



	<p align="center">Living in the Wider World Rights and Responsibilities, Looking after our World, Money</p>	<p align="center">Health and Wellbeing Healthy Lifestyles, Keeping Safe, Growing and Changing</p>	<p align="center">Relationships Healthy Relationships, Valuing Difference, Feelings and Emotions</p>
<p>A Year 1 met artist is able to...</p>	<p>1) Rights and Responsibilities <u>Class Expectations/ Group Expectations</u></p> <ul style="list-style-type: none"> To be able to identify why rules are important To know why we have rules in school <p><u>Everyone is unique</u></p> <ul style="list-style-type: none"> To know how we are the same To know how we are different To identify differences between ourselves and others <p>2) Looking after our World <u>Looking after our environment- Pownall Green</u></p> <ul style="list-style-type: none"> To know ways that we keep our school clean and tidy To recognise things that show us that we don't always look after our school environment <p><u>Looking after our environment- Garden and Grounds</u></p> <ul style="list-style-type: none"> To know ways that we keep our school clean and tidy To recognise things that show us that we don't always look after our school environment <p>3) Money <u>Where money comes from</u></p> <ul style="list-style-type: none"> To know how money is earned To know what money is used for <p><u>Saving and spending money</u></p> <ul style="list-style-type: none"> To know how to keep our money safe To know when it is ok to spend our money To know that we need to save for some things 	<p>4) Keeping Safe <u>Keeping our bodies safe</u></p> <ul style="list-style-type: none"> To identify how to stay healthy To explore when and how to take medicines safely To identify who should be able to give us medicines <p><u>First Aid</u></p> <ul style="list-style-type: none"> To understand what first aid is. To explore attitudes towards first aid and helping others. <p>5) Healthy Lifestyles <u>Exercise</u></p> <ul style="list-style-type: none"> To name different exercises that can keep us active. To name the benefits of physical exercise. <p><u>Healthy and unhealthy foods</u></p> <ul style="list-style-type: none"> To know what a healthy diet is. To know what makes foods healthy and unhealthy. To know what happens if we don't have enough of the things that keep our bodies healthy. <p>6) Growing and changing <u>Keeping clean (Christopher Winters)</u></p> <ul style="list-style-type: none"> To know how to keep clean and look after ourselves <p><u>How humans grow and change</u></p> <ul style="list-style-type: none"> To understand that babies become children and then adults. To know the difference between boy and girl babies To know there are different types of families To know which people we can ask for help <p><u>Change and Loss and how this feels</u></p> <ul style="list-style-type: none"> What does it mean to lose something? To explain how it makes us feel if we have lost something special 	<p>7) Healthy Relationships <u>The importance of family</u></p> <ul style="list-style-type: none"> To know why family is important. <p><u>Choosing and making friends</u></p> <ul style="list-style-type: none"> To understand how to be a good friend To be able to recognise kind and thoughtful behaviours To understand the importance of caring about other people's feelings To be able to see a situation from another person's point of view <p><u>Secrets and keeping safe</u></p> <ul style="list-style-type: none"> To know that we shouldn't keep secrets that make us feel uncomfortable To know who we can talk to if we feel worried NSPCC Pants Rule To know the appropriate boundaries in friendships with peers and others (including online) <p>8) Valuing Difference <u>Manners</u></p> <ul style="list-style-type: none"> To know the importance of using good manners and being courteous. <p><u>Identifying difference</u></p> <ul style="list-style-type: none"> To know how we are all different (gender, what we like or dislike) To know that families are different <p><u>Respecting difference</u></p> <ul style="list-style-type: none"> No Outsiders: Everyone Different, Everyone Welcome – Andrew Moffat To know the definition of 'respect'. To know the importance of respecting others, including those who are very different from us. <p>9) Feelings and Emotions <u>Recognising and sharing my feelings</u></p> <ul style="list-style-type: none"> To be able to recognise and name emotions and their physical effects To know the difference between pleasant and unpleasant emotions To learn a range of skills for coping with unpleasant/uncomfortable emotions To understand that feelings can be communicated with and without words



<p>A Year 2 met artist is able to...</p>	<p>1) Rights and Responsibilities <u>Getting help from the community</u></p> <ul style="list-style-type: none"> Emergency services- to know how to get help when needed Contact police service/ fire service/ ambulance and see if they will come in to do a talk <p><u>Expectations when living in the wider world</u></p> <ul style="list-style-type: none"> To know how we behave when... To know that we have a responsibility to look after things/places/people <p>2) Environment <u>Looking after our environment- Pownall Green (focus on energy)</u></p> <ul style="list-style-type: none"> To know ways that we keep our school clean and tidy To recognise things that show us that we don't always look after our school environment <p><u>Looking after our environment- Garden and Grounds</u></p> <ul style="list-style-type: none"> To know ways that we keep our school clean and tidy To recognise things that show us that we don't always look after our school environment <p>3) Money <u>Keeping track of money</u></p> <ul style="list-style-type: none"> To know why money is important in the world To look at and understand the value of money <p><u>How to spend money safely</u></p> <ul style="list-style-type: none"> To know about different methods of payment To know what is safe To know what is dangerous 	<p>4) Healthy Lifestyles <u>Understanding nutritional content</u></p> <ul style="list-style-type: none"> To read labels on different foods and understand the nutritional content. To know the importance of eating fruits and vegetables <p><u>Exercise</u></p> <ul style="list-style-type: none"> To know that exercise is good for our mental and physical wellbeing. <p>5) Keeping Safe <u>Keeping our bodies safe</u></p> <ul style="list-style-type: none"> To explore substances and situations that are safe or unsafe. To be able to identify hazardous substances. To consider safety rules for home and at school To understand what first aid is. To explain some situations where someone might need to give someone first aid. <p>6) Growing and changing <u>Differences: Boys & Girls</u></p> <ul style="list-style-type: none"> To understand that some people have fixed ideas about what boys and girls can do To describe the difference between male and female babies <p><u>Differences: Male & Female</u></p> <ul style="list-style-type: none"> To describe some differences between male and female animals. To understand that making a new life needs a male and a female. <p><u>Naming the Body parts</u></p> <ul style="list-style-type: none"> To describe the physical differences between males and females. To name the male and female body parts. <p><u>Change and Loss</u></p> <ul style="list-style-type: none"> To think about what can help when someone feels sad. <p><u>Setting goals and recognising what we are good at</u></p> <ul style="list-style-type: none"> What do we want to achieve during year 2? How can we make sure that we achieve our goals? What happens if we don't manage to get there? 	<p>7) Healthy Relationships <u>Our role as part of a family</u></p> <ul style="list-style-type: none"> To know what a healthy family relationship looks like To know what our role is as part of a family <p><u>Characteristics of a friendship</u></p> <ul style="list-style-type: none"> To know the characteristics that define a friendship <p><u>Listening to others and playing cooperatively</u></p> <ul style="list-style-type: none"> Children to look at scenarios that they have found themselves in – to be able to use these to learn how to respond next time <p><u>Privacy</u></p> <ul style="list-style-type: none"> To understand the meaning of 'privacy' To know that it is not always right to keep secrets if they relate to being safe NSPCC – Talk PANTS and Stay Safe <p><u>Appropriate and Inappropriate behaviours- teasing and bullying</u></p> <ul style="list-style-type: none"> To know what bullying is and that it is inappropriate behaviour <p>8) Valuing Difference <u>Respectful peer relationships</u></p> <ul style="list-style-type: none"> To know what I can do to support respectful relationships with my peers. <p><u>Identifying difference</u></p> <ul style="list-style-type: none"> How are we different? Children to think of differences in their classes <p><u>Valuing difference</u></p> <ul style="list-style-type: none"> Using all the information from previous lesson on identifying different- encourage children to celebrate. <p>9) Feelings and Emotions <u>Emotions in different situations</u></p> <ul style="list-style-type: none"> To be able to name different emotions and link them to different situations. To know that we all react differently in different situations. Introduce scaling (I feel a 0-10) – I know how to feel better/ I know I could feel worse To be able to recognise and name emotions and their physical effects To know the difference between pleasant and unpleasant emotions To learn a range of skills for coping with unpleasant/uncomfortable emotions To understand that feelings can be communicated with and without words
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<p>A Year 3 met artist is able to...</p>	<p>1) Rights and Responsibilities <u>Identify what is meant by 'a moral citizen'</u></p> <ul style="list-style-type: none"> • Opportunity to debate different opinions. • Explore language- to know what 'morality' is. To know what a 'citizen' is. <p><u>Being involved in the community</u></p> <ul style="list-style-type: none"> • To know what opportunities there are to be a moral citizen • Think about Bramhall community in particular <p>2) Money <u>Enterprise</u></p> <ul style="list-style-type: none"> • Project Opportunity • Link to Christmas fair <p><u>Developing skills in enterprise</u></p> <ul style="list-style-type: none"> • Project Opportunity • Link to Christmas fair <p>3) Environment <u>Looking after our planet</u></p> <ul style="list-style-type: none"> • To know what our responsibility is when looking after the planet • To know how we can look after our environment <p><u>Effects we are having on our planet</u></p> <ul style="list-style-type: none"> • Show children clips from blue planet/ planet earth • To recognise the impact of the way that we live our lives • To know about current environmental issues 	<p>4) Healthy Lifestyles <u>Making choices</u></p> <ul style="list-style-type: none"> • To know that we should be active for at least an hour a day and know different way we can achieve this. <p><u>Preparing healthy meals</u></p> <ul style="list-style-type: none"> • To be able plan and prepare a healthy packed lunch. • To know what makes a balanced diet. <p><u>Bacteria and viruses</u></p> <ul style="list-style-type: none"> • To know about personal hygiene and germs including bacteria, viruses and how we can minimise the spread <p>5) Keeping Safe <u>Smoking (Christopher Winters)</u></p> <ul style="list-style-type: none"> • To know what effect smoking has on the lifestyle of a smoker. • To know the effects of smoking on the body. • To understand the impact of smoking and passive smoking. • To understand how society responds to the impact of smoking and passive smoking. <p><u>First Aid</u></p> <ul style="list-style-type: none"> • To know how to recognise when someone is having an asthma attack. • To learn the key actions to help when someone is having an asthma attack. • Learn how to recognise when someone is bleeding a lot. • Learn the key action to help when someone is bleeding a lot. <p>6) Growing and changing (Christopher Winters) <u>Differences: Male & Female</u></p> <ul style="list-style-type: none"> • To know some differences and similarities between males and females • To name male and female body parts using agreed words <p><u>Personal Space</u></p> <ul style="list-style-type: none"> • To identify different types of touch that people like and do not like • To understand personal space • To talk about ways of dealing with unwanted touch <p><u>Change and Loss</u></p> <ul style="list-style-type: none"> • To explore the feeling of 'grief.' <p><u>Setting goals and recognising what we are good at</u></p> <ul style="list-style-type: none"> • What do we want to achieve during our time in year 3? • How can we make sure that we are successful? 	<p>7) Healthy Relationships <u>Family Differences (Christopher Winters)</u></p> <ul style="list-style-type: none"> • To understand that all families are different and have different family members • To identify who to go to for help and support. <p><u>Defining healthy friendships</u></p> <ul style="list-style-type: none"> • To define a healthy and unhealthy friendship and how a healthy relationship should make us feel (link to bullying) <p><u>Recognising what bullying is</u></p> <ul style="list-style-type: none"> • What is the difference between bullying and an isolated incident <p><u>How to respond when you think that someone is being bullied</u></p> <ul style="list-style-type: none"> • Link to charity work: bullyinguk / childline • To recognise key adults who can help <p>8) Valuing Difference <u>How actions affect ourselves and others</u></p> <ul style="list-style-type: none"> • Treating all children with respect in school • Recognising and appreciating our different qualities • To understand what a bystander is <p><u>Conflict in peer relationships</u></p> <ul style="list-style-type: none"> • To know how to improve respectful relationships with my peers if there is conflict. • To know that friendships can have ups and downs. • To know that friendships can be repaired after conflict. • To know that violence is never right, even during times of conflict. <p>9) Feelings and Emotions <u>Everyday feelings</u></p> <ul style="list-style-type: none"> • Identify that feelings are part of a person's health and wellbeing • Recognise that feelings usually change throughout the day • Give examples of everyday things that can affect feelings • Describe what can help people to feel good/better <p><u>Expressing feelings</u></p> <ul style="list-style-type: none"> • Name a wide range of feelings and emotions • Match feelings to a scale of intensity and identify strong feelings • Describe different feelings and how they are experienced in the body • Recognise why it is important for people to express their feelings <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> • Explain how feelings and emotions can influence actions and behaviour • Identify ways of coping with feelings in different situations
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<p>A Year 4 met artist is able to...</p>	<p>1) Rights and Responsibilities <u>Recognise and manage risk in our local area</u></p> <ul style="list-style-type: none"> • To know what could happen in our local area that could be unsafe <p><u>Recognise and manage risk in the world</u></p> <ul style="list-style-type: none"> • To know what risks we see in the world outside of school as we get older • To know how to manage risk and stay safe • To know what to do when we see risk <p>2) Money <u>Managing money effectively</u></p> <ul style="list-style-type: none"> • To know how to save and budget <p><u>Loans and interest</u></p> <ul style="list-style-type: none"> • To know when we would need to ask for a loan • To understand that loans often come with interest • To understand the consequence(s) of having lots of loans <p>3) Looking after our World <u>Sustainability</u></p> <ul style="list-style-type: none"> • To know how can we live sustainably <p><u>How we can be sustainable?</u></p> <ul style="list-style-type: none"> • To know what we could do in school to be more sustainable <p>To know why it is important to be sustainable in school</p>	<p>4) Healthy Lifestyles <u>Risks of an inactive lifestyle</u></p> <ul style="list-style-type: none"> • To know the risks associated with an inactive lifestyle (including obesity) <p><u>Food Groups</u></p> <ul style="list-style-type: none"> • To be able to name different foods from each of the 5 food groups. <p><u>Dental Health</u></p> <ul style="list-style-type: none"> • To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>5) Keeping Safe <u>Effects of alcohol</u></p> <ul style="list-style-type: none"> • To know what alcohol is and how it affects the body • To understand that everyone will be affected differently by alcohol <p><u>Alcohol and risk</u></p> <ul style="list-style-type: none"> • To understand the risks relate to drinking alcohol • To be able to make sensible choices about using alcohol <p><u>Limits to drinking alcohol</u></p> <ul style="list-style-type: none"> • To consider how society limits the drinking of alcohol • To know some laws about drinking alcohol • To consider ways of persuading people to drink alcohol sensibly <p><u>First Aid</u></p> <ul style="list-style-type: none"> • To know how to help someone who may have a broken bone <p>6) Growing and changing <u>The human lifecycle</u></p> <ul style="list-style-type: none"> • To describe the main stages of the human lifecycle • To describe the body changes that happen when a child grows up <p><u>What is puberty?</u></p> <ul style="list-style-type: none"> • To discuss female and male body parts using agreed words • To know some of the changes which happen to the body during puberty <p><u>Puberty changes and reproduction</u></p> <ul style="list-style-type: none"> • To know about the physical and emotional changes that happen in puberty • To understand that children change into adults so that they are able to reproduce <p><u>Bereavement and loss</u></p> <ul style="list-style-type: none"> • To explore the feelings associated with bereavement and loss. 	<p>7) Healthy Relationships <u>Feeling unsafe</u></p> <ul style="list-style-type: none"> • To know how to respond safely and appropriately to adults I do not know. • To know how to recognise and report feelings of feeling unsafe or feeling bad about an adult. • To know what dangers there are outside of school <p><u>How to stay safe online</u></p> <ul style="list-style-type: none"> • Follow children’s interests (e.g. Fortnite) • To understand the concept that not everything is as it seems on the internet and we need to be aware of dangers that could be around <p><u>Solving disputes and conflicts amongst friends</u></p> <ul style="list-style-type: none"> • Go through the concept of Restorative Approach • To identify the importance of listening to each other <p>8) Valuing Difference <u>Listening to others- Link to RA</u></p> <ul style="list-style-type: none"> • Go through the concept of Restorative Approach • Identify the importance of listening to each other <p><u>Recognising difference and diversity</u></p> <ul style="list-style-type: none"> • Recognise the difference between each other in the classroom • What can we do to celebrate difference? • To help someone accept difference • To show acceptance <p>9) Feelings and Emotions. <u>When is it appropriate to keep a secret?</u></p> <ul style="list-style-type: none"> • Encourage children to talk about times when they have been asked to keep a secret • To share how it make them feel <p><u>Mental health and self-care</u></p> <ul style="list-style-type: none"> • To know what mental health is • To look after my mental health • To know what situations can affect mental health • To have strategies to look after our mental health



			<ul style="list-style-type: none"> To recognise our thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good. Describe how we can support others who feel lonely, jealous or upset. Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.
<p>A Year 5 met artist is able to...</p>	<p>1) Rights and Responsibilities <u>Rules and Laws</u></p> <ul style="list-style-type: none"> To know what is meant by 'rule' To know what the 'law' is To know our rights and responsibilities as moral citizens <p><u>Anti-social behaviour</u></p> <ul style="list-style-type: none"> To know what anti-social behaviour is To know what the problem is with anti-social behaviour. <p>2) Money <u>The Importance of finance in our lives</u></p> <ul style="list-style-type: none"> To know why saving and budgeting is important To know what money should be used for To know how we make sure that we invest sensibly <p><u>Looking after money- debt management</u></p> <ul style="list-style-type: none"> To know how to protect our money when we have it <p><u>Gambling</u></p> <ul style="list-style-type: none"> To know about the risks of gambling online (e.g Fortnite skins gambling) <p>3) Environment <u>Actions affecting the oceans</u></p> <ul style="list-style-type: none"> Explore Blue Planet and look at the impact that our lifestyle has on marine life To know what will happen if this continues <p><u>Actions affecting the climate (Global Warming)</u></p>	<p>4) Healthy Lifestyles <u>What positively and negatively affects health and wellbeing?</u></p> <ul style="list-style-type: none"> To understand the impact of social media on our health and wellbeing. <p><u>Making informed choices- benefits of a healthy and balanced diet</u></p> <ul style="list-style-type: none"> To know what different vitamins can be found in different foods. To know about people in school who are responsible for helping you to stay healthy. <p>5) Keeping Safe <u>First Aid – Burns and Choking</u></p> <ul style="list-style-type: none"> To know how to recognise when someone has a burn. To learn the key action to help when someone has a burn. To know how to recognise when someone is choking. To learn the key action to help when someone is choking. <p><u>Legal and illegal drugs (to be tailored to match the range of drug knowledge of the pupils in the class)</u></p> <ul style="list-style-type: none"> To explore a range of legal and illegal drugs, their risks and effects To have considered the children's attitudes about drugs and drug users To have considered strategies to resist drug use <p><u>Sun damage</u></p> <ul style="list-style-type: none"> To know how to reduce the risk of sun damage, including cancer. <p><u>Strategies for managing personal safety</u></p> <ul style="list-style-type: none"> To know how to keep safe when we are outside of school <p>6) Growing and changing <u>Talking about puberty</u></p> <ul style="list-style-type: none"> To explain the main physical and emotional changes that happen during puberty. 	<p>7) Healthy Relationships <u>Marriage</u></p> <ul style="list-style-type: none"> To know what the act of marriage represents. <p><u>Friendship</u></p> <ul style="list-style-type: none"> To explore friendship <p><u>Listening to others and learning from others</u></p> <ul style="list-style-type: none"> What can we offer each other? What can we learn from each other? What are we good at? <p><u>Negotiation and Compromise</u></p> <ul style="list-style-type: none"> To consider views and opinions and how other people might see things <p>8) Valuing Difference <u>Responding to racist behaviour</u></p> <ul style="list-style-type: none"> To consider responses to racist behaviour. <p><u>Exchanging dialogue and expressing opinions</u></p> <ul style="list-style-type: none"> To exchange dialogue and express an opinion (LGBT+) <p>9) Feelings and Emotions <u>Mental health and keeping well</u></p> <ul style="list-style-type: none"> To know about mental health; what it means and how we can take care of it. <p><u>Managing challenges and change</u></p> <ul style="list-style-type: none"> To know about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. <p><u>Anger</u></p> <ul style="list-style-type: none"> To recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. To explain how feelings can be communicated with and without words



	<ul style="list-style-type: none"> Look at planet Earth- children to explore the impact of our lifestyle on the planet To know what the consequences will be if this continues 	<ul style="list-style-type: none"> To ask questions about puberty with confidence. <p>Male and Female Changes</p> <ul style="list-style-type: none"> To understand how puberty affects the reproductive organs To describe how to manage physical and emotional changes <p>Puberty and Hygiene</p> <ul style="list-style-type: none"> To explain how to keep clean during puberty To explain how emotions change during puberty To know how to get support and help during puberty 	<ul style="list-style-type: none"> To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger <p>Adult and children's views</p> <ul style="list-style-type: none"> To explore adults and children's views on feelings and emotions.
<p>A Year 6 met artist is able to...</p>	<p>1) Rights and Responsibilities The rights of a child- cultural practice and British Law</p> <ul style="list-style-type: none"> To distinguish between needs and wants To develop an understanding of the UN convention on the Rights of the Child To know rights that some children in the other parts of the world do and do not have To develop understanding about a country where access to good health is limited. <p>Being critical of what is in the media- what children pass on to others</p> <ul style="list-style-type: none"> Introduce the concept of fake news To know that not everything that is seen in the media should be believed To understand the purpose of a range of adverts, evaluate their methods and identify some of the different responses they aim to produce in order to sell products, promote ideas or to change viewers' behaviour To understand how adverts can create enhanced images of people and their lifestyles. To think about how adverts might make us feel about ourselves and that we have the choice to respond differently. To explore influencer marketing <p>2) Money KS2 Enterprise project</p> <p>3) Environment</p>	<p>4) Healthy Lifestyles Seeking health support</p> <ul style="list-style-type: none"> To know how and where to seek support if you are worried about your health <p>Poor diet</p> <ul style="list-style-type: none"> To know what is meant by a poor diet and how it affects your health (e.g. obesity and tooth decay) and how it can affect their physical, mental and emotional wellbeing. <p>Images in the media- how does this affect our wellbeing?</p> <ul style="list-style-type: none"> How do the media distort the truth? Obsession over social media attention and 'likes' 'dislikes' Online trolling/abuse <p>5) Keeping Safe First Aid – Unresponsive – breathing/not breathing</p> <p>Resisting pressure- how to protect our body and speak out when something is wrong</p> <ul style="list-style-type: none"> FGM <p>Preventing early use</p> <ul style="list-style-type: none"> To understand the effects, risks and laws relating to cannabis. To understand the risk of volatile substance abuse To be aware of the options for getting help, advice and support. <p>Prevention of Illness</p> <ul style="list-style-type: none"> To know what an allergy is. To know what vaccination means. To know what immunisation means. <p>6) Growing and changing Puberty and Reproduction</p>	<p>7) Healthy Relationships Understanding relationships</p> <ul style="list-style-type: none"> To discuss different types of adult relationships with confidence To know what form of touching is appropriate <p>Communicating in relationships</p> <ul style="list-style-type: none"> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong <p>Being Safe</p> <ul style="list-style-type: none"> To know how to report concerns or abuse. To know who I can speak to for advice. <p>8) Valuing Difference What makes people the same? What makes people different? <i>The Proud Trust – Trans Positive education</i></p> <ul style="list-style-type: none"> To explore similarities and differences in our identity To explore gender stereotypes and gender expectations that exist within society – are they useful or limiting? To understand the terms 'trans', 'non-binary' and 'cis.' <p>Recognising and challenging stereotypes</p> <ul style="list-style-type: none"> To know about important people in history who have taken positive action against discrimination How can we make everyone feel comfortable with who they are? <p>9) Feelings and Emotions Seeking support</p> <ul style="list-style-type: none"> To know where to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. <p>Who can you trust?</p> <ul style="list-style-type: none"> Who can you trust and not trust?



	<p><u>How resources are allocated to the world</u></p> <ul style="list-style-type: none"> • Identify fair trade • To know how the world's resources are allocated to countries <p><u>Difference between fair trade and how it affects others</u></p> <ul style="list-style-type: none"> • Saving and budgeting • To know the impact of buying fair trade 	<ul style="list-style-type: none"> • To describe how and why the body changes during puberty in preparation for reproduction • To talk about puberty and reproduction with confidence <p><u>Conception and Pregnancy</u></p> <ul style="list-style-type: none"> • To describe the decisions that have to be made before having a baby • To know some basic facts about pregnancy and conception 	<ul style="list-style-type: none"> • What do you expect from people? <p><u>Transition – feelings and common anxieties</u></p> <ul style="list-style-type: none"> • Preparing for secondary school • Changing friendships • Healthy online friendships
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