



PSHE LO Progression Overview (Vocabulary)

Me and My Relationships

Aspiration- Community-Inclusion-Language

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Talk about their own interests. ➤ Talk about their families. ➤ Talk about how they are the same or different to others. ➤ Share their favourite interests and objects. ➤ Talk about themselves positively. ➤ Listen to what others say and respond. ➤ Talk about the important people in their lives. ➤ Understand that we have different special people. ➤ Name key people outside of families that care for them. ➤ Talk about when they might feel 	<ul style="list-style-type: none"> ➤ Understand that classroom rules help everyone to learn and be safe; ➤ Explain their classroom rules and be able to contribute to making these. <p>Rules Safe Responsibility Work together</p> <ul style="list-style-type: none"> ➤ Recognise how others might be feeling by reading body language/facial expressions; ➤ Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) ➤ Identify a range of feelings; ➤ Identify how feelings might make us behave: 	<ul style="list-style-type: none"> ➤ Suggest actions that will contribute positively to the life of the classroom; ➤ Make and undertake pledges based on those actions. <p>Happy Safe Caring Friendly Rules</p> <ul style="list-style-type: none"> ➤ Use a range of words to describe feelings; ➤ Recognise that people have different ways of expressing their feelings; ➤ Identify helpful ways of responding to other's feelings. <p>Feelings Showing feelings Help</p> <ul style="list-style-type: none"> ➤ Understand and describe strategies for dealing with bullying: 	<ul style="list-style-type: none"> ➤ Explain why we have rules; ➤ Explore why rules are different for different age groups, in particular for internet-based activities; ➤ Suggest appropriate rules for a range of settings; ➤ Consider the possible consequences of breaking the rules. <p>Rules Safety</p> <ul style="list-style-type: none"> ➤ Identify people who they have a special relationship with; ➤ Suggest strategies for maintaining a positive relationship with their special people. ➤ Rehearse and demonstrate 	<ul style="list-style-type: none"> ➤ Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; ➤ Explain how different words can express the intensity of feelings. <p>Physical effects Devastated, miserable, distressed, lonely, alone Ignored, isolated, abandoned, apologetic, regretful, repentant, rueful, aching, sore, excruciating, agonising, painful, delighted, calm, joyful, ecstatic, assured, peaceful, scared, petrified, bothered etc</p> <ul style="list-style-type: none"> ➤ Explain what we mean by a 'positive, healthy relationship' <p>Respect Responsibilities Qualities Healthy Excluded</p>	<ul style="list-style-type: none"> ➤ Explain what collaboration means; ➤ Give examples of how they have worked collaboratively; ➤ Describe the attributes needed to work collaboratively. <p>Collaborate</p> <ul style="list-style-type: none"> ➤ Explain what is meant by the terms negotiation and compromise; ➤ Describe strategies for resolving difficult issues or situations. <p>Negotiation Compromise Conflict Resolution</p> <ul style="list-style-type: none"> ➤ Demonstrate how to respond to a wide range of feelings in others; ➤ Give examples of some key qualities of friendship; 	<ul style="list-style-type: none"> ➤ Demonstrate a collaborative approach to a task; ➤ Describe and implement the skills needed to do this. <p>Collaboration Teamwork</p> <ul style="list-style-type: none"> ➤ Recognise some of the challenges that arise from friendships; <p>Balanced friendship Respectful assertive</p> <ul style="list-style-type: none"> ➤ Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. ➤ List some assertive behaviours; ➤ Recognise peer influence and pressure; ➤ Demonstrate using some assertive behaviours,

<p>unsafe or unhappy.</p> <ul style="list-style-type: none"> ➤ Name the people who will help them. ➤ Notice when a friend is in need at school and help them. ➤ Describe different emotions. ➤ Explore how we feel at certain times or events. ➤ Identify ways to change feelings and calm down. ➤ Identify events that can make a person feel sad. ➤ Suggest ways in which they can help a friend who is sad. ➤ Choose ways to help themselves when they feel sad. 	<ul style="list-style-type: none"> ➤ Suggest strategies for someone experiencing 'not so good' feelings to manage these. ➤ Recognise that people's bodies and feelings can be hurt; <p>Feelings Body language Emotions Support</p> <ul style="list-style-type: none"> ➤ Suggest ways of dealing with different kinds of hurt. <p>Help Heal</p> <ul style="list-style-type: none"> ➤ Recognise that they belong to various groups and communities such as their family; ➤ Explain how these people help us and we can also help them to help us. <p>Family Special people</p> <ul style="list-style-type: none"> ➤ Identify simple qualities of friendship; ➤ Suggest simple strategies for making up. <p>Friendship Making up</p>	<ul style="list-style-type: none"> ➤ Rehearse and demonstrate some of these strategies. <p>Help Don't do that</p> <ul style="list-style-type: none"> ➤ Explain the difference between bullying and isolated unkind behaviour; ➤ Recognise that there are different types of bullying and unkind behaviour; ➤ Understand that bullying and unkind behaviour are both unacceptable ways of behaving. ➤ Recognise that friendship is a special kind of relationship; ➤ Identify some of the ways that good friends care for each other. <p>Friendly Friendship</p> <ul style="list-style-type: none"> ➤ Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ➤ Explain where someone could get help if they were being upset by 	<p>simple strategies for resolving given conflict situations.</p> <p>Friendship Falling out Making up Compromise Conflict Point of view</p> <ul style="list-style-type: none"> ➤ Explain what a dare is; ➤ Understand that no-one has the right to force them to do a dare; ➤ Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <p>Dare Persuade Feelings</p> <ul style="list-style-type: none"> ➤ Express opinions and listen to those of others; ➤ Consider others' points of view; ➤ Practise explaining the thinking behind their ideas and opinions. <p>Continuum Opinions Respectful Courteous Challenging</p>	<ul style="list-style-type: none"> ➤ Describe some of the qualities that they admire in others. <p>Assertive Aggressive Negotiate</p> <ul style="list-style-type: none"> ➤ Recognise that there are times when they might need to say 'no' to a friend; <p>Rude Consequences Face to face</p> <ul style="list-style-type: none"> ➤ Describe appropriate assertive strategies for saying 'no' to a friend. <p>Assertive Compromise Respectful</p> <ul style="list-style-type: none"> ➤ Demonstrate strategies for working on a collaborative task; ➤ Define successful qualities of teamwork and collaboration. <p>Collaborate Collaboration Collaborative Teamwork</p> <ul style="list-style-type: none"> ➤ Identify a wide range of feelings; ➤ Recognise that different people 	<ul style="list-style-type: none"> ➤ Reflect on their own friendship qualities. <p>Insensitive Sensitive</p> <ul style="list-style-type: none"> ➤ Identify what things make a relationship unhealthy; ➤ Identify who they could talk to if they needed help. <p>Unhealthy relationship Physical abuse Verbal abuse Sexual abuse Uncomfortable touching</p> <ul style="list-style-type: none"> ➤ Identify characteristics of passive, aggressive and assertive behaviours; ➤ Understand and rehearse assertiveness skills. <p>Assertive Passive Aggressive</p> <ul style="list-style-type: none"> ➤ Recognise basic emotional needs, understand that they change according to circumstance; <p>Emotions Emotional need</p>	<p>through role-play, to resist peer influence and pressure.</p> <p>Peer pressure</p> <ul style="list-style-type: none"> ➤ Recognise and empathise with patterns of behaviour in peer-group dynamics; ➤ Recognise basic emotional needs and understand that they change according to circumstance; ➤ Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <p>Assertiveness Resolution</p> <ul style="list-style-type: none"> ➤ Describe ways in which people show their commitment to each other; ➤ Know the ages at which a person can marry, depending on whether their parents agree; ➤ Understand that everyone has the right to be free to
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	<ul style="list-style-type: none"> ➤ Demonstrate attentive listening skills; ➤ Suggest simple strategies for resolving conflict situations; ➤ Give and receive positive feedback, and experience how this makes them feel. <p>listening</p>	<p>someone else's behaviour.</p> <p>Feelings Help</p>	<ul style="list-style-type: none"> ➤ Identify qualities of friendship; ➤ Suggest reasons why friends sometimes fall out; ➤ Rehearse and use, now or in the future, skills for making up again. <p>Strategies Point of view Calm Apologise Listen Make up</p>	<p>can have different feelings in the same situation;</p> <ul style="list-style-type: none"> ➤ Explain how feelings can be linked to physical state. <p>Feelings Physical effects</p> <ul style="list-style-type: none"> ➤ Give examples of strategies to respond to being bullied, including what people can do and say; <p>Unkind Tease Bully</p> <ul style="list-style-type: none"> ➤ Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>Pressure Independent</p>		<p>choose who and whether to marry.</p> <p>Marriage Civil partnership Forced marriage Illegal</p> <ul style="list-style-type: none"> ➤ Recognise that some types of physical contact can produce strong negative feelings; ➤ Know that some inappropriate touch is also illegal. <p>Appropriate Inappropriate Illegal</p> <ul style="list-style-type: none"> ➤ Identify strategies for keeping personal information safe online; ➤ Describe safe and respectful behaviours when using communication technology. <p>Privacy settings Identity theft Secure</p>
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Valuing Difference

