




Year 6 Long Term Plan 2022/23

<p>Year 6</p>	 <p>HOLA MEXICO!</p> <p>En: Writing to Entertain; Writing to Inform</p> <p>Ma: White Rose Maths Autumn Block</p> <p>Sc: Animals, including humans (the heart/circulatory system); Light</p> <p>G: Study of Scottish Highlands (UK) and Yucatan Peninsula (North America)</p> <p>H: Ancient Maya</p> <p>DT: Sewing/textiles – Embellished item (Bookmark) Cooking – healthy Mexican dish (e.g. salsa)</p> <p>Art: Drawing; Painting; Collage; Sculpture / 3D form.</p> <p>MFL: Food; Numbers 100 – 1,000; The Day of the Dead; Spanish/Hispanic Christmas traditions</p> <p>Mu: Listen, improvise, play and perform – <i>Charanga</i></p> <p>P.E: Frisbee, Gymnastics</p> <p>Co: E-safety – a balanced lifestyle; Computer Science – write, design and debug a game;</p>	 <p>EXTREME EARTH</p> <p>En: Writing to Entertain; Writing to Inform</p> <p>Ma: White Rose Maths Spring Block</p> <p>Sc: Living things and their habitats (classification); Evolution and Inheritance</p> <p>G: Greece and the Mediterranean; Antarctica; Earthquakes and Volcanoes</p> <p>H: Ancient Greece</p> <p>DT: Cooking - 3 course meal</p> <p>Art: Drawing; Painting;</p> <p>MFL: Sports and Hobbies; Daily routines; Easter traditions</p> <p>Mu: Listen, explore, sing, perform – <i>National Anthems</i></p> <p>P.E: Dance; Athletics</p> <p>Co: E-safety – appropriateness of information; Media – combine forms of media and create a</p>	 <p>SALTAIRE BRITAIN AT WORK</p> <p>En: Writing to Persuade; Writing to Discuss</p> <p>Ma: White Rose Maths Summer Block</p> <p>Sc: Electricity; Revision and Consolidation.</p> <p>G: Study of Saltaire, UK</p> <p>H: Industrial Revolution and the Victorians (Study of a theme in British History beyond 1066.)</p> <p>DT: Construction – Wooden item Sewing/textiles – Embellished item (End of year memory)</p> <p>Art: Drawing; Painting; Printmaking; Textiles.</p> <p>MFL: Ways of travelling; Directions; Dos de Mayo; End of year traditions</p> <p>Mu: Listen, improvise, play and perform – <i>Y5/6 performance</i></p> <p>P.E: Tennis; Orienteering</p> <p>Co: E-safety – digital footprints; Media – create interactive products and manipulate sound files; Information Literacy –search engines and rankings</p>
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	<p>Information Literacy – reliability and validity of information</p> <p>R.E: Pilgrimage – Why is pilgrimage important to some religious believers? Kingdom of God – What kind of king is Jesus?</p> <p>PSHE: Health and Wellbeing – How can we keep healthy as we grow?</p>	<p>green screen; Data handling – sort information efficiently (branching database)</p> <p>R.E: God – What does it mean if God is holy and loving?; Salvation – What difference does the Resurrection mean to Christians?; How does religion help people live through good times and bad times?</p> <p>PSHE: Living in the wider world – How can the media influence people?</p>	<p>R.E: What does it mean for Muslims to follow God?; How can following God bring freedom and justice?</p> <p>PSHE: Relationships – What will change as we become more independent? How do friendships change as we grow?</p>
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Year 6 Science

	<p align="center">Autumn Hola Mexico!</p> 	<p align="center">Spring Extreme Earth</p> 	<p align="center">Summer Britain at Work</p> 
<p><u>Programmes of study</u></p>	<p><u>Animals including humans</u> We will:</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Living things and their habitats</u> We will:</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics 	<p><u>Electricity</u> We will:</p> <ul style="list-style-type: none"> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram
<p><u>Programmes of study</u></p>	<p><u>Light</u> We will:</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><u>Evolution and Inheritance</u> We will:</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	

<p><u>Working scientifically</u></p>	<p>We will:</p> <ul style="list-style-type: none"> - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument 	<p>We will:</p> <ul style="list-style-type: none"> - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument 	<p>We will:</p> <ul style="list-style-type: none"> - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument
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Year 6 Geography

Autumn Hola Mexico!



