible addictions and identify how bad habits can be broken with help.  Explain when it is right to ‘break a confidence’ or ‘share a secret’.  Challenge stereotypes in boys and girls and investigate how the media and other industries try to maintain stereotypes.  Explain the difference between, and the terms associated with, sex, gender identity and sexual orientation. Investigate different stereotypes associated with boys, girls and the LGBT community and how these give rise to homophobic and transphobic bullying.  Discuss the impact of Homophobic bullying.  Explain the right to ‘privacy’ which demonstrates an understanding of what they hold private and how to respect the privacy of others including when we should break privacy (agree to keep a secret) and remain loyal, including when using technology.  Use their objective POV to investigate arguments and decisions made by themselves and others. Look at alternative opinions that including seeing and respecting others’ opinions. Use this to make decisions and explain choices through Meta Learning.  Consider the lives of people living in other places, and people with different values and customs  Debate an idea and think about how their cultural influences have affected their point of view. Justify the issue from an alternative point of view. |
| **End Points** | **To understand boundaries and expectations.** | **To understand how to respond to acceptable and unacceptable physical contact.** | **To understand the importance of respecting someone’s privacy.** | **To understand what they should and what they could keep private.** | **To understand gender stereotyping.** | **To understand how a person might ‘break’ a gender stereotype.** | **To understand how to challenge gender stereotypes.** |
| **Vocabulary** | Nursery  take turns  share  family  friends  Reception  boundaries  **customs**  **routines** | **boys**  **girls**  **penis**  **vagina**  **consent** | **consent**  **privacy**  **rights**  **responsibilities**  **acceptable**  **unacceptable**  **physical touch** | **POV**  **sex**  **gender**  **boundary**  **multi-cultural**  **habit**  **customs**  **values** | **influence**  **differences**  **stereotyping**  **gender stereotyping**  **transphobic bullying**  **risk**  **danger** | **cultural influences**  **privacy**  **homophobic bullying**  **heterosexual**  **stereotypes**  **addiction**  **hypothetical**  **confidence** | **cultural influences**  **meta-learning**  **objective POV**  **LGBT**  **hypothetical**  **justify**  **alternative POV**  **protected characteristics** |
| **Curricular Links** |  |  |  |  |  |  |  |
| **Strand: Goal Setting** | | | | | | | |
| **Goal Setting** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in Nursery will be taught:**  **To identify and celebrate what they have done well.**  **Pupils in Reception will be taught:**  **To describe themselves in positive terms and talk about their abilities.** | **Pupils in Year 1 will be taught:**  **To identify and celebrate their strengths.** | **Pupils in Year 2 will be taught:**  **To set goals and learn from their experience.** | **Pupils in Year 3 will be taught:**  **To reflect and celebrate their achievements in order to re-set simple but challenging goals.** | **Pupils in Year 4 will be taught:**  **To identify their areas of strengths and their area improvements and be able to use this to set challenging goals.** | **Pupils in Year 5 will be taught:**  **To set high aspirations and increasingly challenging goals.** | **Pupils in Year 6 will be taught:**  **To create an action plan of aspirational goals for their future.** |
| **Skills** | **Pupils in** Nursery **will be taught:**  Identify and celebrates what they have done well.  Able to carry out small tasks.  **Pupils in Reception will be taught:**  Able to describe self in positive terms and talk about abilities.  Able to try new activities confidently and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they may need for their chosen activities. They say when they do or don’t need help. (Early Learning Goal) | **Pupils in Year 1 will be taught:**  Identify and celebrate their strengths  Set simple goals.  Demonstrate the ability to learn from experience. | **Pupils in Year 2 will be taught:**  Set simple but challenging goals.    Demonstrate an understanding the power of ‘yet’ and develop perseverance skills to resist giving up.  Set value related goals. | **Pupils in Year 3 will be taught:**  Set simple but challenging goals by reflecting on, and celebrating, their achievements  Apply collaboration skills such as taking turns and listening actively to work towards shared goals and reflect on their role/responsibilities  See ‘failure’ as positive learning opportunity.  