

Learning for Life Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

This policy supports a whole school approach to Learning for Life in the curriculum, and throughout the life of the school and its community.

Our school's ethos, which comes from a collective belief in our core Values and Mission, underpins the message that we want our children to be Confident and Resilient, Kind and Respectful, Open-Minded and Well-Rounded, Collaborative and Independent. We want our children to: care, take opportunities, have a love of learning, have quality in all that they do and to be part of our family community.

Our Learning for Life programme contributes significantly to children's Relationships and Health Education and Social, Moral, Spiritual and Cultural (SMSC) development. As outlined in the 2010 Equality Act, we promote the needs and interests of all pupils, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The school encourages pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. Through discussion, teachers will promote equality of opportunity for all, and challenge comments or views which undermines this. Pupils will be able to show regard for the needs of others, respect the choices of others and understand their own rights and responsibilities. Learning for Life supports the government's requirement to actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Alongside academic achievement, we are committed to promoting the personal development of children, which includes self-understanding and social development and collaboration, recreation, decision making, safeguarding, health and wellbeing (physical and mental), self-esteem, self-knowledge, self-confidence, and resilience. We fully recognise the important relationship between wellbeing and progress in academic learning and our responsibility to actively promote the wellbeing of pupils.

The Learning for Life education programme contributes significantly to pupils' personal development by helping them to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers, and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults, and with each other, and feel valued, and that those who are most vulnerable are identified and supported through our pastoral care system.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. This wider provision, including

extracurricular activities, contributes to developing children's personal life skills necessary for now and in their future lives.

Aims

The overarching aim for Learning for Life education is to provide pupils with:

- accurate and relevant knowledge, including correct terminology.
- opportunities to turn that knowledge into personal understanding.
- opportunities to respect, explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights, and responsibilities
- skills and strategies, which they need to live healthy, safe, fulfilling, responsible and balanced lives.

Safeguarding

This policy is informed by the school's safeguarding policy.

Learning for Life education makes a unique contribution to safeguarding. At the heart of this subject there is a focus on keeping children safe (as per the Relationships and Sex Education Government guidance). Keeping Children Safe in Education (KCSIE) sets out that schools should ensure children are taught about safeguarding, including how to stay safe online. Our Learning for Life curriculum enables opportunities for pupils to be taught about safeguarding.

For example:

- issues related to consent.
- definitions/choices
- grooming, CSE, domestic abuse and FGM
- honour based abuse.
- healthy and unhealthy family relationships
- online safety
- contextualised safeguarding
- sex education

The Designated Safeguarding Lead (DSL) has been involved in the creation of our Learning for Life curriculum and both the DSL and DDSL are aware that aspects of our curriculum are connected to their role. The DSL is aware of the defined curriculum content and knows the details of the timetable for its delivery. The Chair of the Governor's LJS Committee and our Safeguarding Governor is also aware of the content of this policy and the school's approach to Learning for Life.

During training, there is clear communication between the Assistant Head Pastoral, Head of Learning for Life, DSL, and staff in raising awareness of the potential impact of this curriculum on some pupils. We understand the importance of high-quality Learning for Life, as we fulfil our statutory safeguarding duties. In RSE, pupils are taught to understand mutual, consensual, and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills, which underpin their ability to recognise abusive relationships. Teaching, including anti-bullying, enables us to fulfil our statutory duty to prevent 'child-on-child' abuse. Learning for Life also enables us to fulfil our duty to prevent Female Genital Mutilation (FGM).

We recognise that effective teaching may alert children to what is healthy, unhealthy, appropriate, and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the safeguarding and child protection procedures and will report disclosures or concerns to the DSL immediately.

Definitions

Broadly, Learning for Life education, at LJS, is defined as an education that enables children to learn about relationships and health, in line with statutory guidance provided by the government, as well as personal, social, health and economic education as outlined by the Independent Schools Standards. These broader topics are split further into 9 main topic areas for learning:

1. Feelings and Emotions
2. Staying Safe
3. Being Responsible
4. Staying Healthy
5. Our World (Pre Prep) and The Working World (Prep)
6. Fire Safety (Pre Prep) and First Aid (Prep)
7. Computer Safety
8. Relationships (Pre Prep) and Growing and Changing (Prep)
9. A World Without Judgement

(Please refer to Appendix 1 for the Long-Term Overview for the sequencing of topics)

Feelings and Emotions

Children develop their understanding of feelings and emotions, learning how to recognise, express and manage them in healthy and positive ways. They explore a wide range of emotions, understand how feelings can affect thoughts, behaviour and the body, and learn that everyone experiences emotions differently.

