




Term	Key Topics	Sub topic / Sub Questions / Knowledge	Subject Specific Vocabulary	Linked Visits in / Visits out	Assessment will be based on a formative approach of children being able to answer the key questions using the knowledge acquired over the half term through a quiz-based approach.
<p><b>Autumn Term</b></p> 	<p><b>Relationships</b></p>	<p><b>Families, Friendships and People Who Care for Me – Complicated friendships, peer groups and influence.</b></p> <p><b>When am I being influenced?</b>            What makes a friendship 'healthy'?            How can I make those around me feel included?            How can I stop people from trying to influence me?            How can friendships change over time?            Why is it good to make new friends over time?            How can I resolve arguments with my friends?            How do I know if a friendship is making me feel unsafe?            Who can help me if I am feeling unsafe in a friendship?</p> <p>Know how to stop negative influences.            Know that friendships change over time.            Know the benefits of new friendships.            Know methods for resolving arguments.            Know when I feel unsafe in a friendship.            Know where to seek help during friendship problems.</p>	<p>Healthy friendships, inclusion, influence, resolving arguments, unsafe feelings, nervousness, anxiety, uncomfortable.</p>		



		<p><b>Respectful Relationships – Responding to physical contact, boundaries and personal space.</b></p> <p><b>What is my comfort zone?</b></p> <p>When is physical touch acceptable?          When might a physical touch be wanted?          When might it be inappropriate for physical touch?          How can I ask for physical touch?          How can I ask for permission to touch someone else?          How can I say no to physical touch?          Who can I tell if I am uncomfortable with physical touch from someone else?</p> <p>Know when physical touch is acceptable.          Know when a physical touch may be positive.          Know when physical touch is classed as inappropriate.          Know an appropriate way to ask for physical.          Know how to ask permission to touch someone else.          Know how to say no to physical touch.          Know who to turn to, to report unwanted physical touch.</p>	<p>Comfort zone, inappropriate, appropriate, personal space, permission, uncomfortable, support.</p>		
		<p><b>Respecting ourselves and Those Around Us - Prejudice and discrimination. Responding respectfully towards people.</b></p> <p><b>What are the consequences of prejudice and discrimination?</b></p> <p>Why should everyone be treated equally?          Why is it important to listen to others?          Why should I listen to those who are different to me?</p>	<p>Prejudice, discrimination, equality, respect, trolling, harassment.</p>		

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		<p>How do I feel when people don't listen to me? What is discrimination? How does discrimination affect those involved? How can I challenge discrimination safely? How should I react when I see discrimination online? How does racism affect those around us? What is trolling? What is harassment?</p> <p>Know what equality is. Know why it is important to listen to others. Know that I can learn from different people. Know how it feels to not be listened to. Know what discrimination is. Understand the effects of discrimination. Know how to challenge discrimination. Know how to respond to online discrimination. Understand the effect of racism. Know what trolling and harassment are.</p>			
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<p><b>Spring Term</b></p>  	<p><b>Living in a Wider World</b></p>	<p><b>Belonging to a Community – Compassion and protecting the environment. Rule of law.</b></p> <p><b>How can we protect our environment?</b></p> <p>How are communities affected by the resources available to them?          Why should we protect our environment?          How can we protect our environment and look after our local area?          How can money be spent to improve the local area?          How are we all responsible for protecting our environment?</p> <p>Know that communities are affected by the resources available to them.          Know the benefits of protecting our environment.          Know how to protect our local area.          Understand what regeneration is.          Know our environmental responsibilities.</p>	<p>Environment, communities, resources, protect, improve.</p>		
		<p><b>Keeping Safe and Online Relationships – Responding to emergencies and keeping safe when not with an adult. First Aid (Bleeding and calling 999).</b></p> <p><b>How should I react in an emergency?</b></p> <p>What are the 3 types of media and their purposes?          When is online content factual, biased or opinion?          What does 'biased' mean?          When does the media promote stereotypes?          How do I know if online information is suspicious?          How can I tell if a situation is unsafe or risky?          When should I be responsible for my own safety?          How can I be responsible for my own safety?</p>	<p>Media, fact, bias, opinion, stereotypes, risk, safety, danger, emergency, services, bleeding, shock, fainting, vessels, pressure, emergency.</p>		

		<p>When is it good to take a risk?          When does taking a risk become dangerous?          What should I do if I am bleeding?          When should I worry about bleeding?          How should I respond in an emergency?          How can I contact the emergency services?</p> <p>Know the 3 types of media and their purpose          Know how to judge online content.          Know how the media utilises stereotypes.          Know how to assess risk and be responsible for my own safety.          Understand situations where taking risk can be positive or dangerous.          Know what to do when I am bleeding.          Know when to ask for help when I am bleeding.          Understand an appropriate response to an emergency.          Know how I contact the emergency services.</p>			
		<p><b>Money and Work – Job interests and aspirations, career choices and influences and workplace stereotypes.</b></p> <p><b>What are my long-term goals?</b>          What job would I like to do in the future?          What is ‘ambition’?          How will my ambition help me to get the career that I want?</p>	<p>Ambition, goals, career, qualities, value, stereotype, training, development, education.</p>		

		<p>What details will I consider when getting a job?          How will my personal qualities and family values influence me when getting a job?          How important is money and salary to me when getting a job?          How will my life change when I get a job?          How can I challenge stereotyping in the workplace?          How do I need to prepare for getting the job of my choice? Will I need to go to university? Do I want to do an apprenticeship?          What training will I need to get a job?</p> <p>Know the effect of ambition on my future. Know what is important when looking for a job.          Understand what qualities and traits will be valued when getting a job.          Understand my own expectations of money and salary prospects in a job.          Know how my life will be affected by getting a job.          Know appropriate methods of challenging stereotypes in the workplace.          Understand various routes in to a career.</p>			
<p>Summer Term</p>  	<p><b>Health and Wellbeing</b></p>	<p><b>Physical Health and Mental Well Being – Medicines, vaccinations, immunisations, and allergies. Bacteria and viruses. Coping with 'stress'. Isolation and solitude.</b></p> <p><b>How do medicines protect us and keep us healthy?</b>          Why is sleep important in maintaining a healthy lifestyle?          What strategies can I use to maintain a healthy sleep pattern?          How is my sleep affected by technology?          How is being in the outdoors good for my mental health?          How does exercise impact upon my mental health?</p>	<p>Sleep pattern, technology, physical health, mental health, factors (sun cream), heat stroke, allergies, medicines, viruses, bacteria, immunisation, vaccination, hygiene.</p>		

		<p>How should I keep safe in the sun? How often should sun cream be applied and reapplied? What do the different factors of sun cream mean? What is heat stroke? How can it be prevented? What should I do if I have heat stroke? What are allergies? How do medicines treat my allergies? What are vaccinations and immunisations? How can diseases be prevented by vaccinations and immunisations? How can I prevent the spread of bacteria and viruses? Why are healthy hygiene practises important? How am I responsible for keeping my environment clean?</p> <p>Know the importance of sleep to maintain a healthy lifestyle. Know some strategies that help to keep a healthy sleep pattern. Understand the detrimental effects of technology on sleep. Know the positive aspects of the outdoors on mental health. Know the positive effects of exercise on my mental health Know how to keep safe in the sun. Understand what allergies are. Know how allergies are treated. Understand what vaccinations and immunisations are and how they can prevent the spread of disease and viruses. Know the importance of hygiene and hygienic environments and my responsibilities around these.</p>			
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