Autumn 1	Spring 1	Summer 1
HWB To use ICT safely including using software features and settings. To know how information and data is shared and used online. To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. To know why social media, some computer games and online gaming, for example, are age restricted. To know where and how to report concerns and get support with issues online. LWW To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know and understand the terms 'discrimination' and 'stereotype'. To challenge stereotypes relating to gender and work. To show awareness of issues affecting communities.	HWB To know what constitutes a healthy diet (including understanding calories and other nutritional content). To know where different foods come from. To know about and understand the function of different food groups for a balanced diet. To know the principles of planning and preparing a range of healthy meals. To learn to prepare and cook a variety of dishes	HWB To understand that everyone has different strengths and weaknesses. To learn about the importance of self-respect and how this links to our own happiness. To know how to set realistic targets. To understand how to break down the steps needed to achieve a goal. To identify and talk about my own and others' strengths and weaknesses and how to improve. To reflect on the range of skills needed in different jobs.
Autumn 2	Spring 2	Summer 2

R To know how to recognise the difference between isolated hostile incidents and bullying. To understand what self-esteem is and why it is important. To know how to communicate our opinions in a group setting. To understand the terms 'resilience' and 'persistence' and why these character traits are important. To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. To know how to recognise bullying behaviour. HWB To know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate.	R To understand why it is important to listen to others. To know how to communicate our opinions in a group setting. To know that others' families, either in school or in the wider world, sometimes look different from our family, but that we should respect those differences and know that other children's families are also characterised by love and care. To understand that family units can be different and can sometimes change. HWB To know that isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult and seek support.	R To understand how we are all connected by our similarities. To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as we grow up. To know and understand how the make-up of family units can differ. To understand and appreciate the range of different cultures and religions represented within school. To learn about the need for tolerance for those of different faiths and beliefs. To understand the term 'diversity' and appreciate diversity within school. To understand the need for tolerance for those who are different from us. LWW To know and reflect on our own spending habits/choices. To understand why financial management and planning is important from a young age.
Autumn Safe Zone	**Spring Safe Zone**	**Summer Safe Zone**
To understand downtime and how we should behave during it. To reflect on screen time and what you access online.	To begin to question the validity of online sources of information. To review online identity.	To create an online portfolio while being aware of copyright and ownership. To begin to develop a knowledge of privacy and consent.

Autumn Term		Spring Term		Summer Term	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Make links, Ask questions,Talk about, Raise questions, Show, Talk to , Find out about, Identify, Investigate, Compare and contrast, Explore, Make suggestions, Research, Consider, Enter imaginatively, Reflect					
impact software features consequences responsible choices positive contribution local organisations	sensitivity challenges, co-operatively fairness consideration strategies managing controlling feelings	stereo-typing balance skills agreement discussions appropriate relationship discrimination safely form maintain lifestyle choices	empathise consideration views issues managing controlling feelings emotions	self-assess identify positive feelings contribute improve future actions reflect worth responsible choices	appropriate relationships recognise stereo-typing issues challenge discrimination empathise needs wants set goals prioritise manage time manage resources money
Safe Zone Vocabulary					
Describe, Strategies, Streaming, Gaming, Platform, Respectful, Online, Bullying, Reputation, Limit, Create, Content, Share, Judgement, Accurate, Impersonate, Identity, Perceive, Perception, Consent, Privacy, Private.					
I will learn…					
How to show awareness of issues affecting communities and groups. How to reflect on the impact of people's actions on others.	That attitude and behaviour, including bullying, may affect others. That attitude, behaviour and peer pressure can influence choice and	That the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. How to begin to make	How to listen to and show consideration for other people's views. Safe Zone – Explain how my online identity can be different to my offline identity.	How to recognise their strengths and how they can contribute to different groups. How to identify and talk about their own and others' strengths	How to recognise and respect similarities and differences between people. How to challenge stereotyping and discrimination.

How to recognise and respond to issues of safety relating to myself and others and how to get help. How to use ICT safely including using software features and settings. How to begin to make responsible choices and consider consequences. How to behave safely and responsibly in different situations. How to recognise the importance of local organisations in providing for the needs of the local community. That people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.	behaviour, including dealing with bullying. How to talk about their views on issues that affect them and their class. How to identify strategies to respond to negative behaviour constructively and ask for help. How to understand the nature and consequences of negative behaviours such as bullying, aggressiveness. How to empathise with another viewpoint. How to work and play independently and in groups, showing sensitivity to others. How to respond to challenges, including	informed lifestyle choices. How to work collaboratively towards common goals. How to reach agreements, make decisions and manage discussions to achieve positive results. How to recognise stereotyping and discrimination. That there are range of jobs carried out by the people they know. How to reflect on the range of skills needed in different jobs. How work co-operatively, showing fairness and consideration to others. How to form and maintain appropriate	Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. .	and weaknesses and how to improve. How to self-assess, understanding how this will help their future actions. How to begin to reflect on their worth as an individual by identifying positive things about themselves and their achievements. How to recognise what they are good at. How to recognise, name and manage their feelings in a positive way. How to recognise why people work. Safe Zone – That when searching on the internet for content to use, I can explain why I need to consider who owns it and	How to identify the difference between needs and wants. How to make decisions, giving consideration to the impact they may have on others. How to set goals, prioritise and manage time and resources, understanding how this will help their future actions. How to recognise what influences the choices people make about how money is spent. Safe Zone – Describe strategies for keeping personal information private, depending on the context. Explain that internet use is never fully private and is

How to work independently and in groups, taking on different roles and collaborating towards common goals. How to recognise how new relationships may develop. Safe Zone – How to describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). How to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. How content shared online may feel unimportant to one person but may be important to other	recognising, taking and managing risk. How to face new challenges positively and know when to seek help. How to work co-operatively, showing fairness and consideration to others. How to recognise right and wrong, what is fair and unfair and explain why. How to develop strategies for managing and controlling strong feelings and emotions. How to recognise how their behaviour and that of others may influence people both positively and negatively. Safe Zone -	relationships with a range of different people. Safe Zone – Describe how to find out information about others by searching online. Explain ways that some of the information about anyone online could have been created, copied or shared by others. How to use information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g.		whether I have the right to reuse it. Describe some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	monitored, e.g. adult supervision. Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. Explain what the **digital age of consent** is and the impact this has on online services asking for consent.

people's thoughts feelings and beliefs. How to recognise when someone is upset, hurt or angry online. How to describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Explain how using technology can be a distraction from other things, in both a positive and negative way. Describe times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	social media, image sites, video sites). Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.			