Staying Safe

Children develop the knowledge and skills needed to keep themselves safe in a range of situations, both at home and in the wider community. They learn to recognise hazards, understand potential risks, and develop an awareness of how their choices and actions can affect their own safety and the safety of others.

Being Responsible

Children develop an understanding of responsibility in everyday life and learn how their choices and actions can affect themselves and others. They explore what it means to be responsible at home, in school and within the wider community, while building independence, confidence and accountability.

Staying Healthy

Children develop an understanding of what it means to lead a healthy lifestyle and how everyday choices can affect both physical and mental wellbeing. They learn about healthy habits, including nutrition, hygiene, exercise, sleep and self-care, and begin to understand the importance of looking after their bodies and minds.

Our World (Pre Prep only)

Children develop an understanding of the world around them and their role within it. They learn about caring for their environment, respecting living things, contributing positively to their communities, and understanding how their actions can have an impact on others and the wider world.

As they progress through primary school, pupils explore topics such as environmental responsibility, sustainability, recycling, saving resources, community involvement, and the importance of helping others.

The Working World (Prep Only)

Older pupils build on their knowledge learnt in the 'Our World' units in Pre Prep by learning about financial responsibility, future careers, saving and spending money, and the skills needed for the world of work. They develop an awareness of how people contribute to society and consider their own future aspirations, responsibilities and opportunities. By Year 6, children are encouraged to make informed decisions, show responsibility within their communities, and understand how they can positively contribute to the world around them.

Fire Safety (Pre Prep Only)

In Years 1-3, children explore fire safety, including recognising fire risks, understanding how careless actions can affect others, the importance of following safety rules, and knowing how to respond in an emergency. They learn about the importance of seeking help, making emergency calls appropriately, and understanding the role of the fire and rescue service within the community.

First Aid (Prep Only)

In years 4-6, children develop practical first aid knowledge and learn how to respond to a variety of common injuries and emergency situations. They build confidence in assessing situations, seeking help quickly, and applying basic first aid principles. By Year 6, children are encouraged to evaluate risks, act responsibly in emergencies, and share their first aid knowledge to help keep themselves and others safe.

Relationships (Pre Prep)

In years 1-3, children develop their understanding of personal boundaries, consent, body autonomy and appropriate and inappropriate touch. They learn how emotions can affect relationships, how to communicate respectfully, and how to recognise and respond to bullying or situations that make them feel uncomfortable.

Growing and Changing (Prep Only)

In years 4-6, children explore the physical and emotional changes that occur as they grow, including puberty and the responsibilities that come with increasing independence. They learn about privacy, respect, healthy relationships, and how relationships may change over time. By Year 6, children are encouraged to make informed, respectful decisions, understand the importance of healthy relationships, and feel prepared for the transition to secondary school and adolescence.

Online Safety

Children develop the knowledge and skills needed to use technology safely, responsibly and confidently. They learn how technology is used in everyday life, how to behave respectfully online, and how to stay safe when using digital devices and the internet.

A World Without Judgement

Children develop an understanding of diversity and learn to value and respect differences in people, communities and cultures. They explore what it means to live in a fair and inclusive society, and begin to recognise that everyone has different beliefs, backgrounds, abilities and experiences, all of which should be respected.

Curriculum Content

We provide Learning for Life education from the Early Years Foundation Stage (EYFS) to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and enables children to revisit, rehearse and develop key skills.

Planning for all year groups for Learning for Life is taken from 1decision. However, the termly programme is created by form teachers, alongside the Head of Learning for Life, to ensure that the curriculum is bespoke, and meets our children's needs. We use a variety of resources to support this curriculum.

This spiral programme is revisited every year, the level of demand increases, and learning progressively deepens. A Curriculum Map for Learning for Life, in Appendix 2, shows progression year by year.

In addition to the curriculum taught, we have:

- enrichment weeks and days, e.g., Anti-bullying week, Climate Change Week, Hello Yellow Day
- charity events and visitors, e.g., NSPCC, Children in Need, Online Safety workshops
- residential visits e.g., Year 3 - The Frontier Centre, Y4 - York, Year 5 - Bushcraft and Year 6 – France and day visits for Years R - 6
- themed assemblies
- year group, form group or small group work

Learning for Life in the Early Years Foundation Stage (EYFS)

Personal, Social and Emotional Development (PSED) in the EYFS is one of the three prime areas of the EYFS curriculum. The prime areas are fundamental building blocks for children to develop well.

Development Matters, in the EYFS, is a non-statutory guidance material, which outlines the developmental stages from birth to five, and supports the delivery of the EYFS curriculum. Within this guidance material, PSED is broken down into self-regulation, managing self and building relationships.

In addition to this, a specific area of learning and development in EYFS is Understanding the World. Learning for Life falls within People, Cultures and Communities. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Within Learning for Life sessions, EYFS children will be learning how to:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Children in the EYFS are taught primarily through 1decision, which includes stories and a variety of age-appropriate resources. However, it should be noted that Learning for Life flows through daily life and learning through play within our EYFS setting and the curriculum is responsive to the needs of the children. While we have a planned programme of learning, we adapt and refine our teaching to address emerging issues, concerns and opportunities as they arise, ensuring that learning remains relevant and meaningful.

Delivery and Assessment

At Laxton Junior School, Learning for Life is provided as a named subject and is timetabled for all children from Reception to Year 6. However, as with our EYFS, children's learning also flows through their day-to-day experiences.

Our Learning for Life provision is mapped, planned, and delivered effectively to enable a broad and age-appropriate curriculum, which covers all elements of personal, social, health (physical and mental), and economic education.

Other curriculum areas support the teaching of Learning for Life e.g., Computing (online safety) World Views (respect for other people and their choices, anti-bullying), assembly themes (Care, Community, Resilience, Kindness, Respect, Open Minded and Well Rounded, British Values, Public Institutions and Services in England, Cultural Diversity).

In addition to timetabled Learning for Life lessons, Form Time, once a week, is dedicated to bespoke Learning for Life. Our children also enhance their Learning for Life education, through an online resource, Votes for Schools. Votes for Schools resource is a tool for supporting children's development in Social, Moral, Spiritual and Cultural (SMSC) development and is an opportunity for pupil voice. Votes for Schools, along with our assembly themes and wider curriculum, supports us to actively promote Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. In Pre-Prep, children will be taught using Votes for Schools when appropriate.

In addition to the materials used from 1Decision and Votes for Schools, we use a range of resources and methodologies, which can include videos, books, presentations and activities, circle time, discussions, drama, role play, use of puppets and technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. The materials used are viewed by teachers prior to the delivery of lessons, to ensure that material is age appropriate. We may use question boxes, so that children can ask questions anonymously.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so that children are fully informed and do not seek answers online. Teachers may answer questions with an individual, rather than in a whole form situation.

We recognise and are sensitive to the various cultures within the school. We support children in developing their knowledge about, and attitudes towards, diversity throughout Learning for Life lessons and the wider curriculum.

Learning for Life is taught, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). We acknowledge and reflect sensitively that some children may have a different structure of support around them (e.g., looked after children or young carers).

Teachers will be mindful of such sensitivities and will provide a safe, non-judgemental environment where everyone is confident that they will be respected. Ground Rules for Learning for Life lessons will be agreed and shared at the beginning of each academic year, in addition to those already used in the classroom. If needed, ground rules will be revisited as appropriate.

Pupil development in Learning for Life is monitored and assessed by teachers, as part of our internal assessment systems. Ongoing teacher assessment, including opportunities for pupil self-assessment and reflection, takes place periodically. Assessment in Learning for Life will compare where pupils' understanding is at the end of a unit or individual lesson, to where they were at the beginning. A range of strategies are used for this purpose including, questioning, mind maps or spider diagrams, quizzes, questionnaires, points on a scale, graffiti or working walls, drama, discussion. This is not an exhaustive list.

Accessibility

We recognise the right for all pupils to have access to Learning for Life education, which meets their needs. We consider the needs of all pupils, including those children with Special Educational Needs and Disabilities (SEND), promoting equality for all, irrespective of age, gender reassignment, pregnancy, disability, race including colour nationality, ethnic or national origin, religion or belief, sex or sexual orientation. These are the protected characteristics, as outlined in the Equality Act 2010.

We have taken the following steps to ensure accessibility for all children:

- Children will remain in Learning for Life lessons. Unless they are essential, children will not be withdrawn for other reasons e.g., peripatetic music lessons, educational support, 1:1 reading.
- The Head of Educational Support was consulted during the formation of this policy to ensure accessibility for all.
- There may be a need to tailor content and teaching, provide differentiation, to meet the specific needs of pupils at different developmental stages. As with all teaching, LJS ensures that teaching is sensitive, age-appropriate, and developmentally appropriate.
- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender, and violence are explained in age-appropriate ways.
- We will not seek to gain consensus but will accept and celebrate differences.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils and that pupils develop respect for the views and beliefs of others.
- To ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop self-esteem and positive body image.
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive.
- sources of support for pupils.

Roles and Responsibilities

The policy has been developed with Governor involvement, so that the Governors are able to fulfil their statutory duties. The Governing Body, through the LJS subcommittee, will approve the RSE policy and hold the Head to account for its implementation.

The Head is responsible for the implementation of this policy and for managing requests to withdraw pupils from non-statutory/non-Science components of RSE.

The Head of Learning for Life, with support of the Assistant Head Pastoral, is responsible for ensuring that Learning for Life is taught consistently across the school.

Teachers are responsible for:

- delivering Learning for Life in a sensitive, open, and honest way
- using correct vocabulary including vocabulary for body parts
- answering questions factually, in terms which are age appropriate.
- providing materials which are age appropriate and matched to the children's level of understanding.
- modelling positive attitudes to Learning for Life
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-Science components of RSE.
- monitoring and assessing children's progress in learning

Teachers have a duty to deliver statutory areas of the curriculum, and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues, and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Learning for Life. We will encourage the sharing of good practice and may use team teaching to develop confidence.

Those staff responsible for teaching Learning for Life are usually form teachers and Science teachers. However, on occasions, other teachers, and our school nurse, may teach Learning for Life lessons.

Pupils are expected to engage in lessons fully and treat others with respect and sensitivity.

Home School Partnership

We are committed to working with parents and carers. Parents and carers are the first educators of their children about personal, social, health and economic education including relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Learning for Life. We will encourage this partnership by:

- sharing information about our curriculum on our website
- informing parents/carers about the approach used in Learning for Life as their child joins the school.
- inviting parents to discuss their views and concerns about Learning for Life on an informal basis.
- signposting parents/carers to sources of support, e.g., Tooled Up Education, to help them address the needs of their child or build their own confidence in talking about personal, social, health and economic education with their children.
- supporting parents through relevant Parent in Partnership meetings

Reporting to parents occurs three times a year at Parent Conferences, twice a year through formal written reports, and if necessary, at informal parent meetings.

Visits and Visitors

Where appropriate, we use visits and visitors from outside agencies or members of the community to support the Learning for Life programme. This is an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils. This includes visitors in our assembly programme. Teachers will always be present to manage the learning and ensure safety of the children, and will agree with the visitor, in advance, the learning objectives and outcomes.

Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the Learning for Life curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is important to us, and we recognise and value its contribution to the Learning for Life programme and personal development. We include a range of opportunities for community involvement and activities, such as:

- links with Oundle School and other local schools (OPEN)
- links with local places of worship through our World Views and Culture (Religious Education) curriculum
- charity fundraising e.g., links with our local food banks and other charities.
- assembly visits from past pupils e.g., previous Head Boy and Head Girl and people who help us e.g., School Constable, local MP, our support staff.
- links with local services e.g., EYFS visits from the Police Community Support Officer
- community use of school premises e.g., holiday drama and sports activities for children

Parental Choice

Within Learning for Life, parents have the right to withdraw their children from the RSE, non-statutory/non-Science components of Sex Education. Information about withdrawing children can be found in the RSE policy on our website.

Training

We ask staff for their training needs. Any identified areas are woven into our staff training sessions and CPD. New staff are informed about their responsibilities, as part of their induction. When needed, we will invite visitors, such as school nurses or sexual health professionals, to provide support and training for staff teaching Learning for Life. This includes allocating time to staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset is used where there are

development needs for the whole staff. Individual staff members are offered training opportunities as appropriate. All staff members are expected to know and understand the content of policies that apply throughout the school.

The Assistant Head Pastoral and Head of Learning for Life receive training in their role and responsibilities. This supports them with the development of the school's policy and practice and with the monitoring of its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well-being.

Teaching Learning for Life can be extremely rewarding, but we understand that, to feel confident, staff need opportunities to develop their own knowledge, skills, and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality, and inclusion.

Staff training is incorporated into our continual professional development. Emotional support is available to staff, should the need arise.

Monitoring and Review

The effectiveness and delivery of Learning for Life is monitored and reviewed by the Assistant Head Pastoral and Head of Learning for Life through:

- Learning walks,
- Lesson Observations
- Work scrutiny
- Interviews with pupils

Information and Appendices

This Learning for Life policy is informed by the school's safeguarding policy and should be read in conjunction with the following policies: Safeguarding, Online Safety, Computing, RSE, Anti-Bullying, Equal Opportunities and Disability, Behaviour and Exclusions, Educational Support and EAL, SMSC, Computing, Teaching and Learning, Assessment, EYFS.

This policy is available on our website.

This policy will be reviewed by the Head of Learning for Life, annually.

Reviewer	Olivia Balchin
Post of Reviewer	Head of Learning for Life
Review Date	Summer 2026
Approved by the Governing Body	Michaelmas 2026 (will be reviewed again in Michaelmas 2027 or earlier if there are substantive changes)
Reviewed and filed with both Schools	Summer 2026
Next Review (max 3 years)	Michaelmas 2027

Appendix 1: Long Term Overview for the Learning for Life Curriculum

	Pre Prep	Prep
Michaelmas	Feelings and Emotions	Feelings and Emotions
	Staying Safe	Staying Safe
	Being Responsible	Being Responsible
Lent	Staying Healthy	Staying Healthy
	Our World	The Working World
	Fire Safety	First Aid
Summer	Computer Safety	Computer Safety
	Growing and Changing	Growing and Changing
	A World Without Judgement	A World Without Judgement

Appendix 2: Learning for Life Curriculum Map

Programme Overview

Keeping/Staying Safe	
YEAR 1	Form a basic understanding of how to stay safe
YEAR 2	Develop awareness of risks and personal responsibility
YEAR 3	Identify hazards and warning signs
YEAR 4	Apply strategies to stay safe and consider consequences
YEAR 5	Manage influence and peer pressure
YEAR 6	Evaluate risks and make responsible decisions

Keeping/Staying Healthy	
YEAR 1	Build an understanding of healthy choices and habits
YEAR 2	Explore everyday choices that support health
YEAR 3	Recognise routines and behaviours that support wellbeing
YEAR 4	Apply knowledge to maintain a healthy lifestyle
YEAR 5	Respond to influences that affect health choices
YEAR 6	Evaluate health risks and make positive lifestyle decisions

Relationships / Growing and Changing	
YEAR 1	Begin to understand positive relationships
YEAR 2	Recognise feelings and show empathy for others
YEAR 3	Explore personal boundaries and respect for others
YEAR 4	Learn about healthy and unhealthy relationships
YEAR 5	Identify changes that puberty and growing up can bring
YEAR 6	Evaluate relationships and make respectful choices

Being Responsible	
YEAR 1	Begin to understand responsibility in everyday situations
YEAR 2	Recognise responsible and irresponsible choices
YEAR 3	Identify responsible behaviours and their impact on others
YEAR 4	Understand responsibility in different situations
YEAR 5	Consider how personal choices can affect others
YEAR 6	Evaluate responsibilities and make informed decisions

Feelings and Emotions	
YEAR 1	Build an understanding of feelings and emotions
YEAR 2	Recognise a range of emotions and their effects
YEAR 3	Identify emotions and ways to manage them
YEAR 4	Understand more complex emotions and responses
YEAR 5	Manage strong emotions and recognise triggers
YEAR 6	Reflect on emotional responses and manage personal wellbeing

Computer / Online Safety	
YEAR 1	Form a basic understanding of safe technology use
YEAR 2	Develop awareness of responsible technology use
YEAR 3	Recognise online risks and safe choices
YEAR 4	Understand respectful online behaviour and cyberbullying
YEAR 5	Manage pressures and influences online
YEAR 6	Evaluate online risks and make responsible digital choices

Our World / The Working World	
YEAR 1	Form a basic understanding of family life and the world around us
YEAR 2	Develop awareness of caring for living things and early money concepts
YEAR 3	Recognise how people help care for the environment
YEAR 4	Understand roles and responsibilities in family and community life
YEAR 5	Explore future careers, money and enterprise
YEAR 6	Evaluate financial choices and future responsibilities

A World Without Judgement	
YEAR 1	Develop an understanding of fairness and democracy
YEAR 2	Recognise individual liberty and the rule of law
YEAR 3	Identify the importance of tolerance and respect
YEAR 4	Explore how judgement and discrimination can affect others
YEAR 5	Further explore diversity, inclusion and acceptance
YEAR 6	Evaluate British values and community cohesion

Fire Safety / First Aid	
YEAR 1	Begin to understand emergency services and staying safe
YEAR 2	Recognise responsibility and safe choices
YEAR 3	Identify risks and how actions can affect others
YEAR 4	Understand basic first aid and how to seek help
YEAR 5	Explore first aid responses in a range of situations
YEAR 6	Evaluate situations and confidently share first aid knowledge