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I II & 2 I communities and how can we show respect?		1 & 2	communities and how can we show respect?			
Why do we need rules at home and at school?		1 4 2	·			
What part can I play in making and changing rules?						
What do we mean by rights and responsibilities?						
What are my responsibilities at home and at school?			· ·			
How do we make democratic decisions in school?						
What is a representative and how do we elect them?						
How might others' expectations of girls and boys affect						
people's feelings and choices?			·			
, ,			There are people who don't feel like a boy or a girl (non-binary)			
- taught through a storybook without the actual definition)						
Myself and My  • What is a healthy friendship and how does trust play an		Mysolf and My				
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		=	essential part?			
L		Relationships	<ul><li>essential part?</li><li>What skills do I need for choosing, making and developing</li></ul>			
		<b>Relationships</b> Family and	<ul> <li>What skills do I need for choosing, making and developing</li> </ul>			
The state of the s		<b>Relationships</b> Family and Friends	<ul> <li>What skills do I need for choosing, making and developing friendships and how effective are they?</li> </ul>			
		Relationships Family and Friends objectives	<ul> <li>What skills do I need for choosing, making and developing friendships and how effective are they?</li> <li>How can I help to resolve disagreements positively by listening</li> </ul>			
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		Relationships Family and Friends objectives covered in cycle	<ul> <li>What skills do I need for choosing, making and developing friendships and how effective are they?</li> <li>How can I help to resolve disagreements positively by listening</li> </ul>			

		<ul> <li>How do my family members help each other to feel safe and secure even when things are tough?</li> <li>Who is in my network of special people now and how do we affect and support each other?</li> </ul>
	Myself and My Relationships Anti-Bullying Whole school Anti-Bullying week objectives covered in cycle 1 & 2	<ul> <li>How are falling out and bullying different?</li> <li>How do people use power when they bully others?</li> <li>What are the key characteristics of different types of bullying?</li> <li>How can lack of respect and empathy towards others lead to bullying?</li> <li>What is the difference between direct and indirect forms of bullying?</li> <li>What are bystanders and followers and how might they feel?</li> <li>Do I understand that bullying might affect how people feel for a long time?</li> <li>How can I support people I know who are being bullied by being assertive?</li> <li>How does my school prevent bullying and support people involved?</li> </ul>
Spring 1	Healthy and Safer Lifestyles Managing Safety and Risk	<ul> <li>When might I meet adults I don't know &amp; how can I respond safely?</li> <li>What actions could I take in an emergency or accident and how can I call the emergency services?</li> </ul>
	Healthy and Safer Lifestyles Relationships and Sex Education objectives covered in cycle 1 & 2	<ul> <li>How are male and female bodies different and what are the different parts called?</li> <li>When do we talk about our bodies, how they change, and who do we talk to?</li> <li>Why is it important to keep myself clean?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> <li>How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>
	Healthy and Safer Lifestyles Relationships and Sex Education	<ul> <li>What does it mean to be 'grown up'?</li> <li>What am I responsible for now and how will this change?</li> <li>How do different caring, stable, adult relationships create a secure environment for children to grow up?</li> <li>What happens to our emotions at puberty?</li> </ul>
Summer 2	Myself and My Relationships Managing Change	Taught during the last 2 weeks of term & transition days within school.
Throughout year specialist teacher Nicola Murphy	Healthy & Safer Lifestyles: Digital Lifestyles (in ICT)  objectives covered in cycle 1 & 2	<ul> <li>How might my use of technology change as I get older, and how can I make healthier and safer decisions?</li> <li>How does my own and others' online identity affect my decisions about communicating online?</li> <li>Extra objective: what happens when I share images and what images are appropriate to share?</li> <li>How might people with similar likes &amp; interests get together online?</li> <li>Can I explain the difference between "liking" and "trusting" someone online?</li> <li>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</li> <li>When looking at online content, what is the difference between opinions, beliefs and facts?</li> </ul>

•	Why is it important to ration the time we spend using
	technology and/or online?
•	How might the things I see and do online affect how I feel and
	how healthy I am, and how can I get support when I need it?
•	Why are social media, some computer games, online gaming
	and TV/films age restricted and how does peer influence play
	a part in my decision making?