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| **Living in the Wider World** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Reception | Lifting Limits | **Keeping Safe**  • About how to co-exist and be helpful  *Children should:*  *- Be able to say why we need rules and give some examples* | **Accidents and Prevention**  • What accidents are  *Children should:*  *- Understand about safe and unsafe places to play* | **Co-operative Skills**  • About rules for games and who makes them  *Children should:*  *- Be able to take part in a class vote* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  N/A | | | | | |
| Yr1 | Lifting Limits | **Persuasion & Reality**  • More about differences between fantasy and reality  *Children should:*  *- Understand the difference between these* | **Being Different**  • More about other people’s opinions and views  *Children should:*  *- Be able to construct a simple survey*  *- Begin to recognise that people are different and that is ok* | **Sustainable Development**  • About the environment  *Children should:*  *-take part in a class recycling activity* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. | | | | | |
| Yr2 | **Money and Shopping**  • About money and spending  *Children should:*  *-Be able to role-play simple financial transactions* | **Our School Community**  • Rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety through bikeability programme)  • Rules for safety in the environment (incl. rail, water & fire safety) | **Our School Community**  • The difference between secrets and surprises and understanding not to keep adults’ secrets) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | **Our School Community**  • To identify and respect the differences and similarities between people  *Children should:*  *- Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class*  *- Use various media to illustrate this* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. | | | | | |
| Yr3 | Lifting Limits | **My Community and Me**  • What being part of a community means, and about the varied institutions that support communities locally and nationally  *Children should:*  *- Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing* | **Councillors– what do they do?**  • About Children’s Rights and local democracy  • That there are different kinds of rights and responsibilities at home, at school, in the community and towards the environment    *Children should:*  *- Show an understanding of the role of a school councillor* | **Councillors– what do they do?**  • Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  *Children should:*  *- Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  Why social media, some computer games and online gaming are restricted.  Children should:  -Know some of the risks when spending excessive time online.  -Discuss the positive and negative effects of time online.  -Know the age restrictions and content restrictions for popular social media and gaming sites. | | | | | |
| Yr4 | Lifting Limits | **Media and the Community**  • About how the media influences decisions  • About sources of persuasion including the media    *Children should:*  *- Be able to hold a debate on a topical issue*  *- Be able to recognise some persuasive media tactics e.g. on television advert* | **Media and the Community**  • The importance of protecting personal information, including passwords, addresses and images  *Children should:*  *- Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment and the online risks of social media including YouTube channels) and to use this as an opportunity to build resilience.* | **Children’s Rights**  • About the UN Convention on the Rights of the Child    *Children should:*  *- Be able to give examples of right and wrong (universal and within English)*  *- Recognise that their increasing duty to protect all people’s rights and keep themselves and others safe* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | | | | | |
| Yr5 | **Stereotypes and Changing**  **Relationships Education**  • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) and about images and stereotypes  *Children should:*  *-be aware of the need to challenge stereotypes and prejudiced based bullying Global Community Project* | **Refugees**  • About issues facing refugees, particularly in their local community  • About the lives of people living in other places, and people with different Values and customs  *Children should:*  *- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom*  *-Be aware of the need to challenge stereotypes and prejudiced based bullying’* | **Diversity**  • About the lives of people living in other places, and people with different values and customs  *Children should:*  *-Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom* | **Setting Personal Goals**  • How to set goals and targets for themselves  *Children should:*  *-Produce a personal plan* | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health | | | | | |
| Yr6 | Lifting Limits | **Our Neighbours**  • More about people in their community  *Children should:*  *- Be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.* | **Racism and its consequences Relationships Education**  • That actions have consequences – emotionally as well as physically and that bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech), racist behaviours and knife carrying are wrong  • About aggressive behaviour  *Children should:*  *- Understand about bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and how to manage it.* | Lifting Limits | Lifting Limits | **Children’s Mental Health Week** |
|  | Online Safety Spring 1 and 2 lesson objective  That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | | | | | |