



	Reception*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> Who is in my family? Who do I look after? What can other people do to make me feel good? 	<ul style="list-style-type: none"> What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Why shouldn't I tease other people? <p>Also – See GC Unit for this year</p>	<ul style="list-style-type: none"> Why are friends important? What can other people do to make me feel good? What can I do to help other people feel good? How have my relationships changed as I have grown up? Why are some parents married and some not? <p>Also – See GC Unit for this year</p>	<ul style="list-style-type: none"> Why do friendships change? How can I be a good friend? What are the characteristics of a good friendship? Why can it be fun to have friends who are different to me? How do I know if I'm being bullied? What do I do if I'm being bullied? How can I make up with someone if we've fallen out? 	<ul style="list-style-type: none"> How do I fix a friendship issue without fighting? What are some of the bad ways people can behave towards one another? What are the characteristics of a healthy family life? (times of difficulty, protection and care, time and sharing). Why are strong friendships welcoming of others? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? What is grooming (including online)? What is discrimination? 	<ul style="list-style-type: none"> What are the important relationships in my life now? What is love? How do we show love to one another? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Can some relationships be harmful? Why are families important for having babies and bringing them up? What aspects of a relationship require 'permission' from the other person? What are relationship boundaries – and how are they different with different people (parents, friends, siblings, strangers etc) What are the signs of grooming (including online)? What is the difference between discrimination and harassment? What are 'protected characteristics'? 	<ul style="list-style-type: none"> What makes a relationship happy or unhappy? Why do relationships change during adolescence? How can I cope with changing relationships with my family and friends? Why do people get married or have a civil partnership? What can I do about family and friendship break-up? What are the qualities I should look for in a partner? Should everyone have a boyfriend or girlfriend at my age? At what age is it legal to have sex / get married/ or have a civil partnership? What does it mean to be gay, lesbian, bisexual or transgender? What is the difference between transvestite and trans-sexual? What is acceptable touching and behaviour amongst my peers? How can I report peer on peer abuse and how can I recognise it? What is the 'Equality Act' and why is it important?
	<p>Key Vocabulary</p> <p>family mother/mum father/dad step family (if app) brother sister grandparents carer feelings care/caring love protect</p>	<p>Key Vocabulary</p> <p>friend friendship relationship feelings caring sharing kind/unkind qualities hurt teasing respect trust</p>	<p>Key Vocabulary</p> <p>friend friendship relationship feelings caring kind/unkind qualities hurt respect marriage commitment changes similar different</p>	<p>Key Vocabulary</p> <p>friendship relationship feelings caring qualities hurt changes bullying characteristics differences respect disagreements communication help</p>	<p>Key Vocabulary</p> <p>partnership conflict resolution differences emotions healthy communication trust respect opinions partnerships lesbian gay grooming discrimination</p>	<p>Key Vocabulary</p> <p>love discrimination bullying harassment healthy/unhealthy relationships responsibilities permission trust mutual respect boundaries characteristics grooming protection disclosure</p>	<p>Key Vocabulary</p> <p>adolescence marriage civil partnership healthy relationships peers bisexual transgender attraction transvestite trans-sexual acceptable unacceptable boundaries consent</p>

My body and my health	<ul style="list-style-type: none"> Why are girls' and boys' bodies different? Why and when do I need to wash my hands? How do I keep myself safe in the sun? How can I look after my teeth? 	<ul style="list-style-type: none"> What do we call the different parts of girls' and boys' bodies? How can I look after my new adult teeth? How long will they need to last me? How can I keep myself healthy? (exercise, food, sleep). Who does my body belong to? How do we call for emergency help (999) – and when would we call? 	<ul style="list-style-type: none"> How has my body changed since I was a baby? What is a healthy diet? How can I help stop diseases spreading in school (washing hands, using tissues etc)? Why are medicines locked away and why can't we take other people's medicines? How often should I be exercising? 	<ul style="list-style-type: none"> Why are some children growing quicker than others? What is the difference between prescription and non-prescription medicines? What are the risks of an inactive lifestyle (incl obesity)? Why is sleep so important? 	<ul style="list-style-type: none"> Why is my body changing? Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it OK to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently? 	<ul style="list-style-type: none"> What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? What is the menstrual cycle? Why are some girls 'tomboys' and some boys a bit 'girly'? Is it OK to call people these names? Is my body normal? What is a 'normal' body? How will my body change as I get older? Why are some drugs 'good' and some drugs 'bad' for our immediate and future health? Why is immunisation and vaccination so important? What is our food made up of – and what are calories? (nutritional content) 	<ul style="list-style-type: none"> What are wet dreams? Am I normal? What is normal for my age? If I am a late-developer, will I catch up? Why do the media show so many pictures of thin/muscle/perfect celebrities? Should we all look like this? People say our hormones are raging during adolescence - what effect do they have on the body? How do hormones affect boys and girls differently? What is the menstrual cycle and how does it affect fertility? Why do boys get erections? How do we know when we may become ill (early warnings) What are the basic concepts of first aid – how can I help others confidently? How does social media affect my body image?
	<p>Key Vocabulary</p> <p>Germ Washing Soap Sun cream Shade Hat Toothbrush Basic body parts</p>	<p>Key Vocabulary</p> <p>Vagina/vulva Penis Private Emergency Toothbrush Healthy Consent</p>	<p>Key Vocabulary</p> <p>Change Grown Disease Healthy diet – food group Medicines Safe Washing Germs</p>	<p>Key Vocabulary</p> <p>Growing Prescription Non-prescription Medicines Inactive Lifestyle Risk Obesity Sleep</p>	<p>Key Vocabulary</p> <p>Changes Height Growth Behaviour Differences Similarities Male Female</p>	<p>Key Vocabulary</p> <p>Puberty Physical/Emotional changes Menstrual cycle Hormones Body changes Differences/similarities Drugs Immunisation Vaccination Calories Nutrition Food groups</p>	<p>Key Vocabulary</p> <p>Wet dreams Adolescence Erection Sperm Semen Hormones Fertility Menstrual cycle Ovaries Confidentiality Social Media Body image First aid</p>
Life cycles	<ul style="list-style-type: none"> How are other children similar and different to me? 	<ul style="list-style-type: none"> How much have I changed since I was a baby? 	<ul style="list-style-type: none"> Where do babies come from? How has my body changed since I was a baby? 	<ul style="list-style-type: none"> How do different animals look after their babies before and after birth? How do different animals have babies? 	<ul style="list-style-type: none"> Why does having a baby need a male and a female? What happens when people get older? 	<ul style="list-style-type: none"> What are eggs and sperm? How many sperm and eggs do men and women produce? How does the baby develop? How is a baby born? What does a new baby need to be happy and healthy? 	<ul style="list-style-type: none"> What is 'Sex' and 'Sexual Intercourse'? How does the sperm reach the egg? How do families with same-sex parents make a baby? Does conception always happen or can it be prevented? How many sperm and eggs do men and women produce?
	<p>Key Vocabulary</p> <p>Similarities differences</p>	<p>Key Vocabulary</p> <p>baby changes body</p>	<p>Key Vocabulary</p> <p>mother baby born birth changes Foetus Baby Child/toddler Teenager Adult Elderly</p>	<p>Key Vocabulary</p> <p>animals care looking after feeding life cycle</p>	<p>Key Vocabulary</p> <p>male female egg – ovaries sperm – testicles reproduction womb – uterus reproduction life cycle</p>	<p>Key Vocabulary</p> <p>Egg – ovaries Sperm – testicles woman womb – uterus reproduction umbilical cord birth life cycle healthy needs</p>	<p>Key Vocabulary</p> <p>sexual intercourse love erection sperm semen egg ovaries conception consent contraception fertility IVF – surrogacy</p>

Keeping safe and looking after myself	<ul style="list-style-type: none"> Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell'? I understand the rules of school and why they keep me safe. What are the rules for crossing the road? 	<ul style="list-style-type: none"> See 'people who help me' What are the rules of food hygiene? How can I keep my food safe for my friends? What would I do if I was lost? What is a stranger? Why is playing with matches and fire so dangerous? 	<ul style="list-style-type: none"> Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts? What is 'personal space' and how close is 'too close'? What is the firework code – and why is it so important? What is a secret? 	<ul style="list-style-type: none"> What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? What new things do we have to think about to keep us safe now we are in the juniors (road safety, online, personal responsibility)? What are the dangers of deep water? How can I keep myself safe around water? 	<ul style="list-style-type: none"> When is it good or bad to keep secrets? What is the difference between a secret and surprise? Should we never take risks? And if we do, how can we do this safely? How can we assess a risk? What can impact how much personal space someone needs? Am I ok to change my mind? 	<ul style="list-style-type: none"> How can I look after my body during puberty? How do girls manage their periods? What is the difference between a risk, hazard and danger? What is peer pressure and how can I be strong against it? How do I report abuse, including online? What is cold water shock? Why is it so dangerous? 	<ul style="list-style-type: none"> What do we mean that choices can have positive, neutral and negative consequences)? (begin to understand the concept of a 'balanced lifestyle'.) Does drinking alcohol and using drugs affect my decisions about behaviour?
	Key Vocabulary rules road safety Code of Conduct safety	Key Vocabulary helping trusted adults emergency services hygiene washing/clean/germs stranger matches fire	Key Vocabulary vagina/vulva penis appropriate touch underwear trust confiding personal space firework code safety secrets	Key Vocabulary habits personal hygiene diet exercise sleep dangers safety responsibility water safety	Key Vocabulary secrets surprises differences risk taking safety assessment personal space impact	Key Vocabulary puberty personal hygiene sanitary products menstrual cycle periods peer pressure reporting risk/hazard/danger water shock abuse	Key Vocabulary choices consequences impact concepts lifestyle alcohol decisions behaviour drugs
People who help me	<ul style="list-style-type: none"> Who can I ask if I need to know something? Who can I go to if I am worried about something? Why should I ask an adult if I can use a computer, phone or tablet? 	<ul style="list-style-type: none"> Who can I ask if I need to know something? Who can I go to if I am worried about something? Why must an adult always supervise what I'm doing online? 	<ul style="list-style-type: none"> Who can I ask if I need to know something? Who can I go to if I am worried about something? Who can I talk to if I see something that worries me online? 	<ul style="list-style-type: none"> Who can I talk to if I feel anxious or unhappy? What does it mean to trust someone? Can you trust everyone online? Why not? How can I report concerns about something I've seen online? 	<ul style="list-style-type: none"> Where can I find information about growing up? Where could I contact for advice about issues or concerns arising from being on line? 	<ul style="list-style-type: none"> Who can I talk to for help and advice and where can I safely find extra info? How do I know if someone is trustworthy? Who can I talk to if I'm worried about someone's mental health? Can I ever be sure that who I am talking to online is 'real'. What is a digital persona? How can I talk to someone when I have worries about their behaviour online? 	<ul style="list-style-type: none"> Who can I talk to for help and advice and where can I safely find extra info? If I trust someone, do I trust them about everything? What should I do if I think someone is being bullied or harmed online?
	Key Vocabulary trusted adult asking worried permission child line NSPCC	Key Vocabulary trusted adult worried supervise permission online child line NSPCC	Key Vocabulary trusted adult worried supervise permission online child line NSPCC	Key Vocabulary anxious trusted adult trusted friend online concerns reporting child line NSPCC	Key Vocabulary information advice issues concerns reporting appropriate age restrictions security settings child line NSPCC	Key Vocabulary trustworthy advice mental health genuine digital persona disclosure appropriate behaviour age restrictions security settings responsibility child line NSPCC	Key Vocabulary trustworthy advice healthy/unhealthy bullying disclosure harm security settings responsibility child line NSPCC

Feelings & Attitudes	<ul style="list-style-type: none"> What do I have to do for myself now I am at school? Do I understand the school rules? 	<ul style="list-style-type: none"> How can I show that I am a 'good person' and not just well behaved? 	<ul style="list-style-type: none"> What makes me feel good? What makes me feel bad? Which changes could be good changes – and which changes can worry us? Why? 	<ul style="list-style-type: none"> How do I know how other people are feeling? What is respect – and how do I show it – especially if they are very different to me? Why should I be respected – and be respected by others? 	<ul style="list-style-type: none"> Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings? What is 'character' – and what is mine? What are 'stereotypes' and why do people have them? 	<ul style="list-style-type: none"> What kinds of feelings come with puberty? What are sexual feelings? How can I cope with these different feelings and moodswings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Do I believe everything I see on the TV about LGBT bodies/ relationship/girls and boys....to be safe? How do we change our character? How has my character been developed? 	<ul style="list-style-type: none"> Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian? What are the different ways that we can show people that we love them? What should I do if I feel I am being pressured into doing something? When is the 'right time' to have a baby? My religion says that being gay or having sex before marriage is wrong, what should I think? What is the difference between sexual attraction and love? What is discrimination and what does the law say about discriminating certain groups of people (sexual orientation, religion, age, race etc)
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> rules Code of Conduct independence responsibility 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> school virtues behaviour qualities respect 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> changes feelings worries pride expectations 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> respect self-respect feelings emotions differences acceptance 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> emotional character stereotypes self esteem differences acceptance puberty views opinions 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> mood swings puberty sexual feelings opinions views acceptance character self esteem body image religions relationships boundaries attraction 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> attraction gender gay/lesbian pressure grooming religion choices healthy/unhealthy relationships differences discrimination sexual orientations race equality judgement mutual respect
Mental Wellbeing	<ul style="list-style-type: none"> How am I feeling? Do I know why? Can I identify my feelings using picture cues? Do I know I can speak to adults about my feelings and emotions? Can I use 'Feelings books' to recognise my feelings? 	<ul style="list-style-type: none"> How can we keep our mind healthy as well as our bodies? Can I identify my feelings and emotions using picture cues? Do I know what loneliness is? Do I know what cyber bullying is? Do I know where I can get help in school? 	<ul style="list-style-type: none"> Why is it normal to feel a range of emotions? How can we talk about our emotions – and why is it important? Can I identify other people's feelings and emotions using picture cues? Do I know how to seek advice if I am being cyber bullied? Do I know that staff in school have special training to help with mental well-being? (This includes issues arising on-line). 	<ul style="list-style-type: none"> What is a scale of emotion? How do my emotions affect my behaviours? What are MY self-care techniques? How do I know when I need them? What are the benefits of being outdoors in promoting good mental health? Do I understand that cyber bullying has a negative and often long lasting impact on mental well-being? Do I know the role of a mental health first aider? 	<ul style="list-style-type: none"> Why is mental wellbeing an important part of daily life, in the same way as physical health? How can exercise impact positively on mental health? What are the benefits of physical exercise in promoting good mental health? What is isolation and loneliness? Do I have any strategies to help with cyber bullying? Do I know that some illnesses can't be seen? (mental health issues) 	<ul style="list-style-type: none"> How can we talk about our emotions – and why is it important in working out their root cause? Why is isolation and loneliness so damaging to our mental health? Do I understand the contributions of organisations and wider agencies to help promote mental health and well-being? (Age Concern etc.) Do I understand how social media can be both positive and negative on my well-being? Do I know the signs and symptoms of a mental health illness? 	<ul style="list-style-type: none"> How common are mental health problems – how do people cope? Can I understand the contributions of organisations and wider agencies to help promote mental health and well-being within our community? (Foodbank etc.) What can I do to support myself and others with isolation and loneliness? Can I understand why organisations and celebrities have rejected the use of social media platforms and its impact? Do I know where to go to for support and guidance about mental health illnesses?

	<p>Key Vocabulary</p> <ul style="list-style-type: none"> feelings emotions recognising my feelings 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> mind body healthy feelings emotions loneliness cyber bullying 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Emotions Important feelings advice cyber bullying trusted adult mental health 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> emotional scale self-care techniques benefits promoting cyber bullying negative impact role responsibility 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> mental well being physical health physical exercise isolation loneliness Strategies hidden illnesses 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> emotions root cause mental health organisations agencies social media positive and negative impact signs symptoms 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> coping strategies organisations wider agencies community isolation loneliness rejected support guidance
Living in Our World*	<ul style="list-style-type: none"> Do some families celebrate different things and occasions to mine? Why? What are my responsibilities as a child in school (sharing, taking turns, manners etc). How do I know I'm part of 'Team Cambrai'? 	<ul style="list-style-type: none"> What harms our local area? (litter, dog mess, speeding etc). Why do we need rules? What would it be like without them? How do we know what is right and wrong? Where do our rules come from? 	<ul style="list-style-type: none"> What do we like to spend our money on – and how can we keep it safe? Why is saving a good idea? 	<ul style="list-style-type: none"> Why does a country with lots of different cultures and customs an interesting and lively place to live? What is a democracy and how do we know we are part of one? <p>Also – See GC Unit for this year</p>	<ul style="list-style-type: none"> Does everyone earn the same amount of money – and is this fair? Why is money so important to our lives? What is a community? Why does the world need charity? What are our 'fundamental British values'? How is democracy linked to our government formation? <p>Also – See GC Unit for this year</p>	<ul style="list-style-type: none"> Why do I need an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). What does the government have to spend our money on? Why aren't all countries a democracy? Why are the 'fundamental British values' so important? Do all countries have these? Why not? What is a voluntary or community group? Why do they exist? What are the levels of democracy in our country – local, regional, national? <p>Also – See GC Unit for this year</p>	<ul style="list-style-type: none"> How and why do some people borrow money and is it a good idea? What is 'interest'? What is the difference between 'value' and cost'? Why does the UK give so much in overseas aid? What does this say about the UK? How and why does the media promote its own sense of reality? Why and how are there rules and laws that protect us and others are made and enforced, why are different rules needed in different situations and how can we take part in making and changing rules? What is a pressure group? Do they always fight for good? <p>Also – See GC Unit for this year</p>
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> family celebrate different occasions responsibilities team 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> harm rules right wrong behaviour actions 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Money Payment Wages Saving Bank account Safe Spend 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Culture Customs Democracy 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Money Earn Wages Employment Community Charity British values Democracy 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Interest Loan Debt Tax Government British Values Importance Voluntary Community 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Borrow Save Interest Media Rules and laws Enforced Protect Pressure
		Me!	My family!	Where I live!	The Big City!	Our Country	Global Community!
	<p>Global Citizenship Units** →</p> <p>Key Ideas</p>	<ul style="list-style-type: none"> What makes us 'us'? Does everyone have the same background as you? In what ways are we all different? Where have our families 'come from'? What are the fun things that we like doing? Do we all like the same things? 	<ul style="list-style-type: none"> What is a family? Who makes up your family? What are the different kinds of family? Is everyone within a family always 'the same' as everyone else within the family? Are all families the same? How could 	<ul style="list-style-type: none"> What is a community? What is your community? Who lives in your community? Why are we allowed to go where we like in our community and the UK? What is liberty? What facilities are 	<ul style="list-style-type: none"> What is a city? What are our nearest cities? What is our capital city? How has the city grown overtime and throughout history? Who has visited / conquered and stayed or left culture behind? 	<ul style="list-style-type: none"> How is Great Britain divided up? What are some of the key islands within the British Isles? What kind of country is Great Britain? How has our culture and heritage been affected by the history of Great Britain? What does it mean to be British? Why is Great Britain seen as a good country to live in? 	<ul style="list-style-type: none"> Can children understand that importing and exporting must happen in order for us to have all of the things that we need? Do children understand that oil must be bought in from other countries if the country doesn't have any? Why is oil important? Discuss why lots of the items that we buy often come from Asian countries – 'Made in Taiwan' / 'Made in China'.

		<p>Does it matter if we don't all like the same thing? Why is it good for us to like different things? What would happen if we all liked the same things?</p> <ul style="list-style-type: none"> Where does the money come from to pay for the fun things we like doing? What kinds of jobs do we know about? Why are all jobs important? What do adults spend money on? Do they always have a choice? What do you spend your money on? Do you always have a choice? Who pays for the library / park / sports centres to be built? What happens if someone spoils them or steals from them? 	<p>they be different? What could we learn and enjoy from families of different cultures (e.g. foods, festivals, stories). How are all families similar – regardless of culture or faith?</p> <ul style="list-style-type: none"> When does a family need to work together to achieve something? Do some families find life easier than others? Why? What can be done about it? What things do you need as an individual? What things do you want? What is the difference? Would everyone in your class choose the same items? What kinds of things do families need to pay for? How might a family of a different religion or culture spend their money differently? What would be the same? How do families pay for their needs? How do we decide which 'wants' to buy? Which kinds of jobs do people in our families do? Do they all work the same hours and in the same ways? Can you share out some pretend money for your family – deciding between needs and wants appropriately? Can you pay the needs first (taxes, food, bills etc) 	<p>available in your community? What businesses are available in your community – other than the shops? What religious buildings are within your community? Who visits these?</p> <ul style="list-style-type: none"> Which times does the community come together? What is the benefit of everyone joining in? How has the community developed over time? Who has joined the community and what have they brought to it? Who pays for the facilities that are free to use? Who decides what to be built and who has to look after them? What happens if your community cannot provide a service? E.g. supermarket or bank? How is the community represented? Who speaks for the community and how are they chosen? Can you plan a new community? Can you take account of limited space and the facilities that are most needed? Can you work democratically to decide what to include? Can you justify your choices? Which members of the community are paid for? E.g. Police Officer, Fireman, Teacher. Can you identify public sector workers? How are these people paid for? Can you decide 	<ul style="list-style-type: none"> Which facilities and building will only usually be found in a city? Why wouldn't a small town or a village usually have a cathedral or a university? Children identify their strengths – and think of some jobs that they would maybe be good at based on these. Why is it important to value other people's skills and points of view? Can children match a range of skills to a selection of jobs? Can children write a job advert for a chosen job? Can children identify which kinds of shops / services will be located in different parts of the city? (E.g. shops for families near homes) Can children understand why some cities have certain zones within them, e.g. 'Chinatown' within Newcastle Upon Tyne. Why might this have developed and what would be built there? Can children identify a good place for a new supermarket within the city? Can they think about where people live, where will be busy at night and transport links? Can children explain why cities may have larger or more police stations? Are people who live in cities more likely to be a criminal? What is a criminal and why do we have laws to protect us from them? 	<p>What are key British values of liberty, tolerance and respect and how do they relate to you?</p> <p>What would the UK be like if our liberty was taken? Has this happened in any other countries?</p> <ul style="list-style-type: none"> Who does Great Britain 'belong to'? What does 'British' mean? Is everyone who lives here 'British'? Why are they entitled to the same British values? Talk to the children about a ready meal. How many different businesses have been involved in its production? (E.g. printers, farmers, chefs, logistics etc, etc) Does it matter where the businesses are? Which businesses could be anywhere in the country and any distance away from their customer? (Internet / post / phone based companies). Discuss the idea of a farmer who grows wheat. Which logistics company will he use? A company based close by, or the cheapest one? Would they charge to come to him? Would they still be better off? How do businesses ensure they are getting a good deal from each other? Why is fairness an important British value? What would happen if one business in the supply chain did not deliver their promise? How do businesses become bankrupt? Which businesses may get some funding from the government? Why? 	<p>Why?</p> <ul style="list-style-type: none"> Talk about our favourite foods – where do they originate from? Do any of the ingredients not grow here? How can we get them? How do they get here? Why are some countries rich and some countries poor? Is this fair? Why do some countries help other countries financially? Do they have to? Why do some people move from one country to another? Do people ever choose to leave Great Britain to live somewhere else? What happens when a country cannot sell enough of its products / resources in order to buy the things that its population needs? Use coloured cards with mixed up pieces across groups to look at the idea of trading. Must swap one each time until one country has all of the coloured cards it needs. Repeat, with some countries having more pieces in the first place – to represent that some countries start with more natural resources than others. What is fair trade? Why aren't all items from poor countries 'fair trade'?
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				how you will spend your 'wages' after giving some to the 'council' to pay for the public sector workers?			
		Pay, jobs, work, facilities, money, bank, tax, pocket money, choice, council, government, difference, respect, culture.	Family, extended, goals, achieve, needs, wants, luxuries, job, full time, part time, shifts, pay, taxes, bills, faith, culture, diversity, respect, heritage, charity.	Community, facilities, services, businesses, faith buildings, wages, taxes, council, public sector, private sector, town planning, democracy, liberty.	University, cathedral, Durham, Newcastle, York, London, demand, skills, apply, services, residential, transport, criminal, culture, identity	Great Britain, British Isles, Isle of Wight, Isle of Mann, supply chain, demand, deal, quote, logistics, value for money, bankrupt, government funding, liberty, values, tolerance, respect, immigration, emigration, heritage.	Import, export, economies, weak / strong, developed countries, natural resources, population, governments, corruption, human rights, working conditions, cheap products, immigration, emigration, charity

Note: It is key that you discuss online safety as well as in person safety when discussing points in each sections.

For example:

Relationships

Talk about how to repair friendships in person and online.

Talk about what is a healthy relationship online and in person.

*This work directly contributes to working towards the following early Learning Goals:

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.