Set ‘personal’ value based goals relating to the following values: honesty; kindness; forgiveness; courage; self-control; integrity; humility; generosity; sense of justice). | **Pupils in Year 4 will be taught:**  Set simple but challenging goals by identifying their strengths and areas for improvement.  Work collaboratively towards shared goals by increasingly applying.  Apply positive mental attitude (PMA) skills to a problem (I can’t vs I can).  Demonstrate an understanding of the importance of having good values and can set ‘personal’ value based goals relating to the following values: Honesty; kindness; forgiveness; courage; self-control; integrity; generosity; sense of justice. | **Pupils in Year 5 will be taught:**  Set high aspirations and increasingly challenging targets based on their strengths and areas for improvement  Apply Positive Mental Attitude skills to an increasing range of problems and dilemmas.  Set ‘personal’ value based goals relating to the following values: Honesty; kindness; forgiveness; courage; self-control; integrity; humility; generosity; sense of justice and seek out role models who show these characteristics. | **Pupils in Year 6 will be taught:**  Reflect on and celebrate their achievements.  Create an action plan off aspirational goals for the future.  Demonstrate an understanding of the concept of ‘self- deprecation’ and identify when this helps them deal with failure (laughing about themselves) and when this holds them back (affects their self-esteem). |
| **End Points** | **To be able to describe themselves in positive terms.** | **To be able to learn from their experiences.** | **To develop perseverance skills to rest the urge to give up.** | **To see failure as a positive learning opportunity.** | **To apply a positive mental attitude to a problem.** | **To have a positive mental attitude towards problems and dilemmas,** | **To understand self-deprecation and identify how this helps them.** |
| **Vocabulary** | Nursery  celebrate  Reception  positive  myself | **strengths**  **goals** | **challenging**  **yet**  **perseverance** | **achievements**  **collaboration**  **responsibilities**  **failure**  **opportunity**  **personal**  **kindness**  **forgiveness**  **courage**  **integrity**  **generosity** | **improvement**  **positive mental attitude**  **good values** | **characteristics**  **dilemmas**  **role models**  **sense of justice** | **reflect**  **action plan**  **self-deprecation**  **self-esteem** |
| **Curricular Links** | **BLP** | **BLP** | **BLP** | **BLP** | **BLP** | **BLP** | **BLP** |
| **Strand: Managing Media** | | | | | | | |
| **Managing Media** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) |  | **Pupils in Year 1 will be taught:**  **To recognise the importance of asking an adults permission before using online media.** | **Pupils in Year 2 will be taught:**  **To identify images that interest them in the media and discuss how they make them feel.** | **Pupils in Year 3 will be taught:**  **To be able to discuss their opinions and listen to differing viewpoints about images they see in the media and ask questions regarding this.** | **Pupils in Year 4 will be taught:**  **What media pressure is and recognise how images in the media do not always reflect reality.** | **Pupils in Year 5 will be taught:**  **Identify the role of Ofcom in checking we receive appropriate media content to the UK.** | **Pupils in Year 6 will be taught:**  **Explore how body image is portrayed in the media and become mock Ofcom inspectors for a range of media and assess how young people might use it.** |
| **Skills** |  | **Pupils in Year 1 will be taught:**  Identify images that interest them in the media, online and in literature.  Demonstrate an understanding of what negative peer pressure  (PP) is.  Recognise the importance of asking an adult permission before using online media to assess if content is appropriate or safe. CAT (click and tell). | **Pupils in Year 2 will be taught:**  Identify images that interest them in the media, online and in literature and discuss how they make them feel.  Demonstrate an understanding of what positive and negative peer pressure (PP) is, where and when it happens and how to seek help  The importance of asking an adult permission before using online media to assess if content is appropriate or safe. CAT (click and tell). | **Pupils in Year 3 will be taught:**  Ask questions about the images they see in the media (including online).  Discuss their opinions and listen to differing viewpoints  Demonstrate an understanding of what media is, identify when they encounter it and how they use it in their lives.  Begin to critique how the media presents information by understanding the difference between opinion and factual information. Should I believe everything I hear/see/read?  