



Ings Farm Primary Long Term Plan

**PSHE  
2021-2022**

**Skills &  
Processes**

1	Recognise and cope with Feelings and emotions
2	Understand how to Keep safe , recognise hazards and act responsibly
3	Understanding how to Keep Healthy
4	Understand Relationships
5	Understand Computer safety
6	Understand Money Matters and the world around

Skills & Processes involved - Indicate by term or C for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6
EYFS Nursery + Reception	Ongoing throughout the year <span style="color: blue;">→</span> Prime Area: Personal, Social and Emotional Development Aspects: 1. Making relationships 2. Self-confidence and self-awareness 3. Managing feelings and behaviour Specific Area: Understanding of the World      Aspect: People and communities As above with addition focussed topics.			C	C	C	C	C	
Year 1	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Jealousy</b></li> <li>• Recognise emotions and their physical effect</li> <li>• Pleasant and unpleasant emotions</li> <li>• Skills for coping with emotions</li> <li>• Communicating without words</li> <li>• <b>My support Network. (C4L)</b></li> <li>• Recognise a diverse personal support network.</li> <li>• Understand positive behaviour of others, and have an understanding of and can appreciate difference.</li> </ul> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li>• <b>Road Safety</b></li> <li>• Safe play near roads.</li> <li>• Crossing roads safely</li> <li>• Safe and risky choices</li> <li>• Ways to keep safe</li> </ul> <p><b>HAZARD WATCH</b></p> <ul style="list-style-type: none"> <li>• <b>Is it safe to eat or drink?</b></li> <li>• Understanding what is safe and unsafe to eat and drink</li> <li>• <b>Is it safe to play with?</b></li> <li>• Understanding what is safe and unsafe to play with</li> <li>• Potential dangers in the environment</li> <li>• How dangers can affect siblings</li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li>• <b>Water Spillage</b></li> <li>• Helping people around</li> <li>• Understanding responsibility</li> <li>• The importance of preventing accidents</li> <li>• Recognising responsible and irresponsible choices</li> </ul> <p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li>• <b>Washing hands.</b></li> <li>• Understanding the reason why we wash our hands</li> <li>• Know how germs spread and effect our health</li> <li>• Learn how to wash hands properly</li> <li>• Healthy and unhealthy choices (knowing the difference)</li> <li>• <b>Keeping our teeth healthy (C4L)</b></li> <li>• Tilly the tooth, the importance of caring for your teeth.</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>• <b>Growing in our world</b></li> <li>• TBA</li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to the internet. (C4L)</b></li> <li>• looking out for warning signs regarding online safety.</li> <li>• Becoming aware of how to behave on the internet.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Staying safe online (C4L)</b></li> <li>• Looking out for warning signs regarding online safety.</li> <li>• Behaviour and the internet continued.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Online Bullying</b></li> <li>• How online activity can affect others</li> <li>• Positives and negatives use of technology</li> <li>• Asking for help</li> <li>• Recognising kind and unkind comments</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• <b>Friendship</b></li> <li>• How to be a good friend</li> <li>• Recognising kind and thoughtful behaviour</li> <li>• Importance of understand other's feelings</li> <li>• Other people's points of view</li> <li>• <b>Behaviour in Relationships (C4L)</b></li> <li>• Identify positive behaviours within their peer relationships and understand that we are all different and being unique should be celebrated.</li> <li>• <b>Helping each other (C4L)</b></li> <li>• Describe kindness and empathy.</li> <li>• Identify how they can help others.</li> <li>• Identify when they might need help.</li> <li>• Begin to identify who and what can help them.</li> </ul>	1	1, 2	2	3	3	2

Year 2	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional health (Covid 19) (C4L)</b></li> <li>• Name the core emotions.</li> <li>• Recognise that different behaviours usually mean a person is experiencing a particular emotion.</li> <li>• Identify and recognise factors and influences about their emotional state.</li> <li>• <b>Worry</b></li> <li>• Recognise emotions and their physical effect</li> <li>• Pleasant and unpleasant emotions</li> <li>• Skills for coping with emotions</li> <li>• Communicating without words</li> <li>• <b>Anger – dealing with negative emotions</b></li> <li>• Recognise emotions and their physical effect</li> <li>• Pleasant and unpleasant emotions</li> <li>• Skills for coping with emotions</li> <li>• Communicating without words</li> </ul> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li>• <b>Tying Shoelaces</b></li> <li>• Reasons why laces should be tied.</li> <li>• Learn how to tie laces properly</li> <li>• Know rules to keep self and others safe.</li> <li>• Safe and risky choices.</li> <li>• <b>*Linked to hazard watch*</b></li> </ul> <p><b>HAZARD WATCH – Delivered through C4L</b></p> <ul style="list-style-type: none"> <li>• <b>Is it safe to eat or drink?</b> (video 1 Decision) <ul style="list-style-type: none"> <li>• What is a medicine?</li> <li>• Being aware about medicines and the dangers around them.</li> <li>• Understanding of where to get medicine and help - . Safety around medicines.</li> </ul> </li> <li>• <b>Is it safe to play with?</b> (video 1 Decision) <ul style="list-style-type: none"> <li>• Medicines and the dangers around them.</li> <li>• Understanding of where to get medicine and help.</li> </ul> </li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li>• <b>Practice Makes Perfect</b></li> <li>• Improving activities</li> <li>• Trying hard and not giving up</li> <li>• Benefits of practise</li> <li>• Setting goals and achieving them</li> <li>• <b>Helping Someone in Need</b></li> <li>• Helping others</li> <li>• Recognising kind and thoughtful behaviour</li> <li>• Risks of talking to unfamiliar people</li> <li>• Recognising responsible and irresponsible behaviour</li> <li>• <b>British Red cross – 999 (C4L)</b> <ul style="list-style-type: none"> <li>• Understanding when it appropriate and not to dial 999</li> </ul> </li> </ul> <p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy eating</b></li> <li>• Know what foods are needed for growth</li> <li>• Understanding some foods are better than others</li> <li>• Recognising healthy food options</li> <li>• Keeping yourself and others healthy</li> <li>• Understanding healthy and unhealthy options.</li> <li>• <b>Brushing Teeth</b></li> <li>• Understand why we brush our teeth</li> <li>• Learn how to brush our teeth properly</li> <li>• Understanding healthy and unhealthy options.</li> <li>• Being responsible for brushing our own teeth</li> <li>• <b>Importance of sleep (C4L)</b></li> <li>• Strategies to improve sleep to improve and wellbeing.</li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li>• <b>Online risks (C4L)</b></li> <li>• <b>Image Sharing</b></li> <li>• How online activity can affect others</li> <li>• Positives and negatives use of technology</li> <li>• Risks of sharing images</li> <li>• Understanding Appropriate and unappropriated image sharing.</li> <li>• <b>Personal information (C4L)</b> <ul style="list-style-type: none"> <li>• Warning signs regarding online safety.</li> <li>• Become more aware of how to behave on the internet.</li> </ul> </li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• <b>Bullying</b></li> <li>• Name a range of feelings.</li> <li>• Understanding other people's feeling</li> <li>• Bullying behaviours</li> <li>• Coping with bullying behaviours</li> <li>• <b>Body Language (C4L)</b> <ul style="list-style-type: none"> <li>• Recognise the emotions of others.</li> <li>• Supporting the emotions of others.</li> </ul> </li> <li>• <b>Being different (C4L)</b> <ul style="list-style-type: none"> <li>• Understand that everybody is different.</li> <li>• Gain an understanding of the word 'different'.</li> <li>• See that learning helps us to understand and respect anything that is different to ourselves.</li> <li>• Challenging behaviour that might be stereotyping others.</li> </ul> </li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>• <b>Living in our world</b> <ul style="list-style-type: none"> <li>• TBA</li> </ul> </li> <li>• <b>Looking after our world</b> <ul style="list-style-type: none"> <li>• TBA</li> </ul> </li> </ul>	1	1,2	2	3	3	3
Year 3	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Grief</b></li> <li>• Recognise emotions and their physical effect</li> <li>• Pleasant and unpleasant emotions</li> <li>• Skills for coping with emotions</li> <li>• Communicating without words</li> </ul> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li>• <b>Staying safe.</b> <ul style="list-style-type: none"> <li>• Ways to keep self and others safe.</li> <li>• Recognising risky situations.</li> <li>• Identifying trusted adults.</li> <li>• Safe and risky choices.</li> <li>• Recognise a range of warning signs</li> <li>• Dangers at home</li> <li>• Listening to trusted adults.</li> <li>• Keeping safe at home</li> </ul> </li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li>• <b>Stealing</b></li> <li>• The difference between borrowing and stealing</li> <li>• Describing feeling when something is borrowed and not returned</li> <li>• Why stealing is wrong</li> <li>• Recognising responsible and irresponsible behaviour</li> <li>• <b>British Red Cross – staying safe (C4L)</b> <ul style="list-style-type: none"> <li>• Identify dangers by looking and listening</li> <li>• Decide if an area is safe;</li> <li>• Make an area safe</li> <li>• Be able to help someone without risk to themselves</li> </ul> </li> </ul> <p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li>• <b>Medicine</b></li> <li>• Safety rules around medicine</li> <li>• Using medicine safely</li> <li>• Accepting medicine</li> <li>• Understanding healthy and unhealthy choices</li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li>• <b>Making Friends Online</b> <ul style="list-style-type: none"> <li>• Online friends</li> <li>• Keeping safe in chat rooms</li> <li>• Positive and negative uses of technology</li> <li>• Safe and risky choices</li> </ul> </li> <li>• <b>Computer Safety Documentary</b> <ul style="list-style-type: none"> <li>• Keeping safe whilst online</li> </ul> </li> <li>• <b>Age restrictions (C4L)</b> <ul style="list-style-type: none"> <li>• Look out for warning signs regarding online safety.</li> <li>• Become more aware of how to behave on the internet.</li> </ul> </li> <li>• <b>Behaviour on-line (C4L)</b> <ul style="list-style-type: none"> <li>• Look out for warning signs regarding online safety.</li> <li>• Become more aware of how to behave on the internet.</li> </ul> </li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• <b>Touch – NSPCC underwear rule.</b> <ul style="list-style-type: none"> <li>• Appropriate and inappropriate touch</li> <li>• Importance for caring for other's feelings</li> </ul> </li> </ul>	1	1,2	2	3	3	2

	<ul style="list-style-type: none"> <li><b>Vaccinations (C4L)</b> <ul style="list-style-type: none"> <li>Why vaccines and the important.</li> <li>Understanding that vaccines are safe.</li> </ul> </li> </ul>	<p><b>Our World</b></p> <ul style="list-style-type: none"> <li><b>Working in our world</b></li> <li>TBA</li> </ul>	<ul style="list-style-type: none"> <li>Personal boundaries</li> <li>Asking for help</li> <li>Naming body parts</li> </ul> <ul style="list-style-type: none"> <li><b>Healthy families (C4L)</b> <ul style="list-style-type: none"> <li>Be able to describe what makes a family positive and healthy.</li> <li>Be able to understand that other families may be different from their own.</li> <li>Be able to identify what is essential and what isn't for a family to be healthy and positive.</li> </ul> </li> <li><b>What is a healthy friendship? (C4L)</b> <ul style="list-style-type: none"> <li>Be able to identify factors involved in a friendship.</li> <li>Be able to recognise what is a healthy and unhealthy friendship.</li> <li>Be able to understand that there can be complicating factors to friendships.</li> </ul> </li> </ul>						
Year 4	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li><b>Jealousy</b> <ul style="list-style-type: none"> <li>Recognising the difference between positive and negative feelings and emotions.</li> <li>Supporting others through upset and jealousy</li> <li>Choosing how we act and the impact on others</li> <li>Strategies to help and control emotions and feelings</li> </ul> </li> <li><b>Managing conflict (C4L)</b> <ul style="list-style-type: none"> <li>Be able to use 'I-Statements' effectively.</li> <li>To articulate emotions in a way that supports a positive outcome.</li> <li>To place a greater emphasis on 'how' they communicate things as well as 'what' they communicate.</li> </ul> </li> <li><b>Different families (C4L)</b> <ul style="list-style-type: none"> <li>To be able to describe different types of families.</li> <li>To be able to understand that other families may be different from their own.</li> </ul> </li> </ul> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li><b>Cycle Safety (Link to Bikability)</b> <ul style="list-style-type: none"> <li>Keeping ourselves and others safe</li> <li>Impact and consequences of accidents</li> <li>Identifying risky choices</li> <li>Identifying how to keep safe and rules</li> </ul> </li> </ul> <p><b>A WORLD WITHOUT JUDGEMENT</b></p> <ul style="list-style-type: none"> <li><b>Breaking Down Barriers</b> <ul style="list-style-type: none"> <li>Recognising positive attributes of others</li> <li>Why different is okay</li> <li>Personal strengths and goals and why they may be different from others</li> <li>Overcoming barriers of equality</li> </ul> </li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li><b>Coming Home on Time</b> <ul style="list-style-type: none"> <li>Importance of behaving responsibly</li> <li>Why being on time is important</li> <li>Importance of having rules at home</li> <li>Sensible and responsible behaviour</li> </ul> </li> <li><b>British Red Cross - help save lives (C4L)</b> <ul style="list-style-type: none"> <li>Keep themselves safe</li> <li>Give first aid in different situations;</li> <li>Know when to get help when needed.</li> <li>Know what to do in an emergency.</li> </ul> </li> </ul> <p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li><b>Healthy Living</b> <ul style="list-style-type: none"> <li>Balanced diets</li> <li>Food products and their effect in later life</li> <li>Understanding nutritional values</li> <li>Understanding a healthy lifestyle</li> </ul> </li> <li><b>Mood Food (C4L)</b> <ul style="list-style-type: none"> <li>Be able to understand the impact of food on health.</li> <li>Be aware of how the body responds in regards to food intake.</li> </ul> </li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li><b>Online Bullying</b> <ul style="list-style-type: none"> <li>Key values for positive online relationships</li> <li>Feelings and emotions that may arise from online bullying</li> <li>Coping strategies to deal with online bullying</li> <li>Asking for help.</li> </ul> </li> <li><b>Online behaviour (C4L)</b> <ul style="list-style-type: none"> <li>To be able to look out for warning signs regarding online safety.</li> <li>To become more aware of how to behave on the internet.</li> </ul> </li> </ul> <p><b>GROWING AND CHANGING</b></p> <ul style="list-style-type: none"> <li><b>Appropriate Touch (Relationships) - recap of NSPCC underwear rule.</b> <ul style="list-style-type: none"> <li>Different relationships and how they change</li> <li>Family Support</li> <li>Healthy and Unhealthy relationships.</li> <li>Asking for help when a relationship makes them uncomfortable.</li> </ul> </li> </ul>						
Year 5	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li><b>Anger</b> <ul style="list-style-type: none"> <li>The effects of emotions and feelings on the body</li> <li>Communicating without words</li> <li>Choosing the way we act and the effects</li> <li>Strategies to help and control emotions and feelings</li> </ul> </li> </ul> <p><b>A WORLD WITHOUT JUDGEMENT</b></p> <ul style="list-style-type: none"> <li><b>Inclusion and Acceptance</b></li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li><b>Looking Out for Others</b> <ul style="list-style-type: none"> <li>Taking action when someone is unkind</li> <li>Caring and considerate behaviour</li> <li>Importance of behaving appropriately and responsibly</li> <li>The impact of negative choices.</li> </ul> </li> <li><b>British Red Cross - memory aid (C4L)</b> <ul style="list-style-type: none"> <li>Helping you to remember important information.</li> </ul> </li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li><b>Image Sharing</b> <ul style="list-style-type: none"> <li>Reasons for sharing images online</li> <li>Rules for sharing images online</li> <li>Positive and negative consequences of image sharing Online</li> <li>Influences and pressures to sharing images online</li> </ul> </li> </ul>						

	<ul style="list-style-type: none"> <li>Identifying being different and unique</li> <li>Elements of a diverse community</li> </ul> <p>Strategies to overcome barriers of diversity and inclusion</p> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li><b>Peer Pressure</b> <ul style="list-style-type: none"> <li>Keeping ourselves and others safe</li> <li>Managing peer pressure</li> <li>Potential outcomes when taking risk</li> <li>Impact and consequences of accidents</li> </ul> </li> </ul>	<p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li><b>Smoking</b> <ul style="list-style-type: none"> <li>Addiction and risks</li> <li>Smoking and the effect it has both immediate and future</li> <li>Why people chose to smoke</li> <li>Peer pressure and smoking.</li> </ul> </li> <li><b>Being healthy - seeing health (C4L).</b> <ul style="list-style-type: none"> <li>Pupils to have a working definition of health, both physical and emotional</li> <li>Understand the difference between emotional and physical health and what the impact of both can be on our mood and well-being</li> <li>Understand the connections between both</li> </ul> </li> </ul>	<p><b>GROWING AND CHANGING</b></p> <ul style="list-style-type: none"> <li><b>Puberty</b> <ul style="list-style-type: none"> <li>What puberty means.</li> <li>Changes girls and boys face during puberty</li> <li>Identifying why our bodies go through puberty</li> <li>Identify who and what can help us during puberty.</li> </ul> </li> </ul>						
<p>Year 6</p>	<p><b>FEELINGS AND EMOTIONS</b></p> <ul style="list-style-type: none"> <li><b>Coping with worries and stress.</b> <ul style="list-style-type: none"> <li>Recognising thoughts, feelings and emotions.</li> <li>Reducing worry</li> <li>Supporting others with worry</li> <li>Strategies to help and control emotions and feelings</li> </ul> </li> <li><b>Courtesy and manners (C4L)</b> <ul style="list-style-type: none"> <li>Able to notice the positive behaviour of others, understanding and appreciating difference.</li> <li>Able to further their understanding of manners and politeness</li> </ul> </li> </ul> <p><b>A WORLD WITHOUT JUDGEMENT</b></p> <ul style="list-style-type: none"> <li><b>British Values</b> <ul style="list-style-type: none"> <li>Understanding different religions and beliefs in the UK</li> <li>Explaining British Values</li> <li>Creating Values for school</li> <li>Living in cohesion with different religions</li> </ul> </li> </ul> <p><b>KEEPING/STAYING SAFE</b></p> <ul style="list-style-type: none"> <li><b>Water Safety</b> <ul style="list-style-type: none"> <li>Identifying danger signs</li> <li>Keeping ourselves and others safe</li> <li>Impact and consequences of accidents</li> </ul> </li> <li><b>Managing peer pressure (C4L)</b> <ul style="list-style-type: none"> <li>Recognise when they are subjected to peer pressure.</li> <li>Understand that peers can influence decisions.</li> </ul> </li> </ul>	<p><b>BEING RESPONSIBLE</b></p> <ul style="list-style-type: none"> <li><b>Stealing</b> <ul style="list-style-type: none"> <li>The meaning of consent</li> <li>The importance of honesty and not stealing</li> <li>The importance of trust</li> <li>The impact of negative choices.</li> </ul> </li> <li><b>British Red Cross - emergency action.(C4L)</b> <ul style="list-style-type: none"> <li>Know that getting help in an emergency is an important part of first aid.</li> <li>Learn when to get adult help.</li> <li>Know how to call 999;</li> <li>Find out what happens when they call 999 and what information they need to give;</li> <li>Keep calm and help a person who needs first aid; and not worry - the 999 operator will help them.</li> </ul> </li> </ul> <p><b>KEEPING/STAYING HEALTHY</b></p> <ul style="list-style-type: none"> <li><b>Alcohol, drugs and medicine</b> <ul style="list-style-type: none"> <li>Risky choices</li> <li>Risks involving alcohol</li> <li>Effect of alcohol both immediate and future.</li> <li>Strategies to keep safe.</li> </ul> </li> </ul>	<p><b>COMPUTER SAFETY</b></p> <ul style="list-style-type: none"> <li><b>Making Friends Online</b> <ul style="list-style-type: none"> <li>Key applications</li> <li>Age restrictions on applications</li> <li>Keeping safe on and off line</li> <li>Recognising not all is how it appears on line</li> </ul> </li> <li><b>Trust me on line (C4L)</b> <ul style="list-style-type: none"> <li>Know that not everything online is trustworthy</li> <li>Recognise some of the differences between fact and opinion</li> <li>Make decisions about what they trust online using clues.</li> </ul> </li> <li><b>Puberty (C4L) Recap and new knowledge.</b> <ul style="list-style-type: none"> <li>To know how and why puberty changes occur.</li> <li>To recognise a wide variety of changes.</li> <li>To be aware that not all information is accurate.</li> <li>To produce a magazine about puberty, growing up and relationships.</li> </ul> </li> <li><b>Body image (C4L)</b> <ul style="list-style-type: none"> <li>To be able to look out for warning signs regarding online safety.</li> <li>To become more aware of how to behave on the internet.</li> </ul> </li> </ul> <p><b>GROWING AND CHANGING</b></p> <ul style="list-style-type: none"> <li><b>Conception</b> <ul style="list-style-type: none"> <li>Explaining the term 'conception' and 'reproduction'</li> <li>Functions of male and female reproduction</li> <li>Identify the various ways and adult can have a child</li> <li>Various stages of pregnancy</li> <li>Law around consent</li> </ul> </li> </ul>						
<p>Whole School from year 2- 6. To be taught at appropriate times suiting each year group.</p>	<p><b>Yr 2 and yr 3 - MONEY MATTERS</b></p> <p><b>Yr 4 MONEY MATTERS through THE WORKING WORLD - chores at home,</b></p> <ul style="list-style-type: none"> <li>Helping those who look after us.</li> <li>Positive impacts of our actions</li> <li>Contributing at home, in school and in the community</li> <li>Skills for future jobs</li> </ul> <p><b>Yr 5 MONEY MATTERS through THE WORKING WORLD - Enterprise.</b></p> <ul style="list-style-type: none"> <li>Saving money</li> <li>Helping at home</li> <li>Budgeting</li> <li>Ways to make money and early enterprise</li> </ul> <p><b>Yr 6 MONEY MATTERS through THE WORKING WORLD - In-App Purchases</b></p>								

	<ul style="list-style-type: none"> <li>• Understanding money terms</li> <li>• Spending money via technology</li> <li>• Impact of spending money without permission</li> <li>• Strategies to save money</li> </ul>						
KS 1 Topic to be delivered Autumn term 1A (As a class assembly)	<ul style="list-style-type: none"> <li>• <b>Emotional health (Covid 19) (C4L)</b></li> <li>• Recognising the difference between physical health and emotional health.</li> <li>• Understanding good and bad health - what covid19 is and why restrictions are in place.</li> <li>• Understanding that you cannot always tell how someone is feeling.</li> <li>• Understand how people can be stereotypes</li> </ul>						
KS 2 Topic to be delivered Autumn term 1A (As a class assembly)	<ul style="list-style-type: none"> <li>• <b>Emotional health (Covid 19) (C4L)</b></li> <li>• Understand what COVID-19 is</li> <li>• Understand the impact of COVID-19</li> <li>• Understand why there are restrictions</li> <li>• Describe what they can do to help</li> <li>• Children Recognise own feelings.</li> <li>• Identify how these can help them relax or talk to someone.</li> </ul>						
Core themes	<b>KS1 and 2</b> <b>FEELINGS AND EMOTIONS</b> <b>KEEPING/STAYING SAFE</b> <b>BEING RESPONSIBLE</b> <b>KEEPING/STAYING HEALTHY</b> <b>COMPUTER SAFETY</b> <b>Relationships (KS1 and yr 3)</b> <b>GROWING AND CHANGING (KS2)</b>						