

The PSHE/SRE/Talk Time Curriculum at Hunsley Primary

The knowledge we choose to teach must give the children self-awareness, health and safety, as well as academic and social confidence in this subject to equip them for lifelong wellbeing and achievement. The Talk Time curriculum takes aspects of PSHE and RSE, bringing together key knowledge and understanding from both subject areas to equip the children for successful local and global citizenship.

We also recognise with this subject area in particular, the deep connection between the age and developmental stage of the children and the aspect of the curriculum progression map we cover in that academic year – we must be sensitive to the specific contexts and needs of individual children within the groups.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Critically and Reflectively (Personal, Social, Health, Economic, Relationship, Citizenship and Sex Education curriculum)	<p>Through the EYFS programme, the children will:</p> <ul style="list-style-type: none"> • Share their likes and dislikes and be able to state why • With support, set themselves simple, short term goals • Take turns to speak with one other person or a small group • Ask and answer simple questions relating to topical issues • Understand and say the rules for their group and classroom, and follow them, sometimes needing support or reminders • Understand that others have individual needs and be able to say how to help others to stay safe and happy 	<p>Building on EYFS, the children will:</p> <ul style="list-style-type: none"> • Share their views and opinions and be able to give simple reasons why – with support, they will consider their audience and express themselves with sensitivity to others’ views and ideas • Set themselves simple, personal goals and be able to say how they plan to reach them • Review their personal goals and with support evaluate changes to be made • Take part in discussions with one other person and the whole class • Take part in a simple debate about topical issues • Agree to and follow rules for their group and classroom, and understand how rules help them keep everyone safe and happy • With support, be able to talk about individuality and difference in a respectful way 	<p>Building on from Year 1, the children will:</p> <ul style="list-style-type: none"> • Share their views and opinions and reasons for them, and be able to say how opinions can cause harm if not considered or if expressed with a view to hurt others • Set themselves more challenging personal goals, both short and medium term, and be able to say how they plan to meet them and whether they will need support from others to do so • Review their personal goals and evaluate changes to be made • Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates about familiar, topical issues • Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others’ behaviour • Begin to talk with more confidence about how rules and boundaries in life help us to take safe risks and keep us happy • Be able to talk with more confidence about individuality and difference in a respectful way, including identifying their own individuality 	<p>Building on from Year 2, the children will:</p> <ul style="list-style-type: none"> • Express their views and opinions and reasons for them, and listen to those of others with respect, being able to say how opinions can cause harm if not considered or if expressed with a view to hurt others • With support, research, discuss and debate familiar topical issues, problems and events and some new, unfamiliar issues • Children are helped to understand why and how rules are made at a local and national level and how this affects their lives, e.g. keeping communities safe • Children are introduced to comparative ways in which the media presents information • Set themselves more challenging personal goals, both short and medium term, and be able to say how they plan to meet them, seeking support over time from others to do so • Review their personal goals and evaluate changes to be made • Be able to talk with confidence about individuality and difference in a respectful way, including identifying their own individuality, as girls, boys, members of the school, family etc and that of others and how this creates an inclusive society • Learn more about the connection between mental and physical health and relate this to the emotional and physical changes happening as we grow up • With support, find simple ways of coping with their own emotions and those of others in familiar contexts; e.g. in school and at home 	<ul style="list-style-type: none"> • Express their views and opinions on new topics which are unfamiliar, giving reasons for them, and listening to those of others with respect, being able to say how opinions can cause harm if not considered or if expressed with a view to hurt others • Independently research, discuss and debate topical issues, problems and events • Learn why different rules are needed in different situations, and are given chances to explore the context of rules, e.g. how rules might be written to support and protect those with disabilities, protected rights, those in minorities and those who are vulnerable • Explore some of the ways in which the media presents information, e.g. harmful bias, fake news • Set themselves more challenging personal goals, both short and medium term, and be able to say how they plan to meet them, seeking support over time from others to do so • Review their personal goals and evaluate changes to be made • Be able to talk with confidence about individuality and difference in a respectful way, including identifying their own individuality, as girls, boys, members of the school, family etc and that of others and how this creates an inclusive society • Learn more about the connection between mental and physical health and relate this to the emotional and physical changes happening as we grow up, exploring specific examples • With support, find simple ways of coping with their own emotions and those of others in less familiar contexts; e.g. when meeting new people or taking on new challenges • Learn more about social awareness and what this means for them as individuals who show empathy, e.g. looking at a significant event from a range of perspectives 	<p>Building on from Year 4, the children