Discuss what social media is (websites and applications that enable users to create and share content or to participate in social networking – making friends).  Identify where and when they come into contact with social media.  Recognise that a lot of media (games and APPs) have a ‘terms and conditions’ contract and that by agreeing to the ‘terms and conditions’ they are legally agreeing to the rules set out by the owners of the media which can be enforced by law. Identify how to look for these and when to ask for help. | **Pupils in Year 4 will be taught:**  Recognise how images in the media (including online) do not always reflect reality.  Demonstrate an understand that media pressure (MP) is feeling like you need to conform to ’trends’ – use of APPs, selfies and ‘liking’ etc and identify the link between PP and media pressure (the media influencing groups of people to do things and those people in turn influence friends and others)  Explore and critique how the media presents information by investigating a rage of opinions about a topic (articles/sites with differing viewpoints).  Critically examine what is presented to them in social media and understand how information can be presented in different ways (different types of comments, emoji’s, images etc) and begin to think about why people would do this. | **Pupils in Year 5 will be taught:**  Recognise how images in the media (including online) do not always reflect reality. Identify real/fake images and discuss the consequences of misleading images.  Analyse ‘stereotypical’ images (e.g. boys playing football/ girls doing ballet) and how these images can affect how people feel about themselves and reinforce prejudice.  Identify the role of Ofcom and [British Board of Film Classification](http://www.bbfc.co.uk/what-classification/pg) in checking we received appropriate media content in the UK and start to evaluate the appropriateness of the media they consume (including video games).  Explore and critique how the media present information and how this can be hidden advertising – Vloggers and bloggers promoting products through paid recommendations and sponsorships.  Critically examine what is presented to them in social media. | **Pupils in Year 6 will be taught:**  Explore how ‘body images’ is portrayed in the media (including online) and that they do not always reflect reality and can affect how people feel about themselves.  Become mock ‘Ofcom’ inspectors for a range of media and assess how it would be used by young people.  Explore and critique how the media present information around ‘fake news’ and demonstrate an understanding of the difference between ‘fake’ news for entertainment and news they need to question the validity of – political viewpoints.  Critically examine what is presented to them in social media and why it is important to do so, demonstrate an understanding of how information contained in social media can misrepresent or mislead and recognise the importance of being careful what they forward to others and ‘like’.  Explain how a lot of media (games, social networking and APPs) have a ‘terms and conditions’ contract which allows them to use and sell information.  Recognise that free APPs can gather (track) information and sell it to companies for profit and that social networking sites (like Facebook) often own pictures and information posted on accounts. Demonstrate an understanding of how to identify this, how to protect your information and when to ask for help. |
| **End Points** |  | **To understand why an adults permission is necessary for certain things online.** | **To understand why an adult needs to check that what they are using online is safe and appropriate.** | **To understand what social media is.** | **To understand that social media does not always reflect real life.** | **To be able to examine what is put in front of them in social media.** | **To be able to examine what is put in front of them in social media and understand this can be misrepresented or misleading.** |
| **Vocabulary** |  | **media**  **peer pressure**  **permission** | **online**  **literature**  **positive**  **negative**  **appropriate** | **viewpoint**  **critique**  **opinion**  **website**  **application**  **terms and conditions**  **APPS** | **emojis**  **social media**  **media pressure**  **selfies**  **likes**  **influence** | **misrepresent**  **mislead**  **Ofcom**  **British Board of Film Classification**  **fake**  **stereotypical**  **vloggers**  **bloggers** | **profit**  **social networking sites**  **identify**  **political**  **body image** |
| **Curricular Links** |  | **Computing** | **Computing** | **Computing** | **Computing** | **Computing** | **Computing** |