Spring Extreme Earth



Summer Britain at Work



Locational Knowledge

Where is South America?

We will use maps to locate South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.

Where is Mexico?

We will:

- locate Mexico on a map, labelling major settlements, neighbouring countries, and surrounding seas;
- talk about Mexico's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.

Where is Greece?

We will:

- locate Greece on a map, labelling major settlements, neighbouring countries, and surrounding seas;
- talk about Greece's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.

Where is Antarctica?

We will:

- locate Antarctica (and the polar regions generally) on a map, labelling surrounding countries and seas;
- talk about Antarctica's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.

Where is Saltaire?




We will:

- locate Saltaire within the UK on a map, revise the UK's four countries, major settlements, neighbouring countries, and surrounding seas;
- talk about Saltaire's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.




<p><u>Place Knowledge</u></p>	<p>What is Mexico City like? We will find out about the human and physical geography of Mexico City and describe it using geographical ideas and language.</p> <p>How does living in the Yucatan Peninsula compare with living in the Scottish Highlands? We will understand geographical similarities and differences by studying the human and physical geography of the Scottish Highlands and the Yucatan Peninsula.</p>	<p>What is Athens like? We will find out about the human and physical geography of Athens and describe it using geographical ideas and language.</p>	<p>What is Saltaire like? We will find out about the human and physical geography of Saltaire and describe it using geographical ideas and language.</p>
<p><u>Human and Physical Knowledge</u></p>	<p>How does living in the Yucatan Peninsula compare with living in the Scottish Highlands? Through a study of the Scottish Highlands and the Yucatan Peninsula, we will describe and understand:</p> <ul style="list-style-type: none"> - types of settlement and land use; - economic activity, including trade links; - the distribution of natural resources including energy, food, minerals and water. 	<p>Why do earthquakes and volcanoes occur in the Mediterranean region? We will:</p> <ul style="list-style-type: none"> - revise the geographical processes that cause mountains; - learn about the geographical processes that cause earthquakes and volcanoes; - describe them using geographical and scientific ideas and language. <p>What would a trip to Antarctica be like? We will:</p> <ul style="list-style-type: none"> - learn about the physical features of this area - learn about its wildlife and climate - find out if it has always been covered in ice and why it is a frozen continent today. - explore why Antarctica is important for measuring climate change; - find out about tourism and its impact. 	
<p><u>Geographical Fieldwork</u></p>	<p>How can I find out where Mexico is? We will:</p> <ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Mexico, Mexico City and the Yucatan Peninsula; - use maps, atlases and globes, and 	<p>How can I find out where Greece is? We will:</p> <ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Greece, Athens and the Mediterranean region; - use maps, atlases and globes, and 	<p>How can I find out where Saltaire is and what its main geographical features are? We will:</p> <ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Saltaire; - use maps, atlases and globes, and digital/computer mapping to locate Saltaire and

	<p>digital/computer mapping to locate Mexico, Mexico City and the Yucatan Peninsula, and describe features studied.</p> <p>How can I find out where the Scottish Highlands are?</p> <p>We will:</p> <ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the Scottish Highlands; use maps, atlases and globes, and digital/computer mapping to locate the Scottish Highlands, and describe features studied. 	<p>digital/computer mapping to locate Greece, Athens and the Mediterranean region, and describe features studied.</p> <p>How can I find out where Antarctica is?</p> <p>We will:</p> <ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Antarctica and the surrounding area; - use maps, atlases and globes, and digital/computer mapping to locate Antarctica and describe features studied. 	<p>describe features studied;</p> <ul style="list-style-type: none"> - Use a range of fieldwork methods, including sketch maps, plans and graphs, and digital technologies, to observe, measure, record and present the human and physical features in the Saltaire area of Bradford.
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Year 6 History

