

# St. Catherine's C of E Primary School

## PSHE & C Planning



NOT covered by SEAL curriculum

Links to E-safety (provide online example)

*“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”*

	Autumn 1 New Beginnings	Autumn 2 Getting On and Falling Out	Spring 1 Going for Goals	Spring 2 Good to be me	Summer 1 Relationships	Summer 2 Changes
<b>Year One</b>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to recognise, name and deal with their feelings in a positive way;</p> <p>1c) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>2a) to recognise choices they can make, and the difference between right and wrong;</p> <p>2b) to agree and follow rules for their group and classroom, and to understand how rules help them;</p> <p>2c) to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>2d) that they belong to various groups and communities, such as family and school;</p> <p>2e) to contribute to the life of the class and the school;</p> <p>3a) to recognise how their behaviour affects other people;</p> <p>3b) to listen to other people and work and play cooperatively;</p> <p>4a) to identify and respect the differences and similarities between people;</p> <p>4b) that family and friends should care for each other.</p>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) to know how to set a simple goal;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other.</p> <p><b>3e - name the main parts of the body.</b></p> <p><b>Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.)</b></p> <p><b>Empathising with how others feel.</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) to know how to set a simple goal;</p> <p>4a) to recognise how their behaviour affects other people.</p> <p><b>2b - debate topical issues.</b></p> <p><b>Christopher Winter - Drugs and Alcohol Education</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>1h) to contribute to the life of the class and the school;</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4g) to consider social and moral dilemmas that they come across in everyday life.</p> <p><b>2g - what improves and harms local, natural and built environment and how to look after them.</b></p>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>4g) where individuals, families and groups can get help and support.</p> <p><b>3a - how to make simple choices that improve their health and well being.</b></p> <p><b>3b - maintain personal hygiene.</b></p> <p><b>3c - how some diseases spread and can be controlled.</b></p> <p><b>3b - maintain personal hygiene</b></p> <p><b>Christopher Winter - Sex and Relationship Education</b></p> <p><b>Respect and empathy</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people.</p> <p><b>Empowerment / Respect</b></p> <p><b>Recognising their worth.</b></p>

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*“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”*

	Autumn 1 New Beginnings	Autumn 2 Getting On and Falling Out	Spring 1 Going for Goals	Spring 2 Good to be me	Summer 1 Relationships	Summer 2 Changes
<b>Year Two</b>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to recognise, name and deal with their feelings in a positive way; 1c) to think about themselves, learn from their experiences and recognise what they are good at; 1d) how to set a simple goal 2a) to recognise choices they can make, and the difference between right and wrong; 2b) to agree and follow rules for their group and classroom, and to understand how rules help them; 2c) to realise that people and other living things have needs, and that they have responsibilities to meet them; 2d) that they belong to various groups and communities, such as family and school; 2e) to contribute to the life of the class and the school; 3a) to recognise how their behaviour affects other people; <b>This includes how they might talk to other uses on Club Penguin.</b> 3b) to listen to other people and work and play cooperatively; 4a) to identify and respect the differences and similarities between people; 4b) that family and friends should care for each other.</p> <p><b>2b - debate topical issues.</b></p> <p><b>Christopher Winter - Sex and Relationship Education</b></p>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set simple goals; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2h) to contribute to the life of the class and the school; 4a) to recognise how their behaviour affects other people; 4b) to listen to other people, and play and work cooperatively; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other.</p> <p><b>Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.) Empathising with how others feel.</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) to know how to set a simple goal; 4a) to recognise how their behaviour affects other people.</p> <p><b>3f - all household products including medicines can be harmful if not used properly. 3f - all household products including medicines can be harmful if not used properly.</b></p> <p><b>Christopher Winter - Drugs and Alcohol Education</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 3d) about the process of growing from young to old and how people's needs change.</p>	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to share their opinions on things that matter to them and explain their views; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p> <p><b>2b - to take part in a simple debate about a topical issue. 2i - realise money comes from different sources and can be used for different purposes.</b></p> <p><b>Respect and empathy:</b></p>	<p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 4a) to recognise how their behaviour affects other people; 4c) to identify and respect the differences and similarities between people.</p> <p><b>Empowerment / Respect Recognising their worth. Online safety needs to include building pupils own self worth. Confident to say no.</b></p>

