

	Y1	Y2
<b>Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>recognise and describe different feelings in themselves and others</li> <li>know that feelings change and that not everyone experiences the same feeling in the same situation</li> <li>know about 'big' feelings and how to manage them</li> </ul>	
<b>Friendships</b>	<ul style="list-style-type: none"> <li>I can tell you what being a good friend means to me.</li> <li>I can work well in a group.</li> <li>I can listen well to other people when they are talking.</li> <li>I know when I am starting to feel angry.</li> <li>I know what happens on the inside and the outside of my body when I start to get angry.</li> <li>I know some ways to calm down when I am starting to feel angry.</li> <li>I know how to make up with a friend when we have fallen out.</li> <li>I can use peaceful problem-solving to sort out problems so both people feel OK.</li> </ul>	<ul style="list-style-type: none"> <li>I can make someone else feel good by giving them a compliment</li> <li>I know what to say when someone gives me a compliment.</li> <li>I know that people don't always see things in the same way.</li> <li>I can see things from someone else's point of view.</li> <li>I can use my ability to see things from the other point of view to make a conflict situation better.</li> <li>I know that sometimes anger builds up and that I can be overwhelmed by my feelings.,</li> <li>I can decide with my group about how well we have worked together.</li> </ul>
<b>Say No to Bullying</b>	<ul style="list-style-type: none"> <li>I can tell you what bullying is.</li> <li>I can tell you some ways in which I am the same as and different from my friends.</li> <li>I am proud of the ways in which I am different.</li> <li>I can tell you how someone who is bullied feels.</li> <li>I can be kind to children who are bullied.</li> <li>I know that when you feel sad, it affects the way you behave and how you think.</li> <li>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</li> <li>I know what to do if I am bullied.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you some ways in which I am the same as and different from my friends.</li> <li>I am proud of the ways in which I am different.</li> <li>I can tell you how someone who is bullied feels.</li> <li>I can be kind to children who are bullied.</li> <li>I know that when you feel sad, it affects the way you behave and how you think.</li> <li>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</li> <li>I know what to do if I am bullied.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>type their name and the date on a piece of work they have created;</li> <li>choose the correct Safe Search filter when using a search engine;</li> <li>make links between the online and offline world;</li> <li>recall all of the SMART rules for Internet safety;</li> <li>recognise which personal information they should keep safe from strangers;</li> <li>help to construct an email.</li> </ul>	<ul style="list-style-type: none"> <li>explain what 'digital footprint' means;</li> <li>know how people can use the information they put online;</li> <li>know that a digital footprint contains information about a person;</li> <li>know how to use keywords to give better search results;</li> <li>use a website to search for information;</li> <li>identify possible dangers online;</li> </ul>
<b>Finance &amp; Careers</b>	<ul style="list-style-type: none"> <li>To know that there are both regular and irregular sources of money.</li> <li>To know that we earn money from doing different jobs.</li> <li>To talk about the things we have to spend our money on.</li> <li>To know some of the essentials that must be paid for.</li> <li>To know my choices affect how I and others might feel.</li> <li>To know that we can have different feelings about money.</li> </ul> <p><a href="#">Moneysense: Where does money come from?</a></p>	<ul style="list-style-type: none"> <li>To understand the difference between something I need and something I want.</li> <li>To know how I can keep my money safe.</li> <li>To know that there are different ways to save money.</li> <li>To know what charities are for and what some might do.</li> <li>To know where my money goes if I give to charity.</li> </ul> <p><a href="#">Moneysense: Where can I keep my money safe? How can I keep track of my money? Why is it important to save money?</a></p>
<b>Health &amp; Relationships</b>	<ul style="list-style-type: none"> <li>To enable the children to identify internal ( non-sexual) body parts</li> <li>To help children consider what babies need to grow and thrive</li> <li>To help children think about safe and unsafe situations in the house</li> <li>To identify ways of feeling better when we feel sad</li> <li>To discuss hat there are any different types of families</li> <li>To start thinking about being safe on the computer</li> <li>To identify that there are people who can help us</li> <li>To raise awareness with children about cleanliness and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>To help children think about safe and unsafe situations when outside the house</li> <li>To discuss what makes a good friend</li> <li>To identify ways in which the children are similar and different</li> <li>To raise awareness that toys are marketed at different sexes</li> <li>To start thinking about being safe on the computer</li> <li>To identify that there are people who can help us</li> <li>To raise awareness with children about cleanliness and hygiene</li> </ul>
<b>Safety</b>	<p><b>Right Start Programme 2:</b> Stop, Crossing, Other People</p> <p>Stage 2:</p> <p><b>Right Start Programme 3:</b> Look, Listen, Safer Places</p> <p>Stage 3:</p> <p>Upon receipt of your dates Road &amp; Transport Safety will forward an up to date Risk Assessment and Route for each Stage and a Pdf of the appropriate Child Certificate. If you are conducting a Stage 2 course we will request a School Crossing Patrol to attend the final unit. If you have further volunteers who would like to receive training, or you require your existing trainers to receive refresher training, this can be requested following the link below.</p>	<p><b>RNLI 'Respect the water'</b></p> <p><b>Fire safety:</b></p> <p>Visits from Lancashire Fire Brigade cover:</p> <ul style="list-style-type: none"> <li>General fire risks</li> <li>Dangers of matches and lighters – students will watch a film of "Frances the Firefly"</li> <li>What to do if clothes catch fire using the "Stop, Drop and Roll" technique</li> <li>Understanding what a smoke alarm is and the importance of having a working one</li> <li>The importance of having an escape action or fire plan (similar to a fire drill in school) – this is reinforced by the film "Freddie and Filbert's Fire Plan"</li> <li>Applying an escape action plan through role play and how to call 999</li> </ul> <p>"Frances the Firefly" story booklet and Key Stage 1 Fact Sheet:  <a href="https://www.lancsfirerescue.org.uk/education/primary/">https://www.lancsfirerescue.org.uk/education/primary/</a></p>



	Y3	Y4
<b>Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</li> <li>about ways of expressing feelings and emotions and why this is important</li> <li>about managing feelings and emotions in different situations</li> <li>about getting help, advice and support with feelings and emotions</li> </ul>	
<b>Friendships</b>	<ul style="list-style-type: none"> <li>I know how to:               <ul style="list-style-type: none"> <li>look and sound friendly;</li> <li>be a good listener (taking turns);</li> <li>give and receive compliments;</li> <li>see things from someone else's point of view</li> </ul> </li> <li>I know:               <ul style="list-style-type: none"> <li>what my triggers for anger are;</li> <li>how our bodies change when we start to get angry;</li> <li>some ways to calm down when I start feeling angry.</li> </ul> </li> <li>I can use peaceful problem solving to sort out difficulties.</li> <li>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you lots of ways to give 'friendship tokens' to other people.</li> <li>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</li> <li>I can tell you some ways I can stop myself being overwhelmed by feelings of anger.</li> <li>I know how it feels to be overwhelmed by feelings of anger.,</li> <li>I can take on a role in a group and contribute to the overall outcome.</li> <li>I can discuss in a group how well we are working together.</li> <li>I can use peaceful problem solving to sort out difficulties.</li> </ul>
<b>Say No to Bullying</b>	<ul style="list-style-type: none"> <li>I can tell you what bullying is.</li> <li>I know what it means to be a witness to bullying.</li> <li>I know that witnesses can make the situation better or worse by what they do.</li> <li>I know how it might feel to be a witness to and a target of bullying.</li> <li>I can tell you why witnesses sometimes join in with bullying or don't tell.</li> <li>I can tell you some ways of helping to make someone who is bullied feel better.</li> <li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</li> <li>I can problem solve a bullying situation with others.</li> </ul>	<ul style="list-style-type: none"> <li>I know what it means to be a witness to bullying.</li> <li>I know that witnesses can make the situation better or worse by what they do.</li> <li>I know how it might feel to be a witness to and a target of bullying.</li> <li>I can tell you why witnesses sometimes join in with bullying or don't tell</li> <li>I can tell you some ways of helping to make someone who is bullied feel better.</li> <li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</li> <li>I can problem solve a bullying situation with others.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>recognise and define cyberbullying;</li> <li>identify safe people to report cyberbullying to;</li> <li>know how cyberbullying can happen via a range of devices;</li> <li>identify a range of targeted online adverts;</li> <li>explain how companies use websites to promote products;</li> <li>create a strong password, explaining why it is important;</li> <li>explain what privacy settings are and how to use them safely;</li> </ul>	<ul style="list-style-type: none"> <li>identify comments or messages that may be hurtful to others;</li> <li>edit their own messages and comments to make sure they are kind;</li> <li>understand that search results are ranked;</li> <li>choose an appropriate number of words for a search term;</li> <li>explain how to use other people's work respectfully;</li> <li>explain why it may be dangerous to share private information;</li> <li>explain how to be a good digital citizen;</li> <li>tell someone else more than one way to stay safe online.</li> </ul>
<b>Finance &amp; Careers</b>	<ul style="list-style-type: none"> <li>To understand what is meant by income and expenses and that this has to be considered when deciding what can be afforded.</li> <li>To empathise with different viewpoints about what 'Can we afford it?' means.</li> <li>To understand what is meant by income and expenses and that this has to be considered when deciding what can be afforded.</li> <li>To empathise with different viewpoints about what 'Can we afford it?' means.</li> <li>To know that people have similarities and differences in their life experiences.</li> <li>To know that similar things can cost different amounts of money in different countries.</li> </ul> <p><a href="#">Moneysense: How can I pay for things? How can I raise money for Charities?</a></p>	<ul style="list-style-type: none"> <li>To know that there are essential expenses which families have to spend their money on.</li> <li>To talk about how they might decide to manage a sum of money.</li> <li>To know that there are different ways to save money for the future and the risks involved.</li> <li>To understand what happens to money in a savings account.</li> <li>To know that it is a good idea to compare costs before buying something.</li> <li>To understand how to make a comparison of costs and value</li> </ul> <p><a href="#">Moneysense: How can I use a bank account? How do I plan a simple budget?</a></p>
<b>Health &amp; Relationships</b>	<ul style="list-style-type: none"> <li>To identify personnel boundaries</li> <li>To familiarize themselves with the CEOP reporting system</li> <li>To think about and discuss how we express our feelings</li> <li>To explore the friendships young people have</li> <li>To raise awareness of the different stages of life</li> </ul>	<ul style="list-style-type: none"> <li>To enable children to keep themselves safe when involved in risky activities</li> <li>To question the concept that some jobs are for men and some are for women</li> <li>To look at gender roles in the home</li> <li>To consider the positive ways their lives may change as they grow up</li> <li>To identify the male and female sexual parts and become familiar with the language</li> <li>To familiarize themselves with the CEOP reporting system</li> <li>To think about where photographs posted online can be seen</li> </ul>
<b>Safety</b>	<p><b>Rail safety (Safety)</b></p> <ul style="list-style-type: none"> <li>Understand the power and danger of electricity used on the railway.</li> <li>Know how to be safe around the railway.</li> <li>Recognise the relationship between decision making and consequences.</li> <li>Understand the dangers of peer influence.</li> </ul> <p>Lesson plans and assemblies at: <a href="http://www.networkrail.co.uk/safety-education/primary-school-resources/">http://www.networkrail.co.uk/safety-education/primary-school-resources/</a></p>	<p><b>First Aid (Safety)</b></p> <ul style="list-style-type: none"> <li>Simple actions can make a difference.</li> <li>Anyone can learn to give first aid in different situations.</li> <li>'Life. Live it.' will enable children to feel confident that they can help.</li> <li>If children are confident, they will be inspired to help.</li> </ul> <p>Free lesson plans and resources for teaching First Aid from the Red Cross: <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Teachers-Area">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Teachers-Area</a></p>

	Y5	Y6
<b>Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>about mental health; what it means and how we can take care of it</li> <li>about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</li> <li>about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school</li> <li>ways of managing these feelings</li> </ul>	
<b>Friendships</b>	<ul style="list-style-type: none"> <li>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</li> <li>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</li> <li>I can say things and do things that are likely to make a difficult situation better.</li> <li>I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.</li> <li>I can use my skills for solving problems peacefully to help other people resolve conflict.</li> <li>I know: <ul style="list-style-type: none"> <li>what my triggers are for anger;</li> <li>what happens when I get angry;</li> <li>what happens when I am overwhelmed by my feelings of anger;</li> <li>some ways to calm myself down.</li> </ul> </li> <li>I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.</li> <li>I know I am responsible for the choices I make and the way I behave, even if I am very angry.</li> <li>I can tell you some things that a good leader should do.</li> </ul>	<ul style="list-style-type: none"> <li>When I am working in a group I can tell people if I agree or don't agree with them and why.</li> <li>When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</li> <li>I know that sometimes difference can be a barrier to friendship.</li> <li>I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions.</li> <li>I know how it might feel to be excluded or treated badly because of being different in some way.</li> <li>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</li> <li>I can use language ('I messages') that does not make conflict situations worse.</li> <li>I am able to see a situation from another person's perspective.</li> <li>I know how my behaviour is linked to my thoughts and feelings.</li> <li>I can stop and try to get an accurate picture before I act.</li> <li>I know: <ul style="list-style-type: none"> <li>what my triggers are for anger;</li> <li>what happens when I get angry;</li> <li>what happens when I am overwhelmed by my feelings;</li> <li>some ways to calm myself down.</li> </ul> </li> </ul>
