

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship and Diversity
<p>To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, relaxation, healthy eating and dental health. (Science – to understand animals and humans) (Body image plans)</p> <p>To recognise what they like &amp; dislike, how to make real, informed choices that improve their physical &amp; emotional health, to recognise that choices can have good and not so good consequences. (SEAL – relationships, getting on and falling out)</p> <p>To recognise that household products, including medicines, can be harmful if not used properly. (Life caravan and associated planning)</p>	<p>To know rules for and ways of keeping physically &amp; emotionally safe including road safety and safety in the environment (including rail, water and fire safety). (Road safety assembly/ workshop and think.direct.gov.uk) (Water safety talk homework) (Greater Manchester fire and rescue plans)</p> <p>To know about &amp; respect people who look after them; their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. (SEAL - Relationships)</p> <p>To recognise that they share a responsibility for keeping themselves &amp; others safe, when to say, 'Yes,' 'No,' 'I'll ask' and 'I'll tell.' (Expect respect plans)</p> <p><b>1 - GOING PLACES SAFELY</b> How do you go places safely on the computer? <b>2 - ABC SEARCHING</b> How can you use the alphabet to find things online?</p>	<p>To identify their special people (family, friends, carers), what makes them special &amp; how special people should care for one another. (SEAL – relationships, getting on and falling out)</p> <p>To identify &amp; respect the differences &amp; similarities between people. (Body image plans) (SEAL – new beginnings, good to be me)</p> <p>To show respect by listening to other people &amp; play and work cooperatively (including strategies to resolve simple arguments through negotiation). (SEAL – new beginnings, getting on and falling out, good to be me and relationships)</p> <p>To share their opinions on things that matter to them &amp; explain their views through discussions with one other person &amp; the whole class. (ONGOING) (Expect respect plans)</p> <p><b>5 - SENDING EMAIL</b> How do you connect with others through email?</p>	<p>To respect themselves, to learn from their experiences, to recognise &amp; celebrate their strengths and set simple but challenging goals. (SEAL – going for goals, good to be me)</p> <p>To recognise what they like &amp; dislike, how to make real, informed choices that improve their physical &amp; emotional health, to recognise that choices can have good and not so good consequences. (expect respect plans)</p> <p><b>3 - KEEP IT PRIVATE</b> What kinds of information should you keep to yourself when you use the Internet?</p>	<p>To understand what improves &amp; harms their local, natural &amp; built environments and about some of the ways people look after them. (Link to curriculum planning, particularly geography curriculum)</p> <p>To recognise that money comes from different sources &amp; can be used for different purposes, including the concepts of spending &amp; saving. (Numeracy) (Money week)</p>	<p>To help construct &amp; agree to follow, group &amp; class rules and to understand how these rules can help them. (SEAL – new beginnings, good to be me)</p> <p>To recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong. (SEAL – new beginnings) (Expect respect plans) (Beatbullying.org.uk – KS1 right and wrong plans)</p> <p>To recognise how their behaviour affects other people. (SEAL)</p> <p>To offer constructive support &amp; feedback to others. (ONGOING)</p> <p>To acknowledge the range and diversity in people's physical appearance. (Body image plans)</p> <p><b>4 - MY CREATIVE WORK</b> How can you give credit to your own creative work?</p>

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<p>To understand the importance of health and <b>respecting</b> ourselves &amp; how to maintain personal hygiene. (Science – to understand humans and animals)</p> <p>To know how some diseases are spread &amp; can be controlled and the responsibilities they have for their own health &amp; that of others. (Science – to understand humans and animals) (TeachUNICEF – water and environment plans)</p> <p>To understand the safe use of medicines and about people who look after them. (Life caravan and associated planning)</p>	<p>To understand rules for and ways of keeping physically &amp; emotionally safe (including safety on-line, the responsible use of ICT, the difference between secrets &amp; surprises &amp; understanding not to keep adult secrets). (Expect respect – year 1 plans) (E-safety planning inc. kidsmart.org.uk) (Network rail plans) (Links to great fire of London.) ( Greater Manchester fire and rescue plans)</p> <p>To consider good and not so good feelings, a vocabulary to describe their feelings to others &amp; simple strategies for managing feelings. (SEAL – new beginnings, getting on and falling out, relationships)</p> <p>To recognise that they share a responsibility for keeping themselves &amp; others safe, when to say ‘yes,’ ‘no,’ ‘I’ll ask,’ &amp; ‘I’ll tell.’ (Expect respect – year 1 plans ‘the NO’ game)</p> <p><u>1 - Staying Safe Online</u> How do you stay safe when you visit a website?</p>	<p>To understand there are different types of teasing &amp; bullying, that these are wrong &amp; unacceptable. (SEAL – anti bullying)</p> <p>To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. (SEAL – anti bullying)</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable &amp; uncomfortable &amp; how to respond (including who to tell &amp; how to tell them).</p> <p>To recognise that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). (SEAL – relationships and good to be me, Year 3 relationships)</p> <p>To understand how to communicate their feelings to others, to recognise how others show feelings &amp; how to respond. (SEAL – new beginnings, relationships, going for goals and good to be me)</p>	<p>To understand the process of growing from young to old and how people’s needs change. To <b>respect</b> older people. (Science – To understand animals and humans)</p> <p>To understand about growing and changing and new opportunities and responsibilities that increasing independence may bring. (SEAL – good to be me)</p> <p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends). (SEAL – relationships)</p> <p>To learn the names of the main parts of the body (including external genitalia) the similarities &amp; differences between boys and girls. (Science – To understand animals and humans)</p> <p><u>2- Follow the Digital Trail</u> What information is OK to have in your digital footprint?</p> <p><u>5 - Sites I Like</u> What makes a website the right site for you?</p>	<p>To recognise that money comes from different sources &amp; can be used for different purposes, including the concepts of spending &amp; saving. (Numeracy) (Money week)</p> <p>To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. (Numeracy) (Money week)</p> <p><u>4 - Using Keywords</u> Which keywords will give you the best search results?</p>	<p>To contribute to the life of the classroom. (SEAL – new beginnings)</p> <p>To understand that people &amp; other living things have needs and that they have responsibilities to meet them (including being able to take turns, share &amp; understand the need to return things that have been borrowed.) (SEAL)</p> <p>To understand that they belong to various groups &amp; communities such as family &amp; school. (SEAL – new beginnings)</p> <p>To offer constructive support &amp; feedback to others. (ONGOING)</p> <p>To acknowledge the range and <b>diversity</b> in people’s physical appearance and <b>respect</b> those differences. (Body image lesson plans)</p> <p><u>3 - Screen out the Mean</u> What can you do when someone is mean to you online?</p>

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<p>To understand which, why and how, commonly available substances and drugs could damage their immediate and future health &amp; safety, and that some are legal. <i>(Life caravan visit and associated planning)</i></p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. <i>(Links to science curriculum)</i></p> <p>To recognise opportunities to make their own choices about food and health and the benefits of eating a balanced diet. To recognise this as an opportunity to <b>respect</b> themselves. <i>(Body image lesson plans) (Science – to understand animals and humans)</i></p>	<p>To understand strategies for keeping physically and emotionally safe including safety in the environment, (including rail, water and fire safety ) and safe places to play and personal safety. <i>(Road safety assembly/ workshop) (Water safety talk homework) (UN UNICEF plans) (network rail plans, RoSPA plans and ideas)</i></p> <p>To understand about people who are responsible for helping them stay healthy and safe and ways that they can help and <b>respect</b> these people.</p> <p>To understand that pressure to behave in a risky way can come from a variety of sources, including people they know. Pressure can also come from advertising companies and the media. <i>(Body image lesson plans) (SEAL – going for goals)</i></p> <p><u>1 – Powerful Passwords</u> How do you create a secure password?</p>	<p>To work collaboratively together towards shared goals. <i>(ONGOING in class)</i></p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. <i>(SEAL – relationships)</i></p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. <i>(Expect respect lesson plans) (SEAL - Good to be me, getting on and falling out and going for goals)</i></p> <p>To understand that their actions affect themselves and others. <i>(Expect respect lesson plans) SEAL – getting on and falling out)</i></p> <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To identify and <b>respect</b> the similarities and differences between people. <i>(Body image lesson plans)</i></p> <p><u>4 - Show Respect Online</u> How can you make sure your msgs are clear and respectful? <u>5- Writing good Emails</u> How is writing an email similar to or different from writing a letter?</p>	<p>To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy. <i>(celebration assembly) SEAL – Going for goals, relationships, changes)</i></p> <p>To understand about change, including transitions. ( between Key Stages and schools). <i>(SEAL – new beginnings, changes)</i></p> <p><u>2 - My Online Community</u> How does the Internet connect you to others?</p>	<p>To learn about the role money plays in their own and other’s lives. <i>(numeracy) (Money week)</i></p> <p>To learn about enterprise and the skills that can make someone ‘enterprising.’ <i>(Enterprise week) (Fiver challenge)</i></p> <p><u>3- Things for Sale</u> How do some websites try to get you to buy things?</p>	<p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. <i>(SEAL – new beginnings, relationships) Expect respect – year 4 plans Beatbullying.org.uk – rights and responsibilities plans)</i></p> <p>To realise the consequences of antisocial and aggressive behaviours on individuals and communities. <i>(Expect respect year 3 and 4 lesson plans) (SEAL – getting on and falling out, year 4)</i></p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. <i>(See Newsround)</i></p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <i>(UN UNICEF plans – lesson 1)</i></p> <p>that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious <b>diversity</b>, gender and disability. <i>(SEAL – getting on and falling out) (Guide dog assembly and planning)</i></p>

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<p>To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health &amp; safety. (Life caravan and associated planning)</p> <p>To understand what positively and negatively affects their physical, mental and emotional health (including the media). (Body image lesson plans)</p> <p>To begin to understand the concept of a 'balanced lifestyle.' (Science – To understand animals and humans)</p>	<p>To understand strategies for keeping physically and emotionally safe including road safety ( including cycle safety – the Bikeability programme). (Road safety workshop, Think.direct.gov.uk, water safety talk, network rail plans)</p> <p>To differentiate between the terms 'risk,' 'danger' and 'hazard.' (SEAL – going for goals, good to be me years 4 and 5)</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments ) and how to use this as an opportunity to build resilience.(SEAL – going for goals)</p> <p>To recognise and manage 'dares.'</p> <p>To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p><u>3 - The Power of Words</u> What should you do when someone uses mean or scary language on the Internet?</p>	<p>To listen and respond <b>respectfully</b> to a wide range of people, to feel confident to raise their own concerns, to recognise &amp; care about other peoples feelings and to try to see, respect and if necessary constructively challenge their points of view. (SEAL – good to be me, Expect respect – year 6 plans)</p> <p>To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.' (Year 5, expect respect lesson plans)</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious <b>diversity</b>.(See 'protected characteristics in the Equality Act 2010') (SEAL – Getting on and falling out) (TeachUNICEF – child disability plans)</p> <p>To understand how their body will, and emotions may, change as they approach and move through puberty. (SEAL – Changes)</p> <p>To know about taking care of and <b>respecting</b> their body, understanding that they have autonomy and they have the right to protect their body from inappropriate/ unwanted contact.</p> <p><u>5 - Whose is it, Anyway?</u> How can you show respect for other people's work?</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. (Celebration assembly, SEAL – going for goals)</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (SEAL – relationships, good to be me, changes)</p> <p>To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. (SEAL – relationships, changes)</p> <p>To understand about change, including transitions ( between Key Stages and schools), loss, separation, divorce and bereavement. (SEAL – relationships, changes)</p> <p><u>2 – Private and Personal</u> How can you protect yourself from online identity theft?</p>	<p>To learn about the role money plays in their own and others lives, including how to manage and respect their money. (Numeracy) (Money week)</p> <p>To learn about enterprise and the skills that make someone 'enterprising.' (Money week, Enterprise week and fiver challenge)</p> <p><u>4 - The Key to Keywords</u> Which keywords will give you the best search results?</p>	<p>To think about &amp; <b>respect</b> the lives of people living in other places, and people with <b>diverse</b> and different values &amp; customs. (UN UNICEF recap lesson 1) (TeachUNICEF plans)</p> <p>To appreciate the <b>diversity</b> of national, regional, religious and ethnic identities in the UK. (SEAL – getting on and falling out)</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. (See Newsround) (SEAL - Getting on and falling out)</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (UN UNICEF plans – lesson 1 recap and lesson 2)</p> <p><u>1 – Rings of Responsibility</u> What kinds of responsibilities does a good digital citizen have?</p>

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<p>To understand which, why and how, commonly available substances and drugs could damage their immediate and future health &amp; safety, some are restricted and some are illegal to own, use and supply to others. (Science – To investigate living things)</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. (Body image lesson plans, could recap year 4 plans too.)</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe. (NSPCC workshops) (Life caravan and associated lesson plans)</p>	<p>To understand strategies for keeping physically and emotionally safe including safety on-line and bikeability (including the responsible use of ICT and mobile phones). (E-safety lesson plans, share aware workshops, NSPCC workshops, kidsmart.org.uk, bikeability sessions)</p> <p>To understand &amp; respect people who are responsible for helping them stay healthy and safe and ways that they can get help. (NSPCC workshops)</p> <p>To recognise and manage 'dares and risk.' (SEAL – Good to be me)</p> <p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. (NSPCC share aware workshops)</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, and that makes them feel uncomfortable.</p> <p><a href="#">3 - You've Won a Prize</a> What is spam, and what can you do about it?</p>	<p>To be aware of different types of relationship including those between acquaintances, friends, relatives &amp; families. To recognise &amp; respond appropriately to a wider range of feelings in others. (SEAL, Changes, getting on and falling out, relationships years 5 &amp; 6)</p> <p>To recognise what constitutes a positive, healthy and respectful relationship and to develop and maintain the skills necessary. (SEAL – getting on and falling out)</p> <p>To be aware that marriage is a commitment freely entered into by both people, that no-one should enter into a marriage if they don't absolutely want to do so.</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and who are of the legal age to make that commitment.</p> <p>To understand about human reproduction. To understand how their body will, and emotions may, change as they approach and move through puberty. (Science – To investigate living things, SEAL, changes)</p> <p>To know about taking care of their body, understanding that they have autonomy and that they have the right to protect their body from inappropriate/ unwanted contact. (NSPCC workshops)</p>	<p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences). Begin to understand the concept of a 'balanced lifestyle.' (Body image lesson plans)</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices, the benefit of eating a balanced diet and that this shows self-respect. (Science – to investigate living things)</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. (Body image lesson plans, recap year 4)</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (See 'protected characteristics in the Equality Act 2010') (Body image lesson plans) (Guide dog assembly and associated plans)</p> <p><a href="#">1 – Strong Passwords</a> How can a secure password help you protect your private information?</p> <p><a href="#">5 - Picture Perfect</a> How can photos be changed on the computer, and how can that affect your feelings about the way you look?</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. (Enterprise week, money week, fiver challenge)</p> <p>To recognise that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To recognise the role of voluntary, community and pressure groups in relation to health and wellbeing.</p> <p>To learn about enterprise and the skills that make someone 'enterprising.' (Enterprise week, money week, fiver challenge, Numeracy, pfeq.org.uk)</p> <p><a href="#">4 - How to Cite a Site</a> How do you cite different types of online sources?</p>	<p>To understand why &amp; how rules and laws that protect themselves &amp; others are made and enforced, why different rules are needed in different situations, to respect rules and to understand how to take part in making &amp; changing rules.</p> <p>To realise the consequences of antisocial and aggressive behaviours, such as discrimination on individuals and communities. (Expect respect – year 6 plans)</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. (See Newsround)</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. AND To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. (UN- UNICEF – recap lessons 1&amp;2 and lesson plan 3)</p> <p><a href="#">2 - Digital Citizenship Pledge</a> How do you create a positive online community?</p>

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AND To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <b>(NSPCC e-safety talks and ‘share aware’ pilot scheme)</b> <b>(E-safety plans and kidsmart.org.uk)</b></p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, how to respond &amp; ask for help). <b>(SEAL – say no to bullying years 5 and 6)</b></p> <p>To recognise and manage ‘dares’ and challenge stereotypes. <b>(Expect respect – year 6 plans, SEAL – relationships years 5 and 6)</b></p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious <b>diversity</b>, age, sex, gender identity, sexual orientation and disability (see ‘protected characteristics’ in the Equality Act 2010) <b>(SEAL – Year 6 getting on and falling out)</b> <b>(teachUNICEF/SCOPE disability plans)</b></p> <p>To resolve differences by looking at alternatives, seeing &amp; <b>respecting</b> others’ points of view, making decisions and explaining choices. <b>(SEAL – Year 6 getting on and falling out)</b></p> <p><b>1 - Talking Safely Online</b> What’s the difference between Internet friends and in-person friends?</p> <p><b>4 - What’s Cyberbullying?</b> What is cyberbullying, and how do you deal with it?</p>	<p>To understand how their body will, and emotions may, change as they approach and move through puberty. <b>(Science – to investigate living things)</b></p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.<b>(Body image lesson plans)</b></p> <p>To understand about human reproduction. <b>(Science – To investigate living things)</b></p> <p>To know about taking care of and <b>respecting</b> their own body, understanding that they have autonomy and that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as Female Genital Mutilation (FGM) constitutes abuse, is a crime and how to get support if they have fears for themselves or their peers. <b>(NSPCC workshops)</b></p> <p><b>3 - Privacy Rules</b> How do you know if a website protects your private information?</p> <p><b>5 - Selling Stereotypes</b> How do we learn stereotypes of boys and girls from media messages?</p>	<p>To learn about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer. <b>(Numeracy lessons, money week, enterprise week)</b></p> <p>To develop an initial understanding of the concepts of ‘interest,’ ‘loan,’ ‘debt’ and ‘tax.’ (eg. their contribution to society through the payment of VAT). <b>(Numeracy lessons, money week, pfeq.org.uk)</b></p> <p>To learn about enterprise and the skills that make someone ‘enterprising.’ <b>(Enterprise week, money week, fiver challenge, numeracy lessons)</b></p>	<p>To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. <b>(SEAL – year 6 new beginnings)</b></p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To understand &amp; <b>respect</b> that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. AND To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. <b>(UN- UNICEF, Recap lesson 3 and lesson 4)</b> <b>(TeachUNICEF ‘what’s your zero?’ plans)</b></p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as Female Genital Mutilation.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. <b>(See Newsround)</b></p> <p>To explore &amp; critique how the media present information. <b>(Literacy links to news reports and persuasion.)</b></p> <p><b>2 Super Digital Citizen</b> How can people help others be good digital citizens?</p>