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	Autumn 1 New Beginnings	Autumn 2 Getting On and Falling Out	Spring 1 Going for Goals	Spring 2 Good to be me	Summer 1 Relationships	Summer 2 Changes
<b>Year Three</b>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p><b>Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.)</b></p> <p><b>Empathising with how others feel.</b></p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly.</p> <p><b>Christopher Winter - Drugs and Alcohol Education</b></p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><b>Empowerment / Respect</b></p> <p><b>Recognising their worth, eg. don't do anything that will let you down.</b></p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings</p> <p><b>1e - range of jobs carried out by people they know. How they can develop the skills to contribute in the future.</b></p> <p><b>1f - look after money understand the value of saving.</b></p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b>2k - to explore how the media presents information.</b></p> <p><b>3a - Healthy lifestyle benefits exercise healthy eating. What affects mental health how to make informed choices.</b></p> <p><b>3b - bacteria and viruses can affect health following simple routines can reduce their spread.</b></p> <p><b>3g - school rules about health and safety, basic emergency aid procedures and where to get help.</b></p> <p><b>Christopher Winter - Sex and Relationship Education</b></p>

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<b>Year Four</b>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>2g - what democracy is and the basic institutions that support it locally/nationally.</p> <p>2h - recognise the role of voluntary, community and pressure groups.</p> <p>2j - resources can be allocated in different ways &amp; these economic choices affect individuals/communities/sustainability environ.</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>2a) to research, discuss and debate topical issues, problems and events;</p> <p>2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>2k - to explore how the media present information</p> <p>Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.)</p> <p>Empathising with how others feel.</p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>4a) to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view.</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><a href="#">Empowerment / Respect</a> Recognising their worth, eg. don't do anything that will let you down.</p> <p>3d - which commonly available substances/drugs are legal and illegal. Their effects/risks.</p> <p>Christopher Winter - Drugs and Alcohol Education</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>3a - healthy lifestyle benefits exercise/healthy eating. What affects mental health make informed choices.</p> <p>3b - bacteria viruses affect health simple routines can reduce their spread.</p> <p>3g - School rules re health safety basic emergency aid procedures and where to get help.</p> <p>Christopher Winter - Sex and Relationship Education</p> <p><a href="#">Resilience</a> To face new challenges positively.</p>

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<b>Year Five</b>	<p>1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>3a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>2a) to research, discuss and debate topical issues, problems and events;</p> <p>2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><a href="#">Know who can help when you have made a mistake online. Discuss the role of Childline.</a></p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p><a href="#">2k - to explore how the media presents information.</a></p> <p><a href="#">Christopher Winter - Drugs and Alcohol Education</a></p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><a href="#">Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.) Empathising with how others feel.</a></p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (in the area of 'embarrassment');</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes.</p> <p><a href="#">1e - range of jobs carried out by people they know. How they can develop the skills to contribute in the future.</a></p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4b) to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p><a href="#">3c - how the body changes as they approach puberty.</a></p> <p><a href="#">1f - look after money understand the value of saving.</a></p> <p><a href="#">Christopher Winter - Sex and Relationship Education</a></p> <p><a href="#">Empowerment / Resilience Making good decisions for example, putting images online now and how it could effect their future.</a></p>

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<b>Year Six</b>	<p>1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 3a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>2g - what democracy is and the basic institutions that support it locally/nationally. 2h - recognise the role of voluntary, community and pressure groups. 2j - resources can be allocated in different ways &amp; these economic choices affect individual/communities/sustainability environment.</p>	<p>2a) to research, discuss and debate topical issues, problems and events; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>2k - explore how the media present information.</p> <p>Respecting differences and individuals work (Don't say anything online you are not comfortable saying in person. Don't delete others peoples work.) Empathising with how others feel.</p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view. 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><a href="#">Empowerment / resilience</a> <a href="#">Making good decisions for example, using social media in a safe and appropriate way.</a> <a href="#">Able to resist online pressure.</a></p> <p>3d - which commonly available substances/drugs are legal and illegal. Their effects/risks.</p> <p>Christopher Winter - Drugs and Alcohol Education</p>	<p>2a) To research, discuss and debate topical issues, problems and events. 2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 3e) To recognise the different risks in different situations and then decide how to behave responsibly. 4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. 4b) To think about the lives of people living in other places and times, and people with different values and customs. 4c) To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. 4f) That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4b) to think about the lives of people living in other places and times, and people with different values and customs; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>3c - how the body changes as they approach puberty.</p> <p>Christopher Winter - Sex and Relationship Education</p>