<b>Say No to Bullying</b>	<ul style="list-style-type: none"> <li>I understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>I can explain the difference between direct and indirect types of bullying.</li> <li>I can explain some of the ways in which one person (or group of people) can have power over another.</li> <li>I know some of the reasons why people use bullying behaviours.</li> <li>I know some ways to encourage children who use bullying behaviours to make other choices.</li> <li>I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>I can explain the difference between direct and indirect types of bullying.</li> <li>I can explain some of the ways in which one person (or group of people) can have power over another.</li> <li>I know some of the reasons why people use bullying behaviours.</li> <li>I know some ways to encourage children who use bullying behaviours to make other choices.</li> <li>I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>identify a dangerous spam email;</li> <li>create multiple strong passwords for use across different platforms;</li> <li>spot citations online;</li> <li>alter a photograph.</li> </ul>	<ul style="list-style-type: none"> <li>look in the address bar of a website so check for security;</li> <li>identify the lock symbol in an address bar;</li> <li>explain why someone might have an online friendship;</li> <li>explain what the SMART acronym means;</li> <li>explain what a stereotype is;</li> <li>compare gender stereotypes.</li> </ul>
<b>Finance &amp; Careers</b>	<ul style="list-style-type: none"> <li>To know what is deducted from earnings and why.</li> <li>To understand what the key deductions are.</li> <li>To consider the degrees of risk and the possible consequences of borrowing and lending money.</li> <li>To differentiate between manageable and unmanageable debt</li> <li>To know about Fair Trade and what it means.</li> <li>To consider the needs of the global environment and the impact of consumer choices.</li> </ul> <p><a href="#">Moneysense: What are the links between jobs and money? How can I keep my money safe?</a></p>	<ul style="list-style-type: none"> <li>To know there is a range of salaries for different jobs.</li> <li>To know what is deducted from earnings and why</li> <li>To consider degrees of risk and possible consequences of taking financial risk.</li> <li>To understand 'value for money'.</li> <li>To recognise that financial resources are limited and we need to make choices.</li> <li>To know that there are some things we have to pay for through taxation and that we can also choose to give money to charity.</li> </ul> <p><a href="#">Moneysense: How do I understand information about money from around the world? What affects my choices about money? How does money affect my feelings?</a></p>
<b>Health &amp; Relationships</b>	<ul style="list-style-type: none"> <li>To increase knowledge of external services</li> <li>To practice the skills of being assertive</li> <li>To explore private and public parts and good and bad touch</li> <li>To increase knowledge of external services</li> <li>To discuss the physical and emotional changes at puberty</li> <li>To discuss what periods are and how to prepare for them</li> <li>To explain how babies are made through sexual intercourse</li> <li>To explore how babies are made through fertility treatment</li> <li>To explain what multiple births are and how they occur</li> <li>To increase awareness of how babies are born</li> <li>To explore the issues of cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>To talk about what truth is and how we need it in relationships</li> <li>To start thinking about what peer pressure is</li> <li>To highlight the inequalities some people face</li> <li>To discuss different sexual orientations</li> <li>To explore what subjects are difficult to talk about</li> <li>To raise awareness of what wet dreams are</li> <li>To highlight the public nature of social networking</li> </ul>
<b>Safety</b>	<p><b>Bikeability</b> (Available to children in Y5) Level 2 will include:</p> <ul style="list-style-type: none"> <li>Start and finish a journey by road, including passing parked or slower moving vehicles and side roads.</li> <li>Make a u-turn.</li> <li>Identify and react to hazards in the road.</li> <li>Signal your intentions to other road users when someone needs to know what you're doing.</li> <li>Understand where to ride on the road.</li> <li>Use junctions, including turning left and right into major and minor roads.</li> <li>Decide whether a cycle lane will help your journey.</li> <li>Use the Highway Code, particularly when it comes to understanding road signs.</li> </ul>	<p><b>Road Sense Road Safety:</b> Visits from Lancashire Fire Brigade cover:</p> <ul style="list-style-type: none"> <li>The importance of wearing seatbelts and using appropriate car seats</li> <li>Safe cycling including wearing cycle helmets</li> <li>Pedestrian safety</li> <li>Be safe be seen</li> <li>Not causing a distraction when travelling in a car</li> </ul> <p><b>Bikeability</b> Level 3 will include:</p> <ul style="list-style-type: none"> <li>Make a trip to school, work or elsewhere on any roads.</li> <li>Use complex junctions and road features such as roundabouts, multi-lane roads and traffic lights.</li> <li>Understand driver blind spots.</li> <li>Know how (and when) to pass queuing traffic.</li> <li>Identify and react to hazardous road surfaces.</li> <li>Plan your route and interpret road signs.</li> </ul>