	Relationships	
	Family	**Friends**
Y1	**Fa1** Who's in my family? **Fa2** Do families always stay the same?	**F1** Who is my friend? **F2** What makes a good friend?
Y2	**Fa3** How should families treat each other? **Fa4** When should I say no? **Fa5** Who owns my body? I do! **Fa6** Are all families the same?	**F3** Should friends tell us what to do? **F4** How do we stop bullying?
Y3	**Fa1** Do families always stay the same? **Fa2** Are all families like mine?	**Fr1** What makes a good friend?
Y4	**Fa3** Are boys and girls the same?	**Fr2** Are all friends the same? **Fr3** Are friendships always fun?
Y5	**Fa1** Why do some people get married? **Fa2** Are families ever perfect? **Fa3** Is there such thing as a normal family?	**Fr1** What makes a close friend? **Fr2** Can we be different and still be friends? **Fr3** Should friends tell us what to do? **Fr4** Why are some people unkind?
Y6		**Fr5** What are stereotypes? **Fr6** How do I accept my friends for who they are? Fr 7 How do we reduce sexism?

		Living in the Wider World
	Our Communities	**Online Safety**
FS		**Self-Image and Identity** -recognise online or offline that anyone can say 'no', 'please stop', 'I'll tell' to someone who makes them feel sad, uncomfortable, embarrassed or upset
		Online Relationships -recognise some ways in which the internet can be used to communicate -give examples of how I might use technology to communicate with people I know
		Online Reputation -identify ways that I can put information on the internet
		Online Bullying -describe some ways that people can be unkind online -offer examples of how this can make others feel
		Managing Online Information -talk about how to use the internet as a way of finding information online -identify devices I could use to access information on the internet
		Health, Well-Being and Lifestyle -identify rules that keep us safe and healthy in and beyond the home when using technology -give some simple examples of these rules
		Privacy and Security -identify some simple examples of my personal information -describe who would be trustworthy to share this information with
		Copyright and Ownership -know that work I create belongs to me -name my work so that others know that it belongs to me
Y1	**C1** How do we make a happy school?	**Self-Image and Identity** -understand there may be people online who could make you feel sad, embarrassed or upset -how to speak to a trusted adult and get help
		Online Relationships -given examples of when permission should be sought and why this is important -use the internet with adult support to communicate with people I know -explain why it is important to be considerate and kind online -explain why things one person finds funny or sad online may not be seen in the same way by others
		Online Reputation -recognise that information can stay online and could be copied -describe what information I should not put online without asking a trusted adult first
		Online Bullying -describe how to behave online in ways that do not upset others
		Managing Online Information -give examples of how to find information using digital technologies -understand that we encounter a range of things online including things that we like and don't like -know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried, or frightened
		Health, Well-Being and Lifestyle -explain rules to keep myself safe when using technology both in and beyond the home
		Privacy and Security -explain how passwords are used to protect information, accounts and devices -recognise more detailed examples of information that is personal -explain why it is important to always ask a trusted adult before sharing personal information
		Copyright and Ownership -explain why work I create using technology belongs to me -say why it belongs to me -save my work under a suitable title or name -understand that work created by others does not belong to me
Y2	**C2** Who lives in my neighborhood? **C3** What makes a boy or a girl? **C4** How do I save up and buy something?	**Self-Image and Identity** -explain how other people may look and act differently online and offline -give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened
		Online Relationships -given examples of how someone may use technology to communicate with others they don't also know offline and explain why this might be risky -explain who I should ask before sharing information about myself or others online -describe different ways to ask for, give or deny my permission online and identify who can help me if I am not sure

		-explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do -identify who can help me if something happens online without my consent -explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online -explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online
		Online Reputation -explain how information put online about someone can last for a long time -describe how anyone's online information could be seen by others -know who to talk to if something has been put online without consent or if it is incorrect
		Online Bullying -explain what bullying is, how people may bully others and how bullying may make someone feel -explain why anyone who experiences bullying is not to blame -talk about how anyone experiencing bullying can get help
		Managing Online Information -use simple key words in search engines -demonstrate how to navigate a simple webpage to get information -explain what voice activated searching is and how it might be used -explain the difference between things that are imaginary, made-up or make believe and things that are true or real. -explain why some information I find online may not be real or true
		Health, Well-Being and Lifestyle -explain simple guidance for using technology in different environments -explain how rules/guides can help anyone accessing online technologies
		Privacy and Security -explain how passwords can be used to protect information, accounts and devices -explain what is meant by private and keeping things private -describe and explain some rules for keeping personal information private -explain how some people may have devices in their homes that are connected to the internet
		Copyright and Ownership -recognise that content on the internet may belong to other people -describe why other people's work belongs to them
Y3	**C1** How do we make the world fair?	**Self-Image and Identity** -explain what is meant by the term identity -explain how people can represent themselves in different ways online -explain ways in which someone might change their identity depending on what they're doing
		Online Relationships -describe ways people who have similar likes and interests can get together online -explain what it means to know someone online -explain what is meant by trusting someone online; why this is different from 'liking' someone online -explain why anyone might change their mind about trusting anyone with something -explain how someone's feelings can be hurt by what is said or written online -explain the importance of giving or gaining permission before something is shared online
		Online Reputation -explain how to search for information about others online -give examples of what anyone may be willing or not willing to share about themselves online -explain who someone can ask if they are unsure about putting something online
		Online Bullying -describe appropriate ways to behave toward other people online -give examples of how bullying behaviour could appear online and how someone could get support
		Managing Online Information -demonstrate how to use key phrases in search engines to gather accurate information online -explain what autocomplete is and how to choose the best suggestion -explain how the internet can be used to sell and buy things online -explain the difference between a belief, an opinion and a fact and give examples of how they might be shared online -explain that not all opinions shared may be accepted as true or fair by others -describe and demonstrate how we get help from a trusted adult.
		Health, Well-Being and Lifestyle -explain why spending too much time using technology can sometimes have a negative impact on anyone -explain why some online activities have age restrictions and why it is important to follow them
		Privacy and Security -describe simple strategies for creating and keeping passwords private -give reasons why someone should only share information with people they choose to and trust, explain that if they are not sure or feel pressured then they should tell a trusted adult -describe how connected devices can collect and share anyone's information with others
		Copyright and Ownership

		-explain why copying someone else's work from the internet without permission is not fair
Y4	**C2** Where do you feel like you belong? **C3** How can we help the people around us?	**Self-Image and Identity** -explain how my online identity can be different to my offline identify -describe positive ways for someone to interact with others online and understand how this will positively impact on how other perceive them -explain that others online can pretend to be someone else, including my friends and can suggest reasons why they might do this
		Online Relationships -describe strategies for safe and fun experiences in a range of social environments -give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy behaviours online -explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs
		Online Reputation -describe how to find information about others by searching online -explain ways that some of the information about anyone online could have been created, copied or shared online
		Online Bullying -recognise when someone is upset, hurt or angry online -describe ways that someone could be bullied through a range of media eg video, text, chat -explain why people need to think carefully about how content they post may affect others, their feelings and how it may affect how others feel about them
		Managing Online Information -analyse information to make a judgement about probable accuracy -describe how to search for information within a wide group of technologies and make a judgement about probable accuracy -describe some of the methods used to encourage people to buy things online -explain why lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true -explain that technology can be designed to act like or impersonate living things eg bots and describe what the benefits and the risks might be -explain what is meant by 'fake news' eg why some people will create stories/alter photographs and put them online to pretend something is true when it isn't
		Health, Well-Being and Lifestyle -explain how using technology can be a distraction from other things in both a positive and negative way -identify times or situations when someone may wish to limit the amount of time, they use technology
		Privacy and Security -describe strategies for keeping personal information private, depending on context -explain that internet use is never fully private and is monitored -describe how some online services may seek consent to store information about me -know what the digital age of consent is
		Copyright and Ownership -when searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it -give some simple examples of content which I must not use without permission from the owner eg videos, music
Y5	**C1** What is prejudice? **C2** What is the history of prejudice? **C3** What should I do if I encounter prejudice?	**Self-Image and Identity** -explain how identity online can be copied, modified or altered -demonstrate how to make responsible choices about having an online identity
		Online Relationships -give examples of technology specific forms of communication eg emojis, memes and gifs -explain there are some people I communicate with online who may want to do me or my friends harm – I can recognise that this is not my/our fault -describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions -explain how someone can get help if they are having problems and identify when to tell a trusted adult -demonstrate how to support others – including those who are having difficulties online
		Online Reputation -search for information about an individual online and summarise the information found -describe ways that information about anyone online can be used by others to make judgements about an individual and why these might be incorrect
		Online Bullying -recognise online bullying can be different to bullying in the physical world -describe how what one person perceives as playful joking and teasing might be experienced by others as bullying

			-explain how anyone can get help if they are being bullied online and id when to tell a trusted adult -identify a range of ways to report concerns and access support both in school and at home about online bullying -explain how to block abusive users -describe the helpline services which can help people experiencing bullying and how to access them
			Managing Online Information -explain the benefits and limitation of using different types of search technologies -explain what is meant by being sceptical – give examples of when/why it's important to be sceptical -evaluate digital content and explain how to make choices about what is trustworthy -explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence -identify ways the internet can draw us to information for different agendas -describe ways of identifying when online content has been commercially sponsored or boosted -explain what is meant by the term stereotype, how stereotypes are amplified and reinforced online and why accepting stereotypes may influence how people think about others -describe how 'fake new' may affect someone's emotions and behaviour and explain why this might be harmful -explain what is meant by a hoax – explain why someone would need to think carefully before they share
			Health, Well-Being and Lifestyle -describe ways that technology can affect health and well-being positively and negatively -describe some strategies, tips, or advice to promote health and well-being with regards to technology -recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals -explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from the trusted adult before purchasing
			Privacy and Security -explain what a strong password is and demonstrate how to create one -explain how many free apps or services may read and share private information with others eg friends, contacts, likes, geolocation -explain what app permissions are and can give some examples
			Copyright and Ownership -assess and justify when it is acceptable to use the work of others -give examples of work that is permitted to be reused and know how this content can be used online
Y6	**C5a** Why is money important? **C5b** How should I spend my money? **C6** What makes us feel like we belong? **C7** What does it mean to be British?		**Self-Image and Identity** -identify and critically evaluate online content relating to gender, race, religion, disability culture and other groups – explain why it is important to challenge and reject inappropriate representations online -describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened – give examples of how to get help on and offline -explain the importance of asking until you get the help needed
			Online Relationships -explain how sharing something online may have a positive or negative impact -describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not -describe how things shared privately online can have unintended consequences for others eg screen grabs -explain that taking or sharing of inappropriate images (eg embarrassing images) of someone – even if they say it is okay – may have an impact for the sharer and others and who can help if someone is worried about this
			Online Reputation -explain the ways in which anyone can develop a positive online reputation -explain strategies anyone can use to protect their 'digital personality' and online reputation including degrees of anonymity
			Online Bullying -describe how to capture bullying content as evidence to share with others who can help me -explain how someone would report online bullying in different contexts
			Managing Online Information -explain how search engines work and how results are selected and ranked -explain how to use search technologies effectively -describe how some online information can be opinion and can offer examples -explain how and why some people may present opinions as facts – why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair, or legal -define the terms influence, manipulation, and persuasion -understand the concept of persuasive design and how it can be used to influence peoples choices -demonstrate how to analyse and evaluate the validity of facts

		-explain how companies and news providers target people with online news stories they are more likely to engage with -explain the difference between online disinformation and misinformation -explain why information that is on a large number of sites may still be inaccurate or untrue -identify, flag and report inappropriate content
		Health, Well-Being and Lifestyle -describe common systems that regulate age-related content and describe their purpose -recognise and discuss the pressures that technology can place on someone and how/when they could manage this -recognise features of persuasive design and how they are used to keep users engaged -assess and action different strategies to limit the impact of technology on health eg regular breaks, posture, sleep, diet and exercise
		Privacy and Security -describe effective ways people can manage passwords -explain what to do if a password is shared, lost or stolen -describe how and why people should keep their software and apps up to date -describe simple ways to increase privacy on apps and services that provide privacy settings -describe in which online content targets people to gain money or information illegally – describe strategies to help me identify such content -know that online services have terms and conditions that govern their use
		Copyright and Ownership -demonstrate the use of search tools to find and access online content which can be reused by others -demonstrate how to make references to and acknowledge sources I have used from the internet

KS1

Lesson 1: Talking about race and racism

In this lesson, students will begin to explore the meaning of the words 'race' and 'racism'.

Lesson 2: Defining anti-racism

In this lesson, students explore what it means to be 'anti-racist' They consider the ways in which being anti-racist is different from 'not being racist'.

Lesson 3: Redefining racism

In this lesson, students use their knowledge of what race and racism is to challenge myths and stereotypes.

Lesson 4: Understanding racial socialisation and stereotypes

In this lesson, students learn about 'stereotypes'. Students consider the ways in which TV, film and literature can sometimes lead us to think in stereotypical ways.

Lesson 5: Unconscious bias

In this lesson, students learn about 'unconscious bias', considering the ways in which the messages we receive from society around us can sometimes lead us to stereotype and hold false beliefs about groups of people. We look at how and why racial bias causes harm.