	<p>Autumn Hola Mexico!</p> 	<p>Spring Extreme Earth</p> 	<p>Summer Britain at Work</p> 
<p><u>Changes in Britain</u></p>			<p><i>Study of a theme or aspect in British History that extends pupils' chronological knowledge beyond 1066</i></p> <p>Why do we remember Britain's Industrial Revolution? We will learn about the Industrial Revolution and how it shaped Victorian Britain.</p>
<p><u>Local History Study</u></p>			<p>Why is Saltaire important in the history of our local area? We will learn about Saltaire as an example of a site dating from a period beyond 1066 that is significant in the locality.</p>
<p><u>Earliest Civilisations</u></p>		<p>What have the Ancient Greeks ever done for us? We will find out about Ancient Greece by studying the lives and achievements of the Ancient Greeks, and their influence on the modern world.</p>	
<p><u>Non-European Society</u></p>	<p>Who were the Ancient Maya? We will find out the Maya civilization c.AD900 as an example of a non-European society that provides contrasts with British History.</p>		

Year 6 Design Briefs (DT)

	<p>Autumn Hola Mexico!</p> 	<p>Spring Extreme Earth</p> 	<p>Summer Britain at Work</p> 
<p><u>Challenges to solve</u></p>	<p>Can you be the next top joiner/cabinet-maker?</p>	<p>Can you be the next top chef/cook?</p>	<p>Can you be the next top textile designer?</p>
<p><u>Background research and design</u></p>	<p>We will:</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>We will:</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>We will:</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<p><u>Knowledge of designers.</u></p>	<p>What designers do you know?</p>	<p>What cooks/chefs do you know?</p>	<p>What textile designers do you know?</p>
<p><u>Skill for life – make</u></p>	<p>We will:</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>We will:</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>We will:</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

	<ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. 		
<u>Evaluate</u>	<p>We will:</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world 	<p>We will:</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world 	<p>We will:</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world
<u>The small make</u>	Can you make a useful household utensil or fixing from wood?	Can you cook a quick, simple meal that includes a main dish and a pudding?	Can you make a fabric book mark with embellishments?
<u>The big make</u>	Can you design, pitch and sell your product at the school fair?	Can you create a 3 course meal?	Can you create a memory using textiles?

Year 6 Art

**Autumn
Hola Mexico!**



**Spring
Extreme Earth**



**Summer
Britain at Work**



Skills

We will:

- Develop Drawing, Painting and Collage skills to create our landscape art, using paintings and photographic images of Mexico as starting points;
- Develop Sculpture/3D form skills, using images of Maya artefacts as starting points.

We will:

- Develop Drawing and Painting skills, using images of Greek Vases as a starting point;
- Develop Drawing and Painting skills, using scientific and non-scientific images of the heart as starting points.

We will:

- Develop Drawing and Printmaking skills, using Victorian and contemporary portraiture as our starting points;
- Develop Textiles / Collage skills, using images of Victorian samplers as a starting point.

Evaluation

We will:

- Begin to give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work.

We will:

- Give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work.
- Begin to adapt work according to our own and others' views and describe what we have done.

We will:

- Give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work;
- Adapt work according to our own and others' views;
- Describe how we might develop our work further, using art language with greater sophistication.

Year 6 Computing

	<p align="center"><u>Autumn</u> Hola Mexico!</p> 	<p align="center"><u>Spring</u> Extreme Earth</p> 	<p align="center"><u>Summer</u> Britain at Work</p> 
<u>E-safety</u>	<p>We will:</p> <ul style="list-style-type: none"> - Understand and explain the importance of a <i>balanced lifestyle</i> with respect to technology use. 	<p>We will:</p> <ul style="list-style-type: none"> - Evaluate whether games, websites and social media are appropriate for specific age groups. 	<p>We will:</p> <ul style="list-style-type: none"> - Understand and explain the importance of a positive '<i>digital footprint</i>'.
<u>Computer science</u>	<p>Can I create an appealing game for my age group or younger to play?</p> <p>We will:</p> <ul style="list-style-type: none"> - design, write and debug games programs that accomplish specific goals - use variables in coding. 		
<u>Media</u>		<p>Can I combine forms of media purposefully?</p> <p>We will:</p> <ul style="list-style-type: none"> - create a short green screen film linked to our curricular learning. 	<p>Can I create a multi-media project for a given audience?</p> <p>We will:</p> <ul style="list-style-type: none"> - edit and manipulate multi-track music and sound, and refine it for a given audience or project.
<u>Data handling</u>		<p>Can I sort information efficiently using technology?</p> <p>We will:</p> <ul style="list-style-type: none"> - create a branching database to filter, sort and present data. 	
<u>Information Literacy</u>	<p>We will:</p> <ul style="list-style-type: none"> - check the plausibility of information from a variety of chosen sources on the same topic; - make informed judgments about the validity of information on a website and be aware of bias. - understand how search engines work and rank results. 		

Year 6 Music

	<u>Autumn</u> Hola Mexico! 	<u>Spring</u> Extreme Earth 	<u>Summer</u> Britain at Work 
<u>Singing and Performing:</u> <u>Variety of instruments</u>	Perform significant parts from memory and notations with awareness of my own contribution. Sing or play from memory with confidence, expression and in tune.	Refine and improve my own work. Perform alone and in a group, displaying a variety of techniques.	Take turns to lead a group. Sing a harmony part confidently and accurately.
<u>Listening</u>	Notice, comment on and compare the use of musical devices.	Notice, comment on and compare the relationship between sounds.	Notice, comment on, compare and explore how music reflects different intentions.
<u>Composing</u>	Show thoughtfulness in selecting sounds and structures to convey an idea. Create own musical patterns.	Improvise melodic and rhythmic material within given structures.	Use a variety of different musical devices including melody, rhythms and chords.
<u>Musical Notation</u>	Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices.	Quickly read notes and know how many beats they represent. Use a range of words to help describe music (pitch, tempo, dynamics etc).	Describe music using musical words and use this to identify strengths and weaknesses in music.
<u>Music Appreciation</u>	Analyse and compare musical features choosing appropriate musical vocabulary.	Analyse and compare musical features choosing appropriate musical vocabulary.	Explain and evaluate how musical elements, features and styles can be used together to compose music.
<u>Musical History</u>	Notice and explore how music reflects time, place and culture.	Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music.	Use different venues and occasions to vary my performances.
<u>Composer / Musician Focus</u>	Pharrell Williams	Jean Sibelius	Antonín Dvořák
<u>Topic Links</u>	Charanga – ‘Happy’ using a variety of instruments	BBC School Radio – Heroes of Troy – singing focus. Geography link – Arctic - Finlandia	BBC Ten Pieces – New World Symphony

Autumn

Hola Mexico!



Health and Well Being

How can we keep healthy as we grow?

Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10

Pupils will learn:

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them

Spring

Extreme Earth



Living in the wider world

How can the media influence people?

Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23

Pupils will learn:

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them

Summer

Britain at Work



Relationships

What will change as we become more independent?

How do friendships change as we grow?

Different relationships, changing and growing, adulthood, independence, moving to secondary school

Sex Education. How do friendships change as we grow? PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16

Pupils will learn:

- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith (link to Valuing all God's children)
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process

- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions,
- how babies are conceived and born and how they need to be cared for
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing