



Inquiry 1

Personal, Social and Emotional Development: Self Regulation/Managing Self/ Building Relationships - Who do you like playing with? Why are they your friend? What do you like to play? How can we encourage others to play your game? How can we make your friend feel better? This looks interesting, can you explain to me what you are doing?

Inquiry 2

Personal, Social and Emotional Development: Self regulation/ Managing Self/ Building Relationships - What do you like about your friends artwork? How can we sensitively help them to make it better? If our friend is finding a skills difficult, what can you do to help?

Inquiry 3

Personal, Social and Emotional Development: Managing self. self regulation and building relationships - What are you making? How are you going to make it? What goal have you set yourself? Can I engage? What are the rules?

Inquiry 4

Personal, Social and Emotional Development: Managing self, self regulation and building relationships - Have you finished the task? What can I do to help you stay on task? How are you feeling about your learning? What could we do to make it better?

Inquiry 5

Personal, Social and Emotional Development: Managing self, self regulation and building relationships - What is going well with what you are making? What would you do differently if you were to do it again? Can I keep going if something doesn't go well the first time? Can I talk about how I feel when something goes wrong?

Inquiry 6

Personal, Social and Emotional Development: Managing self, self regulation and building relationships - Can I give my opinions in a way that is respectful to others? Can I think about how other might feel? Can I explain/demonstrate how I regulate my emotions?



Inquiry 1

R1: to communicate their feelings to others, to recognise how others show feelings and how to respond. What makes a good friendship.

R2: to recognise their behaviour can affect other people.

R4: to recognise what is fair and unfair/right and wrong.

R5: to share their opinions on things that matter to them and explain their views through discussions with others or the whole class.

R11: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

L4: that they belong to different groups and communities such as family and school.

Inquiry 2

R8: to identify and respect the differences and similarities between people.

Inquiry 3

L5: what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

Inquiry 4

H2: to recognise what they like and dislike. To recognise that choices can have good and not so good consequences.

Inquiry 5

H1: what constitutes and how to maintain a healthy lifestyle including the benefits of healthy eating and dental health.

L6: that money comes from different sources and can be used for different purposes-including the concepts of spending and saving.

L1: How they can contribute to the life of the classroom or school.

L2: to help construct, and agree to follow group, class and school rules and to understand how these rules help them.

Inquiry 6

L4: that they belong to different groups and communities such as family and school.



Inquiry 1

H1: what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity and rest on wellbeing. The benefits of rationing time on electronic devices.

H2: To recognise what they like and dislike and how to make real, informed choices that improve their physical and emotional health.

R9: to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To understand that others' families may look different to their family.

L2: to help construct, and agree to follow group, class and school rules and to understand how these rules help them.

Inquiry 2

R1: to communicate their feelings to others, to recognise how others show feelings and how to respond.

R7: to offer constructive support and feedback to others.

Inquiry 3

R2: to recognise their behaviour can affect other people. What makes a good friend?

R3: the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping secrets that make them feel anxious, uncomfortable or afraid.

R10: to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

Inquiry 4

H3: to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and to set simple, yet challenging goals.

Inquiry 5

R6: to listen to other people and play and work constructively (including strategies to resolve simple arguments).

L1: How they can contribute to the life of the classroom or school.

Inquiry 6

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

L5: what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

L7: about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.



Inquiry 1

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. 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. Where and how to seek support.

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety).

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Inquiry 2

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R12. 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

R14. to realise the nature and consequences of teasing and bullying.

Inquiry 3

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' Consider safety around 'medicines and chemicals'.

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Inquiry 4

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Inquiry 5

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

R11. to work collaboratively towards shared goals

Inquiry 6

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L17. to explore and critique how the media present information



Inquiry 1

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread- personal hygiene

H16. what is meant by the term 'habit' and why habits can be hard to change

H17. which, why and how tobacco can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Inquiry 2

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R14. to realise the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

L12. to consider the lives of people living in other places, and people with different values and customs

Inquiry 3

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

Inquiry 4

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

Inquiry 5

R15. to recognise and manage 'dares'

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Inquiry 6

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L17. to explore and critique how the media present information



Inquiry 1

R16. to recognise and challenge stereotypes

L3. to understand that there are basic human rights shared by 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

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

R13. that differences and similarities between people arise from a number of factors (see 'protected characteristics' in the Equality Act 2010)

Inquiry 2

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H17. which, why and how, commonly available substances and drugs (focusing on alcohol and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H21. strategies for keeping physically and emotionally safe including safety in the environment (including rail, water and fire safety)

R1. to recognise and respond appropriately to a wider range of feelings in others

Inquiry 3

H18. how their body will, and their emotions may, change as they approach and move through puberty. About menstrual wellbeing including key facts about the menstrual cycle.

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

Inquiry 4

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L12. to consider the lives of people living in other places, and people with different values and customs

Inquiry 5

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

Inquiry 6

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support



Inquiry 1

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

Inquiry 2

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H17. which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Inquiry 3

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Inquiry 4

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Inquiry 5

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

L16. what is meant by enterprise and begin to develop enterprise skills

Inquiry 6

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H19. about human reproduction-how babies are conceived and born. (Parental Right to withdrawal).

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request