

Science		
Working scientifically	Living things and there habitats	Evolution and inheritance
Y5 and 6 <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 	Y5 <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. Y6 <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	Y6 <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	Animals, including humans	
	Y5 <ul style="list-style-type: none"> describe the changes as humans develop to old age. Y6 <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	
Properties and changes of materials	Earth and Space	Light
Y5 <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Y5 <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	Y6 <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	Forces	Electricity
	Y5 <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	Y6 <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.
Art		
<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	

Computing	
<ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology. <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

DT	
<ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>	<p><i>Design</i></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Geography	
<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History	
<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

MFL	
<ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied. <p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Music	
<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from

<p>Be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music.
<p>PE</p>	
<ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Swimming and water safety</i></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
<p>RE</p>	
<p>At key stage 2 children investigate and consider the impact of religion and belief locally, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.</p> <p>At key stage 2 children study, in a more systematic way Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.</p> <p>These enquiries have been shaped to form a key question followed by a series of supplementary questions which provide the focus and structure for each enquiry. The emphasis is on developing the skills of investigation and enquiry and effectively engaging pupils in their learning in RE. The characteristics of learning highlight the essence of RE in key stage 2 and the experiences/opportunities provide guidance on the types of learning encouraged for key stage 2 children .At key stage 2 children should study, in a more systematic way, Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.</p> <p><i>What is important to me? Theme: Beliefs and Questions</i></p> <p>This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs</p> <ol style="list-style-type: none"> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) What am I worth? (Beliefs about the value of human beings) How might stories, hymns and prayers help people understand more about themselves and their relationships? <p><i>Why do religious books and teachings matter? Theme: Teaching and Authority</i></p>	<p><i>How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression</i></p> <p>This enquiry explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature</p> <ol style="list-style-type: none"> How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, eg art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways? <p><i>What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death</i></p> <p>This enquiry explores ideas about the natural world and our place in it and relates them to religious and other beliefs</p> <ol style="list-style-type: none"> What feelings do people experience in relation to birth, change, death and the natural world? What answers might be given by ourselves and by religions and beliefs to questions about: <ul style="list-style-type: none"> the origin and meaning of life? our place in society and the natural world? the existence of God? the experience of suffering? life after death? <p><i>How should we live and who can inspire us? Theme: Inspirational People</i></p> <p>This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community</p> <ol style="list-style-type: none"> What positive examples have people given that show us how to live? What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community? How have the actions and example of people of faith or belief changed our world? <p>(d)How might we change our lives in the light of the qualities demonstrated by other people?</p>

<p>This enquiry explores how religions and beliefs express values and commitments in a variety of written forms and how value is attached to those writings</p> <ol style="list-style-type: none"> What different kinds of writing and story are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas? <p><i>What does it mean to belong to a religion? Themes: Religion and the Individual/Religion and Community</i></p> <p>This enquiry explores aspects of Christian festivals, celebrations, practices and community and the beliefs to which they relate</p> <ol style="list-style-type: none"> How do Christians celebrate and live out their beliefs in: <ul style="list-style-type: none"> the journey of life? their main festivals and practices? their faith community? the wider world? Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together? <p><i>Why are some journeys and places special? Theme: Worship, Pilgrimage and Sacred Places</i></p> <p>This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways</p> <ol style="list-style-type: none"> Why do people believe that some places are special? Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys? What artistic, symbolic and other expressive work is associated with special journeys and places? <p>(e)How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p> <p><i>How do we make moral choices? Theme: Beliefs in Action in the World</i></p> <p>This enquiry explores how religious and other beliefs affect approaches to moral issues</p> <ol style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong? 	<p><i>What does it mean to belong to a religion/belief system? Theme: Religion and the Individual/Community</i></p> <p>This enquiry explores aspects of religious festivals, celebrations, practices and community and the beliefs to which they relate. Children are encouraged to investigate a religion/belief system they have not yet encountered such as Buddhism, Sikhism, Baha'i and Humanism</p> <ol style="list-style-type: none"> How do members of this faith/belief celebrate and live out their beliefs in: <ul style="list-style-type: none"> the journey of life? their main festivals and practices? their faith/belief community? the wider world? <p>(b)Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p> <p><i>Characteristics of Learning</i></p> <p>In key stage 2 children investigate and consider the impact of religion and belief locally, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.</p> <p><i>Experiences and opportunities</i></p> <ul style="list-style-type: none"> encountering religion through visitors and visits to places of worship, and focusing on the impact of religion on the local and global community discussing religious and philosophical questions, giving reasons for their own beliefs and those of others considering a range of human experiences and feelings reflecting on their own and others' insights into life and its origin, purpose and meaning expressing and communicating their own and others' insights into life through art and design, music, dance, drama and ICT developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.
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PSHE		
HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet to recognise how images in the media do not always reflect reality and can affect how people feel about themselves to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them about change, including transitions (between Key Stages and schools), loss, separation, 	<ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 	<ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 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 to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to know that there are some cultural practices which are against British law and universal human rights, such as

<p>divorce and bereavement</p> <ul style="list-style-type: none"> • to differentiate between the terms, 'risk', 'danger' and 'hazard' • to 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 and risks in their local environment) and to use this as an opportunity to build resilience • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong • school rules about health and safety, basic emergency aid procedures, where and how to get help • what is meant by the term 'habit' and why habits can be hard to change • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • how their body will, and emotions may, change as they approach and move through puberty • about human reproduction • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. • strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords addresses and the distribution of images of themselves and others • about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<ul style="list-style-type: none"> • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so • that their actions affect themselves and others • to judge what kind of physical contact is acceptable or unacceptable and how to respond • the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view • to work collaboratively towards shared goals • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • 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) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) • to recognise and manage 'dares' • to recognise and challenge stereotypes 	<p>female genital mutilation</p> <ul style="list-style-type: none"> • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • what being part of a community means, and about the varied institutions that support communities locally and nationally • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to think about the lives of people living in other places, and people with different values and customs • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising' • to explore and critique how the media present information
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