

Geography

Breadth of study	Year 1	Year 2
6 a The locality of the School		
6 b A locality with contrasting physical and/or human features either in the UK or Overseas		
7 In the study of localities, pupils should:		
a Study at a local scale		
b Carry out fieldwork investigations outside the classroom		

History

Breadth of study	Year 1	Year 2
6a Changes in pupils' own lives and the way of life of their family or others around them		
b The way of life of people in the more distant past who lived in the local area or elsewhere in Britain		
c The lives of significant men, women and children drawn from the history of Britain and the wider world		
d Past events from the history of Britain and the wider world		
b To ask and answer questions about the past		
5a Select from their knowledge of history and communicate in a variety of ways.		

Art & Design

Breadth of study	Year 1	Year 2
5a Explore a range of starting points for practical work (Eg themselves, experiences, stories, natural and man-made objects and the environment)		
b Working independently and collaborating with others on projects in 2d and 3d and on different scales		
c Using a range of materials and processes (Eg painting, collage, print making, digital media, textiles, sculpture)		
d Investigating different kinds of art, craft and design (Eg in the locality, during visits, on the internet)		

Design & Technology

Breadth of study	Year 1	Year 2
5a Investigating and evaluating a range of familiar products (Eg talking about how they work, and whether they do what they are supposed to do)		
b Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge		
c Designing and making assignments using a range of materials, including: <ul style="list-style-type: none"> • Food; • items that can be put together to make products and • Textiles. 		
b How mechanisms can be used in different ways (e.g. wheels and axels that allow movement)		

Music

Breadth of study	Year 1	Year 2
5a A range of musical activities that integrate performing, composing and appraising		
b Responding to a range of musical and non-musical starting points		
c Working independently and in groups of different sizes and as a class A range of live and recorded music from different times and cultures		

Science

	YEAR 1	YEAR 2
<p>Life processes</p> <p>1) Pupils should be taught:</p> <p>1a The differences between things that are living and things that have never been alive.</p> <p>1b That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>1c To relate life processes to animals and plants found in the local environment.</p>		
<p>Humans and other animals</p> <p>2) Pupils should be taught:</p> <p>2a To recognise and compare the main external parts of the bodies of humans and other animals.</p> <p>2b That humans and other animals need food and water to stay alive.</p> <p>2c That taking exercise and eating the right types and amounts of food help humans to keep healthy.</p> <p>2d About the role of drugs as medicines.</p> <p>2e How to treat animals with care and sensitivity.</p> <p>2f That humans and other animals can produce offspring and that these offspring grow into adults.</p> <p>2g About the senses that enable humans and other animals to be aware of the world around them.</p>		
<p>Green plants</p> <p>3) Pupils should be taught:</p> <p>3a To recognise that plants need light and water to grow.</p> <p>3b To recognise and name the leaf, flower, stem and root of flowering plants.</p> <p>3c That seeds grow into flowering plants.</p> <p>Variation and classification</p> <p>4) Pupils should be taught to:</p> <p>4a To recognise similarities and differences between themselves and others, and to treat others with sensitivity.</p> <p>4b Group living things according to observable similarities and differences.</p> <p>Living things in their environment</p> <p>5) Pupils should be taught to:</p> <p>5a Find out about the different kinds of plants and animals in the local environment.</p> <p>5b Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there.</p> <p>5c Care for the environment.</p>		