will:</p> <ul style="list-style-type: none"> • Develop their confidence to demonstrate that they recognise their own worth and that of others and are able to talk with confidence about individuality and difference in a respectful way, when discussing more complicated or challenging topics • Continue to learn and deploy positive ways to face new challenges and the the connection between mental and physical health to face changes happening as we grow up, exploring specific examples, e.g. moving up into a new school • Express their views and opinions confidently on new topics which are unfamiliar, giving reasons for them, and listening to those of others with respect, being aware of how opinions can cause harm if not considered or if expressed with a view to hurt others, especially moving into unfamiliar contexts or in discussions with unfamiliar listeners, e.g. peers from another school • Be given further opportunities to independently research, discuss and debate topical issues, problems and events, e.g. local and national, and work collaboratively to represent their findings • Further understand how rules are enforced, focussing on national rules (laws) and how these are formed – children will explore a particular case study in further depth, e.g. the new law about smoking in public • Further explore how the media present information and how they can manage the impact of the presentation on their wellbeing • Set themselves more challenging personal goals, both short and medium term, and be able to say how they plan to meet them, seeking support over time from others to do so • Review their personal goals and evaluate changes to be made • Learn about familial love and the different kinds of families and relationships that are considered loving relationships, e.g. parenting, siblings, step-families, • With support, learn simple, age-appropriate information about puberty and changing body image. • NSPCC Speak Out Stay Safe for KS2 	<p>Building on from Year 5 and in preparation for Y7, the children will:</p> <ul style="list-style-type: none"> • Be given a range of opportunities (including outside of the classroom and school context) to express their views confidently, to demonstrate that they recognise their own worth and that of others and to talk in a respectful way, when discussing more complicated or challenging topics, showing how their views can develop in the light of listening to others • Continue to learn and deploy positive ways to face new challenges, understanding the connection between mental and physical health to face changes happening as we grow up, exploring specific examples with other adults such as members of the South Hunsley Team, e.g. moving up into a new school • Express their views and opinions confidently on new topics which are unfamiliar, giving reasons for them, and listening to those of others with respect, especially moving into unfamiliar contexts or in discussions with unfamiliar listeners, e.g. learning from older peers from South Hunsley • Be given further opportunities to independently research, discuss and debate topical issues, problems and events, e.g. local and national, and work collaboratively to represent their findings to new audiences • Further explore how the media present information which can lead to negative or positive mental health; link to age-appropriate representations of teenagers in the media • Set themselves challenging personal goals for the transition from primary to secondary school, both short and medium term, and be able to say how they plan to meet them, and which external agencies or sources of information they can use to support them, e.g. reputable and trustworthy online advice sites • Review their personal goals over the course of primary school and explore how they have developed positively • With support, learn simple, age-appropriate information about puberty and changing body image, including menstruation for girls, and where they can find help or further advice about puberty if they need it – what is ‘normal’ in terms of a path for relationships (when marriage, why marriage, if not marriage what?) • Understand physical, emotional and digital risks, including the risks they might themselves pose to others, and how to manage and mitigate against these

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Health	<ul style="list-style-type: none"> Children taught how to keep physically safe in familiar situations, e.g. in the classroom, playground, bonfire night, on the beach Children list some harmful household products and medicines and begin to understand some of their harmful aspects Children know the basic ways of keeping their bodies clean Children can name the main parts of the body, (e.g. eyes, ears, hands, knees) Children show a basic understanding of how people grow from young to old, e.g. growing taller, hair changing colour Children can list and describe some things that keep them healthy (mentally and physically), e.g. foods, behaviours, exercise, attitudes Children are taught to make simple choices about aspects of their health, e.g. best foods to eat for health 	<ul style="list-style-type: none"> Children independently talk about the harmful aspects of some household products and medicines Children can describe ways of keeping safe in familiar situations as well as some new situations (both in person and online) Children can explain ways of keeping their body clean and why this is needed Children are taught to name further main parts of the body and also know that most boys' bodies differ from a girls'. Children learn how to explain how people grow from young to old and how this might change what they are able to do, both positively and negatively, e.g. strength and energy in young people; frailty in old age but knowledge and wisdom Children can make simple choices about some aspects of their health and mental wellbeing, e.g. how to keep themselves safe on the roads, being able to be mindful Children know what keeps them healthy and are showing more impact of this learning, e.g. they make positive choices in their own lives – exercise, sports, mealtimes With support, children are asked to think about common views about boys and girls and what they are like – they are asked to question some of these which may not be inclusive 	<ul style="list-style-type: none"> Children