



Autumn 1	Spring 1	Summer 1
<p>HWB To use ICT safely including using software features and settings. To know how information and data is shared and used online.</p> <p>HWB To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>HWB To know why social media, some computer games and online gaming, for example, are age restricted. To know where and how to report concerns and get support with issues online.</p> <p>LWW To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know and understand the terms 'discrimination' and 'stereotype'. To challenge stereotypes relating to gender and work. To show awareness of issues affecting communities.</p>	<p>HWB To know what constitutes a healthy diet (including understanding calories and other nutritional content). To know where different foods come from.</p> <p>HWB To know what constitutes a healthy diet (including understanding calories and other nutritional content). To know about and understand the function of different food groups for a balanced diet.</p> <p>HWB To know the principles of planning and preparing a range of healthy meals.</p> <p>HWB To learn to prepare and cook a variety of dishes</p>	<p>HWB To understand that everyone has different strengths and weaknesses.</p> <p>HWB To learn about the importance of self-respect and how this links to our own happiness.</p> <p>HWB To know how to set realistic targets.</p> <p>HWB To understand how to break down the steps needed to achieve a goal.</p> <p>HWB To identify and talk about my own and others' strengths and weaknesses and how to improve. To reflect on the range of skills needed in different jobs.</p>
Autumn 2	Spring 2	Summer 2
<p>R To know how to recognise the difference between isolated hostile incidents and bullying.</p> <p>R To understand what self-esteem is and why it is important. To know how to communicate our opinions in a group setting.</p> <p>R To understand the terms 'resilience' and 'persistence' and why these character traits are important.</p> <p>R To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. To know how to recognise bullying behaviour.</p> <p>HWB To know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate.</p>	<p>R To understand why it is important to listen to others.</p> <p>R To know how to communicate our opinions in a group setting. To understand why it is important to listen to others.</p> <p>HWB To know that isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult and seek support.</p> <p>HWB To know that others' families, either in school or in the wider world, sometimes look different from our family, but that we should respect those differences and know that other children's families are also characterised by love and care. To understand that family units can be different and can sometimes change.</p>	<p>R To understand how we are all connected by our similarities.</p> <p>R To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as we grow up. To know and understand how the make-up of family units can differ.</p> <p>R To understand and appreciate the range of different cultures and religions represented within school. To learn about the need for tolerance for those of different faiths and beliefs.</p> <p>R To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To understand the term 'diversity' and appreciate diversity within school. To understand the need for tolerance for those who are different from us.</p> <p>LWW To know and reflect on our own spending habits/choices. To understand why financial management and planning is important from a young age.</p> <p>LWW To know and reflect on their own spending habits/choices. To understand why financial management and planning is important from a young age.</p>



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Autumn Safe Zone	Spring Safe Zone	Summer Safe Zone
<p>To understand downtime and how we should behave during it.</p> <p>To reflect on screen time and what you access online.</p>	<p>To begin to question the validity of online sources of information.</p> <p>To review online identity.</p>	<p>To create an online portfolio while being aware of copyright and ownership.</p> <p>To begin to develop a knowledge of privacy and consent.</p>