<p>Grouping materials</p> <p>1) Pupils should be taught to:</p> <p>1a Use their senses to explore and recognise the similarities and differences between materials.</p> <p>1b Sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or nonmagnetic].</p> <p>1c Recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally.</p> <p>1d Find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties.</p>		
<p>Changing materials</p> <p>2) Pupils should be taught to:</p> <p>2a Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching.</p> <p>2b Explore and describe the way some everyday materials [for example, water, chocolate, bread, clay] change when they are heated or cooled.</p>		
<p>Electricity</p> <p>1) Pupils should be taught:</p> <p>1a About everyday appliances that use electricity.</p> <p>1b About simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors].</p> <p>1c How a switch can be used to break a circuit.</p>		
<p>Forces and motion</p> <p>2) Pupils should be taught:</p> <p>To find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction].</p> <p>That both pushes and pulls are examples of forces.</p> <p>to recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].</p>		
<p>Light and sound</p> <p>3) Pupils should be taught:</p> <p>Light and dark</p> <p>3a To identify different light sources, including the Sun.</p> <p>3b That darkness is the absence of light .</p> <p>Making and detecting sounds</p> <p>3c That there are many kinds of sound and sources of sound.</p> <p>3d That sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.</p>		
<p>SCIENTIFIC ENQUIRY</p>		
<p>1a That it is important to collect evidence by making observations and measurements when trying to answer a question.</p>		
<p>2a Ask questions and decide how to find answers to them.</p> <p>2b Use first-hand experience and simple information sources to answer questions.</p> <p>2c Think about what might happen before deciding what to do.</p> <p>2d Recognise when a test or comparison is unfair.</p>		
<p>2e Follow simple instructions to control risks to themselves and others'.</p> <p>2f Explore, using the senses of sight, hearing, smell, touch and taste as</p>		

appropriate, and make and record observations and measurements. 2g Communicate what happened in a variety of ways, including using ICT.		
2h Make simple comparisons and identify simple patterns or associations. 2i Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding. 2j Review their work and explain what they did to others'.		

ICT

Breadth of study	Year 1	Year 2
5 Pupils will be taught the knowledge skills and understanding through: a Working with a range of information to investigate the different ways it can be presented; e.g. information about the sun being presented as a poem, picture or sound pattern.		
b Exploring a variety of ICT tools		
c Talking about the uses of ICT inside and outside school.		
Knowledge & Understanding		
Pupils should be taught how to:		
1a Gather information from a variety of sources		
b Enter and store information in a variety of forms		
c Retrieve information that has been stored		
2a To use text, tables images and sound to develop their ideas.		
b How to select from and add to information they have retrieved for particular purposes.		
c How to plan and give instructions to make things happen.		
d To try things out and explore what happens in real and imaginary situations.		
3a How to share their ideas by presenting information in a variety of forms.		
b To present their completed work effectively.		
4a Review what they have done		
b Describe the effects of their actions		
c Talk about what they might change in the future		

PSHE & Citizenship

Breadth of study	Year 1	Year 2
<p>1a I say what I like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>1b I share my opinions on things that matter to them and explain their views.</p> <p>1c I recognise, name and deal with my feelings in a positive way.</p> <p>1d I think about myself, learn from my experiences and recognise what I am good at.</p> <p>1e How to set simple goals.</p>		
<p>2a I take part in discussions with one other person and the whole class.</p> <p>2b I take part in a simple debate about topical issues.</p> <p>2c I recognise choices I can make, and recognise the difference between right and wrong.</p> <p>2d I agree and follow rules for my group and classroom, and understand how rules help me.</p> <p>2e I realise that people and other living things have needs, and that I have responsibilities to meet them.</p> <p>2f I know that I belong to various groups and communities, such as family and school.</p> <p>2g I know what improves and harms my local, natural and built environments and about some of the ways people look after them.</p> <p>2h I contribute positively to the life of the class and school.</p> <p>2i I realise that money comes from different sources and can be used for different purposes.</p>		
<p>3a I make simple choices that improve or maintain my health and well-being.</p> <p>3b I keep a good level of personal hygiene.</p> <p>3c I know how some diseases spread and can be controlled.</p> <p>3d I understand the process of growing from young to old and how people's needs change.</p> <p>3e I can name the main parts of the body.</p> <p>3f I understand that all household products, including medicines, can be harmful if not used properly.</p> <p>3g I know and understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help me to stay safe.</p>		
<p>4a I recognise how my behaviour affects other people.</p> <p>4b I listen to other people, and play and work co-operatively.</p> <p>4c I identify and respect the differences and similarities between people.</p> <p>4d I understand that family and friends should care for each other.</p> <p>4e I understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>		

Geography

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>2Localities:</p> <p>6a A locality in the UK</p> <p>b A locality in a country that is less economically developed</p> <p>Themes:</p> <p>c Water and its effects on landscapes and people, including: the physical features of rivers or coasts and the processes of erosion and deposition that affect them</p> <p>d How settlements differ and change, including why they differ in size and character, and an issue arising from change in land-use</p> <p>e An environmental issue caused by a change in the environment and attempts to manage the environment sustainably.</p> <p>7a In the study of localities and themes, pupils should:</p> <p>a study at a range of scales: Local, regional and national</p> <p>b study a range of places beyond immediate locality (e.g. UK, Europe)</p> <p>c carry out fieldwork outside the classroom</p>				

History

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>7. How an aspect in the local area has changed over time, or how the locality was changed by a significant event, or development or a significant individual.</p> <p>9. An overview of how society was shaped by movement and settlement prior to the Norman conquest and an in depth study of the effect on society by Roman or Anglo Saxon or Viking settlement</p> <p>10. Britain and the wider world in Tudor times. Events and individuals, including Tudor monarchs. Everyday lives of men women and children.</p> <p>11. Victorian Britain or Britain since 1930. A Significant Victorian individuals, events and changes in work and transport. The lives of men women and children. B The impact of the Second World War or social and technological changes since 1930.</p> <p>12. European History Life, beliefs and achievements in Ancient Greece and their influence on the world today.</p> <p>13. World History chosen from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs.</p>				

Art & Design

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>5a Explore a range of starting points for practical work (E.g. themselves, experiences, images, stories, drama, music natural and man-made objects and environments)</p> <p>5b Working independently and collaborating with others on projects in 2d and 3d and on different scales</p> <p>5c Using a range of materials and processes, including ICT (E.g. painting, collage, print making, digital media, textiles, sculpture)</p> <p>5d Investigating different kinds of art, craft and design (E.g. in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)</p>				

Design & Technology

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>5a Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of people who use them</p> <p>5b Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge</p> <p>5c Designing and making assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.</p>				

Music

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>5a A range of musical activities that integrate performing, composing and appraising</p> <p>b Responding to a range of musical and non-musical starting points</p> <p>c Working independently and in groups of different sizes and as a class</p> <p>d Using ICT to capture, change and combine sounds</p> <p>e A range of live and recorded music from different times and cultures</p>				

Science

LIFE PROCESSES AND LIVING THINGS	Year 3	Year 4	Year 5	Year 6
<p>Life processes</p> <p>1) Pupils should be taught:</p> <p>1a That the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>1b That the life processes common to plants include growth, nutrition and reproduction.</p> <p>1c To make links between life processes in familiar animals and plants and the environments in which they are found.</p>				
<p>Humans and other animals</p> <p>2) Pupils should be taught:</p> <p>Nutrition</p> <p>2a About the functions and care of teeth.</p> <p>2b About the need for food for activity and growth, and about the importance of an adequate and varied diet for health.</p> <p>Circulation</p> <p>2c That the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs.</p> <p>2d About the effect of exercise and rest on pulse rate</p> <p>Movement.</p> <p>2e That humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move.</p> <p>Growth and reproduction</p> <p>2f About the main stages of the human life cycle.</p> <p>Health.</p> <p>2g About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health</p> <p>2h About the importance of exercise for good health.</p>				
<p>Green plants</p> <p>3) Pupils should be taught:</p> <p>Growth and nutrition</p> <p>3a The effect of light, air, water and temperature on plant growth.</p> <p>3b The role of the leaf in producing new material for growth.</p> <p>3c That the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant.</p> <p>Reproduction</p> <p>3d About the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.</p>				
<p>Variation and classification</p> <p>4) Pupils should be taught:</p> <p>4a To make and use keys.</p> <p>4b How locally occurring animals and plants can be identified and assigned to groups.</p> <p>4c That the variety of plants and animals makes it important to identify them and assign them to groups.</p>				
<p>Living things in their environment</p> <p>5) Pupils should be taught:</p> <p>5a About ways in which living things and the environment need protection.</p> <p>Adaptation</p> <p>5b About the different plants and animals found in different habitats.</p> <p>5c How animals and plants in two different habitats are suited to their environment.</p> <p>Feeding relationships</p> <p>5d To use food chains to show feeding relationships in a habitat.</p> <p>5e About how nearly all food chains start with a green plant.</p> <p>Micro-organisms</p> <p>5f That microorganisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy].</p>				
MATERIALS AND THEIR PROPERTIES	Year 3	Year 4	Year 5	Year 6

<p>Grouping and classifying materials</p> <p>1) Pupils should be taught:</p> <p>1a To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials.</p> <p>1b That some materials are better thermal insulators than others.</p> <p>1c That some materials are better electrical conductors than others.</p> <p>1d To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability.</p> <p>1e To recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.</p>				
<p>Changing materials</p> <p>2) Pupils should be taught:</p> <p>2a To describe changes that occur when materials are mixed [for example, adding salt to water].</p> <p>2b To describe changes that occur when materials [for example, water, clay, dough] are heated or cooled.</p> <p>2c That temperature is a measure of how hot or cold things are about reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating.</p> <p>2d The part played by evaporation and condensation in the water cycle.</p> <p>2e That non-reversible changes [for example, vinegar reacting with bicarbonate of soda, plaster of Paris with water] result in the formation of new materials that may be useful.</p> <p>2f That burning materials [for example, wood, wax, natural gas] results in the formation of new materials and that this change is not usually reversible.</p>				
<p>Separating mixtures of materials</p> <p>3) Pupils should be taught:</p> <p>3a How to separate solid particles of different sizes by sieving [for example, those in soil]</p> <p>3b That some solids [for example, salt, sugar] dissolve in water to give solutions but some [for example, sand, chalk] do not.</p> <p>3c How to separate insoluble solids from liquids by filtering.</p> <p>3d How to recover dissolved solids by evaporating the liquid from the solution.</p> <p>3e To use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p>				
PHYSICAL PROCESSES	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Electricity</p> <p>1) Pupils should be taught:</p> <p>Simple circuits</p> <p>1a To construct circuits, incorporating a battery or power supply and a range of switches, to make electrical devices work [for example, buzzers, motors].</p> <p>1b How changing the number or type of components [for example, batteries, bulbs, wires] in a series circuit can make bulbs brighter or dimmer.</p> <p>1c How to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols.</p>				
<p>Forces and motion</p> <p>2) Pupils should be taught:</p> <p>Types of force</p> <p>2a About the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials.</p> <p>2b That objects are pulled downwards because of the gravitational attraction between them and the Earth.</p> <p>2c About friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move.</p> <p>2d That when objects [for example, a spring, a table] are pushed or pulled, an opposing pull or push can be felt.</p> <p>2e How to measure forces and identify the direction in which they act.</p>				

<p>Light and sound</p> <p>3) Pupils should be taught: Everyday effects of light</p> <p>3a That light travels from a source.</p> <p>3b That light cannot pass through some materials, and how this leads to the formation of shadows.</p> <p>3c That light is reflected from surfaces [for example, mirrors, polished metals]</p> <p>Seeing</p> <p>3d That we see things only when light from them enters our eyes.</p> <p>Vibration and sound</p> <p>3e That sounds are made when objects [for example, strings on musical instruments] vibrate but that vibrations are not always directly visible.</p> <p>3f How to change the pitch and loudness of sounds produced by some vibrating objects [for example, a drum skin, a plucked string]</p> <p>That vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear.</p>				
<p>The Earth and beyond</p> <p>4) Pupils should be taught: The Sun, Earth and Moon</p> <p>4a That the Sun, Earth and Moon are approximately spherical</p> <p>Periodic changes</p> <p>4b How the position of the Sun appears to change during the day, and how shadows change as this happens</p> <p>4c How day and night are related to the spin of the Earth on its own axis</p> <p>4d That the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth.</p>				
<p>SCIENTIFIC ENQUIRY</p>	<p>YEAR 3</p>	<p>YEAR 4</p>	<p>YEAR 5</p>	<p>YEAR 6</p>
<p>1a That science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects.</p> <p>1b That it is important to test ideas using evidence from observation and measurement.</p>				
<p>2a Ask questions that can be investigated scientifically and decide how to find answers.</p> <p>2b Consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions.</p> <p>2c Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use.</p> <p>2d Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same.</p>				
<p>2e Use simple equipment and materials appropriately and take action to control risks.</p> <p>2f Make systematic observations and measurements, including the use of ICT for data logging.</p> <p>2g Check observations and measurements by repeating them where appropriate.</p> <p>2h Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.</p>				

2i Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.

2j Use observations, measurements or other data to draw conclusions.

2k Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made.

2l use scientific knowledge and understanding to explain observations, measurements or other data conclusions.

2m Review own work and that of others' and describe its significance and limitations.

ICT

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>5a Work with a range of information to consider its characteristics and purposes. (e.g. collecting factual data from the internet, comparing class data)</p> <p>b Work with others to explore a variety of information sources and ICT (e.g. searching the internet, using variety of software, using a digital camera)</p> <p>c Investigating and comparing the uses of ICT inside and outside school.</p>				
<p>Knowledge & Understanding</p> <p>1 Finding things out:</p> <p>a Talk about what information they need and how they can find and use it.</p> <p>b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying and checking.</p> <p>c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</p> <p>2 Developing ideas and making things happen:</p> <p>a How to develop and refine ideas by bringing together, organising and reorganising, text tables, images and sound.</p> <p>b To create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them.</p> <p>c To use simulations and explore models in order to answer 'What if...?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships.</p> <p>3 Exchanging and sharing information:</p> <p>a To share and exchange information in various forms including email.</p> <p>b To be sensitive to the needs of the audience and think carefully about content and quality when communicating information.</p> <p>4 Reviewing, modifying and evaluating work as it progresses:</p> <p>a Review what they and others have done to help them develop ideas.</p> <p>b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.</p> <p>c Talk about how they could improve future work.</p>				

PSHE & Citizenship

Breadth of study	Year 3	Year 4	Year 5	Year 6
<p>1a I talk and write about my opinions, and explain my views, on issues that affect society and myself.</p> <p>1b I recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.</p> <p>1c I face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>1d I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others' in a positive way.</p> <p>1e I know about the range of jobs carried out by people I know, and I understand how I can develop skills to make my own contribution in the future.</p> <p>1f I look after my money and realise that future wants and needs may be met through saving.</p>				
<p>2a I research, discuss and debate topical issues, problems and events.</p> <p>2b I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>2c I realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>2d I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>2e I reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>2f I resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>2g I understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>2h I recognise the role of voluntary, community and pressure groups.</p> <p>2i I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>2j I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>2k I explore how the media present information.</p>				
<p>3a I understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>3b I know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p> <p>3c I have learnt about how the body changes as I approach puberty.</p>				

<p>3d I know which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>3e I recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>3f I know and follow school rules about health and safety, basic emergency aid procedures and where to get help.</p>				
<p>4a I understand that my actions affect myself and others', and care about other people's feelings and to try to see things from their points of view.</p> <p>4b I think about the lives of people living in other places and times, and people with different values and customs.</p> <p>4c I am aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>4e I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>4f I recognise and challenge stereotypes.</p> <p>4g I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>4h I know where individuals, families and groups can get help and support.</p>				