Lesson 6: Being anti-racist in our actions

Drawing upon all of the knowledge gained so far, students build upon the work started in Lesson 2 considering what it means for us to be anti-racist. Students will understand why the work of anti-racist is so important, and why anti-racism is everyone's responsibility.
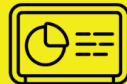
Lesson 7: Representation matters

In this lesson, students will explore the issue of media representation. Students will consider the ways in which both a lack of representation and misrepresentation can cause harm, negatively affecting how we see ourselves and others.

Lesson 8: Myth busting

In this final lesson of the scheme, students consider the ways in which racial socialisation (e.g. media representation) has contributed to the creation and spread of 'myths'. Students (and teachers) consider what they can do as 'anti-racists' to challenge myths about the histories of People of Colour and the world outside of Europe.

KS2

Lesson 1: Talking about race and racism

In this lesson, students will explore meaning of the words 'race' and 'racism'. Students will be able to identify different types of racism and be able to explain why talking about race and racism is so important.

Lesson 2: Defining anti-racism

In this lesson, students will consider what it means to be 'anti-racist.' Students will be able to identify actions that are anti-racist and will be able to provide examples of their own.

Lesson 3: Redefining racism

In this lesson, students broaden their understanding of what racism is. Students will learn what 'systemic racism' is. They will consider the impact that racially biased policies and practices have on our understanding of the world, and on the lives of People of Colour.

Lesson 4: Understanding racial socialisation and stereotypes

In this lesson, students' understanding of racism is developed further as they consider the ways in which the messages we receive from various aspects of society (e.g. the media, the education system) shape our understanding of 'race, ourselves and others.

Lesson 5: Unconscious bias

Building on the learning from the previous lesson, students consider the harmful effects of stereotyping. Students learn about bias and why it is important that we don't make judgements about people based on the way they look.

Lesson 6: Being anti-racist in our actions

In this lesson, students consider how we can be anti-racist in our actions, and why being anti-racist is so important.

Lesson 7: Representation matters

In this lesson, students explore the issue of representation. Students reflect on why it is important that we see main characters that look like ourselves in the books we read, and the TV/films we watch.

Lesson 8: Myth busting

In this lesson, students explore some of the myths and stereotypes that exist surrounding race, the histories of People of Colour and the world outside of Europe. Students consider the harm that racial myths and stereotypes can cause.

	Health and Wellbeing		
	Mental Wellbeing	**Physical Health**	**Growing Up**
Y1	**M1** Where do feelings come from? **M3** What helps me to be happy?	**P1** How do I help my body stay healthy? **P2** How do I decide what to eat? **P3** How do we stop getting ill? **P4** How do I stay safe? Medicines and People Who Help Us *(CWP Resources)* - Staying Healthy - Medicines - Who Gives Us Medicines? First Aid *(British Red Cross)* - Burns	
Y2	**M2** Who am I? **M3** What makes me happy?	**P3** How do we stop getting ill? **P4** How can I stay safe? Keeping Safe *(CWP Resources)* - Risk - Hazardous Substances - Safety Rules First Aid *(British Red Cross)* - Asthma	**G1** Will I always be a child? **C3** What makes a boy or a girl?
Y3	**M1** How do I manage my feelings?	**P1** How do I keep my body healthy? **P2** How do I get a healthy diet? Smoking *(CWP Resources)* - Why People Smoke - Physical Effects of Smoking - No Smoking First Aid *(British Red Cross)* - Bleeding	
Y4	**M2** Are we happy all the time?	**P3** How do I stop getting ill? Alcohol *(CWP Resources)* - Effects of Alcohol - Alcohol and Risk - Limits to Drinking Alcohol First Aid *(British Red Cross)* - Broken Bones	
Y5	**M1** Does everyone have the same feelings? **M2** Should we be happy all the time?	**P1** Is there such thing as a perfect body? **P2** How can I stay fit and healthy? **P3** How can I avoid getting ill? Legal and Illegal Drugs *(CWP Resources)* - Legal and Illegal Drugs - Attitudes to Drugs - Peer Pressure First Aid *(British Red Cross)* - Head Injury - Unresponsive and breathing	**G4** What is menstruation?
Y6	**M3** Why do we argue? **M4** Who am I?	**P4** Why do some people take drugs? **P5** Where should I get my health information? **P6** How do I save a life? Preventing Early Use *(CWP Resources)* - Cannabis - VSA and Getting Help - Help Advice and Support First Aid *(British Red Cross)* - Choking - Unresponsive and not breathing	**G1** How will my body change as I get older? **G2** How will my feelings change as I get older? **G3** How will I stay clean during puberty?