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<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Make links, Ask questions, Talk about, Raise questions, Show, Talk to,		Find out about, Identify, Investigate, Compare and contrast, Explore, Make suggestions, Research, Consider,		Enter imaginatively, Reflect	
impact software features consequences responsible choices positive contribution local organisations	sensitivity challenges, co-operatively fairness consideration strategies managing controlling feelings	stereo-typing balance skills agreement discussions appropriate relationship discrimination safely form maintain lifestyle choices	empathise consideration views issues managing controlling feelings emotions	self-assess identify positive feelings contribute improve future actions reflect worth responsible choices	appropriate relationships recognise stereo-typing issues challenge discrimination empathise needs wants set goals prioritise manage time manage resources money
Safe Zone Vocabulary					
Describe, Strategies, Streaming, Gaming, Platform, Respectful, Online, Bullying, Reputation, Limit, Create, Content, Share, Judgement, Accurate, Impersonate, Identity, Perceive, Perception, Consent, Privacy, Private.					
I will learn...					
How to show awareness of issues affecting communities and groups. How to reflect on the impact of people's actions on others. How to recognise and respond to issues of safety relating to myself and others and how to get help. How to use ICT safely including using software features and settings. How to begin to make responsible choices and consider consequences. How to behave safely and responsibly in different situations. How to recognise the importance of local organisations in providing for the needs of the local community.	That attitude and behaviour, including bullying, may affect others. That attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. How to talk about their views on issues that affect them and their class. How to identify strategies to respond to negative behaviour constructively and ask for help. How to understand the nature and consequences of negative behaviours such as bullying, aggressiveness. How to empathise with another viewpoint.	That the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. How to begin to make informed lifestyle choices. How to work collaboratively towards common goals. How to reach agreements, make decisions and manage discussions to achieve positive results. How to recognise stereotyping and discrimination. That there are range of jobs carried out by the people they know. How to reflect on the range of skills needed in different jobs.	How to work co-operatively, showing fairness and consideration to others. How to talk about their views on issues that affect them and their class. How to empathise with another viewpoint. How to listen to and show consideration for other people's views. How to develop strategies for managing and controlling strong feelings and emotions. How to identify strategies to respond to negative behaviour constructively and ask for help. How to form and maintain appropriate relationships with a range of different people.	How to recognise their strengths and how they can contribute to different groups. How to identify and talk about their own and others' strengths and weaknesses and how to improve. How to self-assess, understanding how this will help their future actions. How to begin to reflect on their worth as an individual by identifying positive things about themselves and their achievements. How to recognise what they are good at. How to recognise, name and manage their feelings in a positive way.	How to work co-operatively, showing fairness and consideration to others. How to recognise and respect similarities and differences between people. How to empathise with another viewpoint. How to form and maintain appropriate relationships with a range of different people. How to recognise stereotyping and discrimination. How to listen to, reflect on and respect other people's views and feelings. How to challenge stereotyping and discrimination. How to talk about their views on



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<p>That people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.</p> <p>How to work independently and in groups, taking on different roles and collaborating towards common goals.</p> <p>How to recognise how new relationships may develop.</p> <p>Safe Zone – How to describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). How to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. How content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>Online Bullying How to recognise when someone is upset, hurt or angry online. How to describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>How to reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.</p> <p>How to work and play independently and in groups, showing sensitivity to others.</p> <p>How to respond to challenges, including recognising, taking and managing risk.</p> <p>How to face new challenges positively and know when to seek help.</p> <p>How to work co-operatively, showing fairness and consideration to others.</p> <p>How to recognise right and wrong, what is fair and unfair and explain why.</p> <p>How to develop strategies for managing and controlling strong feelings and emotions.</p> <p>How to recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p>Safe Zone - Explain how using technology can be a distraction from other things, in both a positive and negative way. Describe times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>How work co-operatively, showing fairness and consideration to others.</p> <p>How to face new challenges positively and know when to seek help.</p> <p>How to behave safely and responsibly in different situations.</p> <p>How to form and maintain appropriate relationships with a range of different people.</p> <p>Safe Zone – Online Reputation Describe how to find out information about others by searching online. Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>Managing Online Information How to use information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or</p>	<p>Safe Zone – Explain how my online identity can be different to my offline identity. Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>How to reflect on the range of skills needed in different jobs.</p> <p>How to recognise why people work.</p> <p>How to begin to make responsible choices and consider consequences.</p> <p>Safe Zone – That when searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. Describe some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>issues that affect them and their class.</p> <p>How to identify the difference between needs and wants.</p> <p>How to make decisions, giving consideration to the impact they may have on others.</p> <p>How to set goals, prioritise and manage time and resources, understanding how this will help their future actions.</p> <p>How to recognise what influences the choices people make about how money is spent.</p> <p>Safe Zone – Describe strategies for keeping personal information private, depending on the context. Explain that internet use is never fully private and is monitored, e.g. adult supervision. Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. Explain what the digital age of consent is and the impact this has on online services asking for consent.</p>
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		impersonate living things (e.g. bots) and describe what the benefits and the risks might be. Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.			
Sticky Knowledge					
<p>Only go on websites you trust, only talk to trusted people and don't click on any links.</p> <p>We must share our knowledge about internet safety with others to help them stay safe.</p> <p>Excessive internet usage is not good for your health and wellbeing.</p> <p>A 'stereotype' is a preconceived idea about someone.</p> <p>Gender stereotypes should be challenged by bringing them out in to the open and by calling them out.</p>	<p>We have physical responses linked to emotions and behavioural responses.</p> <p>We should identify our strengths so we know what we are good at and work on the things we are not so good at.</p> <p>It is difficult to say what we are good at because we do not want to appear like we are showing off and we do not always see this as a good thing.</p> <p>Persistence and resilience mean that you do not give up and you keep going.</p> <p>These are positive traits because they can help you overcome difficulties and problems and to achieve goals.</p> <p>Bullying is a negative form of persistence because it involves repeated negative behaviour. Bullying affects our physical, emotional and mental wellbeing because it is hurtful and damaging to those aspects.</p> <p>Zero tolerance in school and encouraging people to speak up if they are being bullied will help to stop bullying.</p> <p>Overreacting can cause relationships to break down which causes conflict.</p>	<p>The main food groups are carbohydrates, proteins, dairy, fruit and veg and fats.</p> <p>It is important to have a healthy diet to keep well and not be overweight.</p> <p>The benefits to our bodies of eating protein-rich foods are that we will have strong hair, teeth, nails and muscles.</p> <p>We need to eat a balanced diet and exercise regularly in order to be a healthy weight.</p> <p>Hygiene, safety and organisation are important when preparing food.</p> <p>When planning a menu, we need to consider what makes a balanced diet and the ingredients we are using etc.</p>	<p>It is important to seek good advice so that we can learn from other experiences.</p> <p>if you feel you have no-one to talk to you can get help and advice from trusted adults or charities like Childline.</p> <p>It is good to have an opinion so you are thinking for yourself and not just following everyone else.</p> <p>You can share your views clearly by means of a constructive debate or conversation, not by shouting.</p> <p>You should value other people's opinions as they may know something that you don't.</p> <p>You can help someone who has lost someone close to them by listening to them, being a friend to them and being patient with them.</p> <p>Reminders of a lost loved one helps someone to remember all the positive things and the good memories about them.</p> <p>A family is a group of people often related who often live together.</p> <p>A stable family is a unit that should provide support and security for one another.</p>	<p>If you turn a weakness into a strength it gives you a sense of achievement and pride.</p> <p>We help each other reach our targets by supporting and encouraging one another.</p> <p>Self-respect means having pride and confidence in yourself.</p> <p>If you have self-respect you treat yourself well and make good choices in your best interest which leads to happiness.</p> <p>It will be easier to achieve our dreams for the future if they are in line with what you are good at.</p> <p>The decisions we make now have consequences in the future e.g. not listening at school results in less learning.</p> <p>It is good to try new things as you may find out you can do things you didn't know you could, resulting in higher aspirations.</p> <p>Goals and dreams are something to aim for and lead to motivation.</p>	<p>We are connected within our class by having the same teacher, the same uniform and being in same school etc.</p> <p>There are many different family setups e.g. step- parents.</p> <p>A family gives us support and stability.</p> <p>'Discrimination' is when you unfairly treat someone differently on the grounds of race or religion.</p> <p>We should respect other people's beliefs because it is every person's right to believe what they want.</p> <p>'Diversity' means a range of differences</p> <p>We are all different in that we have obvious physical and personality differences.</p> <p>We are the same in many ways, e.g. we all breathe, eat and sleep.</p> <p>We spend our money based on what we want and need and how much money we have.</p> <p>We should save money to help us pay for things we might need in the future.</p> <p>What we spend our money on is influenced by friends and family and things we may need or want.</p> <p>It is extremely important to think about our future wants/needs so</p>



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	We can judge whether a reaction is appropriate and proportional by knowing what a proportionate response would be.				that we handle our money responsibly and make sure we have enough.
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