are able to make choices about a wider range of aspects of their health and wellbeing Children are more confident in their understanding about what keeps them healthy Children can explain ways of keeping their body clean and when / why this is needed, linking to care of teeth, hair, skin Children can name the main parts of the body and learn to explain its systems, e.g. blood circulation They describe more confidently their knowledge of the harmful aspects of some household products, appliances and medicines, and know the difference between chemicals that are harmful to take and drugs that the GP might give us to treat an illness Children are taught what an emergency is and to do in an emergency; e.g. what 999 is for and what to expect if you call the number Children are given basic first aid techniques (using the Mini Medics programme) They can describe ways of keeping safe and ensuring the safety of others in familiar situations as some new situations (both in person and online) and make links between physical safety, healthy risk-taking and mental health, e.g. resilience and coping with set-back Building on Y1, children are asked to think about common views about boys and girls and what they are like – they are encouraged to link these to ideas of resilience and what it means to be strong or confident Children are given an example to explore of how hardship, adversity or disadvantage (physical, financial, political) can be overcome to reach success; e.g. Jonny Peacock – disability; Stephen Hawking – physical illness; Novak Djokovic – poverty. 	<ul style="list-style-type: none"> Children are able to make positive choices about a new set of health and wellbeing aspects, including avoiding poor lifestyle choices (e.g. smoking, too much screen time, lack of sleep) and how these aspects can challenge positive mental health Children learn about some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations; children will explore 'stranger danger' and how to stay safe in public They can make links between keeping safe when away from home and ensuring the safety of others in some new situations (both in person and online) and make links between physical safety, healthy risk-taking and mental health, e.g. peer pressure and accepting boundaries Children learn in more depth how the body has changed since birth and why. They also explore why some children grow more quickly than others, e.g. why girls might be taller than boys in their class Children gain a more specific view of how girls and boys grow differently and why everyone is different Building on Y2, the children further explore ideas and stereotypes about how boys and girls are expected to behave 	<ul style="list-style-type: none"> Understand some of the bodily and emotional changes as they age towards 9 and 10, and, with support, how to deal with these in a positive way, e.g. growth, capability, taking responsibility for own hair, dressing, being presentable – what it means to be 'more grown up' and how that looks to others Building on Year 3, children develop further their ideas and understanding about the specifics of a healthy lifestyle and a healthy mind, by focusing on a key aspect such as choices made when at friends' or relatives' houses, away from home – e.g. online gaming, sleep patterns, safe choices, communication on the home phone / parents' or siblings' mobiles / their own mobiles if relevant Children revisit and present on some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in new situations, e.g. at a friend's house, domestic risks, equipment Building on Y3, the children further explore ideas and stereotypes about how boys and girls are expected to develop, including how they grow, thrive, interact and share, with a focus on healthy mixed friendships Children revise from Year 2 how to respond in an emergency and are given a clear toolkit for making a calm, smart response 	<ul style="list-style-type: none"> Discuss with understanding some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way, building on Year 4: e.g. growth, capability, taking responsibility for yourself and how it feels to be growing up, changing your interests, games, toys, trying new things Building on Year 3, children develop further their ideas and understanding about the specifics of a healthy lifestyle and a healthy mind, by focusing on a key aspect; e.g. safe communication and use of a mobile phone Children continue to make informed judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing; e.g. focusing on times when it is harder to resist; e.g. when walking home from school Children learn about keeping safe from external risks and dangers, beyond the family and school context; e.g. revisiting 'stranger danger', risks at the play-park, older siblings and older students, for example people who try to make you have extreme ideas and viewpoints Children are able to distinguish positively between the images they see in magazines, on television, online and in the wider media and the real images they project themselves 	<ul style="list-style-type: none"> Learn about and discuss some of the bodily and emotional changes at puberty. Children are helped to understand how the changes they are experiencing or about to experience might affect them, and learn ways of dealing with these in a positive way Children are taught to make, explain and evaluate their own choices, with more confidence and independence, about how to develop healthy lifestyles, using social media as a link topic Children are given further opportunities to identify and explain factors that affect emotional health and wellbeing, and strategies for dealing with them especially at times of transition and personal challenge (pupils will look at loss of loved ones and bereavement), e.g. strategies which can be used independently and who to ask for support as they grow and move on if needed Children are taught about substances and drugs that they may encounter when they are interacting with older peers, including those which are commonly available, and how to manage this exposure with support from adults and other peers. They will learn about some of the key charities and groups which support children to make the right choices They learn about and are able to discuss a range of new risks, and explain how to manage the risks in new and changing situations, e.g. on residential visits or when journeying abroad They revise what to do in an emergency situation, building on Years 2 and 4, and how they might extend kindness to others who have been through this kind of situation and may need emotional help or support. They will learn how human babies develop and learn how babies develop in the womb and their needs when they are born Children will learn simple information about sexual feelings which develop during puberty and how they can manage those in a healthy way Children will learn simple facts about physically safe and healthy relationships in teenage years Children will learn simple facts about physically healthy relationships in teenage years (Pupils' questions, were asked, about contraception, will be answered factually at a level appropriate for the age and understanding of the child)

Curriculum Subject Sequencing Maps

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> Identify and name some feelings Children are taught to begin expressing and managing their feelings Children can express some of their positive qualities Begin to understand what bullying is and to recognise that it is wrong Children can list some ways to get help if bullying is happening Children have some understanding of the effect of their behaviour on other people Children can show how to cooperate in some less demanding situations Children are taught to describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another 	<ul style="list-style-type: none"> Express some of their positive qualities in more detail and show awareness of how this helps positive mental health Children will further identify, name and demonstrate that they can manage some feelings, giving examples which others might also find helpful Children can explain that bullying is wrong (and that it is a bad way to use your power) and list ways to get help in dealing with it and begin to say how they themselves might deal with it Recognise the effect of their behaviour on other people and explain why it is important to cooperate with others Children are able to say how we are all unique and can give some of the ways we are different from and similar to each other Children can explain with examples how friends and relations care for each other and show awareness that this might differ across families, depending on the make-up of each family; e.g. grandparents looking after their grandchildren in the absence of parents 	<ul style="list-style-type: none"> Children demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities – they can make links to positivity and mental health, for example coping with setbacks, loss, disappointment They understand bullying in a range of contexts, explain why bullying is wrong and offer simple strategies for dealing with it and how to help victims They are taught to recognise the effect of their behaviour on others and be able to cooperate with others to support those with difficulties or challenges Children are able to say how we are all unique and can give some of the ways we are different from and similar to each other – children develop an understanding of empathy Children can explain with examples how friends and relations care for each other and use what they know about loss, coping with setbacks and resilience to say how they might cope in a range of challenging family situations, e.g. a new sibling, the loss of a family pet, a change of house 	<ul style="list-style-type: none"> Children explore how to recognise their own worth and strength, and are supported to demonstrate or express that sense of self-worth, especially around personal aims, setbacks and challenges Children are taught to identify ways to face new challenges beyond the local, school or family setting; e.g. worries about national or global events, and how they might lean on friends, family and other key people to cope with such new challenges Children can identify, with support, some factors that affect how people think and feel, e.g. poverty, illness, health, wealth, stress, focusing on one specific aspect in detail Children explore how to make judgements and positive decisions which might affect their health and wellbeing, especially linked to resisting negative peer pressure, e.g. rejecting poor behaviours or temptation to do the wrong thing Children learn to identify different types of relationships and know ways to maintain good relationships, e.g. co-operation – they are taught more about the nature and consequences of bullying, how it can be a subtle abuse of power over another person, and ways of responding to it over time Recognise negative behaviours such as stereotyping, and understand the consequences of such behaviour Children are able to celebrate uniqueness and can give examples of how empathy helps others, and why it can be great to have a friend who is different from oneself 	<ul style="list-style-type: none"> Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities Demonstrate explore further what it means to have respect and tolerance towards others, building on their recognition of stereotyping They are able to think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices Children learn more about ‘social awareness’ and can identify some factors around a specific set of examples that affect how people think and feel, e.g. social exclusion, racism; children explore these experiences from others’ perspectives Children are taught about the principles of consent: they are taught simple ideas about agreement, commitment and how to say no to things they are not comfortable with, using an example of the bully wanting to persuade them to give money They learn that marriage / civil partnership is a legal commitment as well as an emotional commitment (see RS curriculum) and that it must be freely entered into by two people. The children understand that there are different relationship partnerships and families (including same sex relationships) and that love and stability are important in all relationships and families. 	<ul style="list-style-type: none"> Identify how different individuals are part of families and wider family interactions types of relationships and continue to reinforce ways to identify and maintain ‘good’ (positive, healthy and respectful) relationships Building on Y4, the children further explore ideas and stereotypes about how boys and girls are expected to behave in groups and families, focusing on mixed friendships and inclusive play with peers in the playground, as well as with older siblings and their peers Confidently understand, in an age-appropriate context, the varied nature and possible isolating consequences of bullying, and express ways of responding to it and ways of helping others to respond to it, as well as actively helping others to make a change in their behaviours. Think together about ways to actively challenge negative behaviours such as stereotyping and political pressure to extreme views, on a global level, and look at how ideas for change are spread, exploring a particular model example; e.g. Malala Yousafzai Demonstrate further what it means to have respect and tolerance towards others, building on their recognition of stereotyping and are able to think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices Explore together why loving, stable families are important for raising babies (including in same-sex families) and what children and adults gain from the support of a wider family or community 	<ul style="list-style-type: none"> Children are given a range of opportunities and contexts to demonstrate confidently that they recognise their own worth and personal value in relationships, support others in recognising theirs, and identify an demonstrate ways to face new challenges, e.g. starting secondary school, puberty, taking on new friendships, contributing to the local community Children continue to learn about different types of relationships for themselves and others, and show ways to maintain ‘good’ (Positive, healthy, respectful) relationships and to support others with their relationships and friendships, especially revising what consent is and how to maintain independence of choice in friendships Children revisit and make predictions about the nature and consequences of bullying they might encounter as they grow up and move on to new learning contexts (e.g. gangs), and express ways of responding to it and ways of helping others to respond to it, as well as helping others to make a change in their behaviours. The children revise what they already have learnt about online lives, relationships which are real and those which are virtual (using chat rooms, online gaming and social media examples to illustrate) and they understand the dangers associated with both transparency and also secrecy in online communications and how to manage both of these aspects to be safe Children will revisit what ‘fair’ means and how this is linked to needs and not desires or wants – so that they can have a strong sense of what ‘fairness’ is and how it can be maintained

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Living in the Wider World	<ul style="list-style-type: none"> Children know and recognise simple choices they can make (e.g. rights and entitlements) and are shown that everyone is entitled to make their own choices Children are taught to recognise the difference between right and wrong in their immediate context (rule of law) Understand, with support, some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks, e.g. recycling Children are taught simple ideas of different communities, such as 	<ul style="list-style-type: none"> Children are taught how to identify and respect differences and similarities between people and understand that everyone is entitled to express themselves in their own way, without causing others harm Children are able to know and recognise choices they can make (rights, risks, opportunities, entitlements) and explore some simple local choices; e.g. walking to school, taking part in local teams, and the impact of these choices on the local community Children can recognise the difference between right and wrong in the wider context, e.g. outside of school but in their local community (rule of law) 	<ul style="list-style-type: none"> Identify, describe with confidence and respect differences and similarities between people and have regular opportunities to show how to express themselves in their own way, without causing others harm or offence Children recognise and are able to describe more confidently the choices they can make (rights, risks, opportunities, entitlements) and explore some simple dilemmas; e.g. those which might test their responsibilities as a citizen Children can recognise the difference between right and 	<ul style="list-style-type: none"> Children are taught about a range of jobs and what these add to the community, focussing on 2 local contrasting careers or jobs for further comparison and depth Children understand that they will need to develop skills to work in the future and recognise the choices they can make to be able to do the jobs they want to in the future (rights, risks, opportunities, entitlements), looking specifically at equal rights and myth busting about ‘male and female’ jobs Children learn in greater depth how to look after and save money with specific examples (e.g. national bank saving scheme, in-school saving scheme) 	<ul style="list-style-type: none"> Children begin to develop learning that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment They look in more depth at the cost of living and how this relates to income, building on the learning in Year 3 about savings Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society and how these are sometimes misrepresented in the media 	<ul style="list-style-type: none"> Talk about a range of jobs and who might choose to do them in an inclusive and positive way; begin to understand how they will develop skills and qualifications in secondary school to work in the future Children learn to budget for the cost of living, building on the learning in Year 4 about money management, gaining an understanding about real costs of food, toiletries, travel and other key household bills Children are given a global example to explore and to understand that resources can be allocated in different ways and that these economic choices affect individuals, communities 	<ul style="list-style-type: none"> Children learn in detail about the British judicial system and how the rule of law is upheld by the relevant respected institutions Children learn about the ambition and impact of significant individuals in society who have demonstrated respect for diversity and tolerance towards others, resolved differences, and supported others to resolve differences, by looking at alternatives and promoting equality, e.g. revisiting Mother Theresa from Year 4 RS Children review what democracy is, institutions that support it globally as well as where it is more challenged. They explore the harmful impact that extreme

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	<p>family and school, and how these might differ from one to the next (family might have a mixture of the following, for example: grandparents, brothers, sisters, mothers, fathers)</p> <ul style="list-style-type: none"> • Children begin to contribute to the life of the class and school with adult direction and support • Explain in simple terms where money comes from and some different ways in which it can be used • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS 	<ul style="list-style-type: none"> • Understand what improves and what harms their local, natural and built environments and contribute to looking after them through simple tasks, e.g. charitable work, tree planting • Understand that they belong to various groups and communities, such as family and school, and can begin to explain how they themselves contribute to the life of the class and school • Children can explain in simple terms how communities might differ from one to the next (for example, to include different faith communities, or people who have come from other countries) • Children realise that money comes from different sources and can be used for different purposes • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS, and are using this simple knowledge in their everyday access to computing 	<p>wrong in the wider, national context, with some simple examples from the national news (rule of law) e.g. racism in sport</p> <ul style="list-style-type: none"> • Children are given a chance to take more responsibility for what improves and what harms their local, natural and built environments, with a focus on improving the built environment for other users • The pupils are able to describe a specific use of money, e.g. a charitable cause and how the money is generated and spent • Children are able to describe more confidently the various groups and communities they belong to, including faith groups, and how they might differ to other and can begin to explain what they themselves might bring to those groups as they grow older. • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS, and are using this simple knowledge in their everyday access to computing. They can explain why online life is not the same as 'real' life and how they can protect themselves whilst online 	<ul style="list-style-type: none"> • Children learn and can explain some basic facts about democracy and about some of the institutions that support it locally, e.g. local government, the school classroom pupil voice • Children are given a chance to explore in more depth the difference between ethical right and wrong in the wider, national context, with some more challenging, ethical examples from the national news e.g. HS2, additional runways at Heathrow • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2 and are able to give examples of how they have made good decisions in their everyday usage • They can explain why online life is not the same as 'real' life and how they can protect their own mental health and wellbeing whilst online in a specific circumstance, e.g. understanding that photo-shopping images is fake 	<ul style="list-style-type: none"> • Understand facts about democracy and about some of the institutions that support it locally and nationally, e.g. local government, national government, UK politics • Children explore in more detail their ideas about the jobs of the future and what might be required nationally and globally to meet the changing needs of the people and the world, e.g. the environmental issues arising now • Look at human rights and learn more specifically about the way these are protected in law • Children look at fake news and how the media can mislead consumers, exploring a specific example, e.g. the differing views about climate change • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2 and are able to explain what an online 'digital footprint' is and how to maintain a positive one • They can explain why online text is not necessarily true and have a simple understanding of online copyright 	<p>and the sustainability of the environment; e.g. Fairtrade farming in South America</p> <ul style="list-style-type: none"> • Children are given further examples which enable them to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society; they will focus on Hull and immigration into the city • Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices; the children will look in detail at the way the laws around smoking in public were brought about and enforced • Revisit key facts about democracy from Y4 and about some of the institutions that support it locally and nationally, e.g. local government, national government, UK politics • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2; they can name safe search engines, express understanding of the risks to open searches and understand how a search history captures a story of their online activity 	<p>individual views can have in society and understand likewise how these can develop into harmful shared views and they revise ways to promote mutual respect in a democratic society</p> <ul style="list-style-type: none"> • Children have further opportunities to learn about to the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society, focussing on current movement of different people into the UK; e.g. the refugee crisis and how it affects the UK, looking at the work of Amnesty International and Unicef UK • Children are given a 'real' context to manage as a cause and effect problem, in which they decide how resources can be allocated and how these economic choices affect individuals, communities and the sustainability of the environment, e.g. raising funding and choosing a sustainability-focused charity to support to be responsible global citizen • Children will look at the distribution of power in society and what it means to have 'powers'
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