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Describe their own positive attributes. ➤ Share their likes and dislikes. ➤ Listen to and respect the ideas of others. ➤ Recognise the similarities and differences amongst their peers. ➤ Discuss why differences should be celebrated. ➤ Retell a story. ➤ Talk about their family, customs and traditions. ➤ Listen to others talk about their experiences. ➤ Compare their own experiences with those of others. ➤ Recognise the similarities and differences between their home and those of others. ➤ Talk about what makes their home 	<ul style="list-style-type: none"> ➤ Identify the differences and similarities between people; ➤ Empathise with those who are different from them; ➤ Begin to appreciate the positive aspects of these differences. <p>Same Different Difference Respect</p> <ul style="list-style-type: none"> ➤ Explain the difference between unkindness, teasing and bullying; ➤ Understand that bullying is usually quite rare. <p>Unkind, unkindness, Tease, bully, behaviour</p> <ul style="list-style-type: none"> ➤ Explain some of their school rules and how those rules help to keep everybody safe. <p>Rules Safe Fair</p> <ul style="list-style-type: none"> ➤ Identify some of the people who are special to them; 	<ul style="list-style-type: none"> ➤ Identify some of the physical and non-physical differences and similarities between people; ➤ Know and use words and phrases that show respect for other people. <p>Unique Respect</p> <ul style="list-style-type: none"> ➤ Recognise and explain how a person's behaviour can affect other people. <p>Feelings Behaviour Calm Aggressive Solve</p> <ul style="list-style-type: none"> ➤ Identify people who are special to them; <p>Special people Help</p> <ul style="list-style-type: none"> ➤ Explain some of the ways those people are special to them. ➤ Explain how it feels to be part of a group; ➤ Explain how it feels to be left out from a group; 	<ul style="list-style-type: none"> ➤ Recognise that there are many different types of family; ➤ Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' <p>Family Adoption Fostering Same sex couple Blended family</p> <ul style="list-style-type: none"> ➤ Define the term 'community'; ➤ Identify the different communities that they belong to; ➤ Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. <p>Community Belonging</p> <ul style="list-style-type: none"> ➤ Reflect on listening skills; ➤ Give examples of respectful language; 	<ul style="list-style-type: none"> ➤ Define the terms 'negotiation' and 'compromise'; ➤ Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>Negotiation compromise</p> <ul style="list-style-type: none"> ➤ Understand that they have the right to protect their personal body space; ➤ Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ➤ Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <p>Body space Invade</p> <ul style="list-style-type: none"> ➤ Recognise that they have different types of relationships with 	<ul style="list-style-type: none"> ➤ Define some key qualities of friendship; ➤ Describe ways of making a friendship last; ➤ Explain why friendships sometimes end. <p>Friendship Talking Listening</p> <ul style="list-style-type: none"> ➤ Rehearse active listening skills: ➤ Demonstrate respectfulness in responding to others; ➤ Respond appropriately to others. <p>Listening skills Respect</p> <ul style="list-style-type: none"> ➤ Develop an understanding of discrimination and its injustice, and describe this using examples; ➤ Empathise with people who have been, and currently are, subjected to injustice, including through racism; ➤ Consider how discriminatory 	<ul style="list-style-type: none"> ➤ Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ➤ Suggest strategies for dealing with bullying, as a bystander; ➤ Describe positive attributes of their peers. <p>Witness Bystander Unique Positive feedback Confidence Self esteem</p> <ul style="list-style-type: none"> ➤ Know that all people are unique but that we have far more in common with each other than what is different about us; ➤ Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ➤ Demonstrate ways of offering support

<p>feel special and safe.</p> <ul style="list-style-type: none"> ➤ Be sensitive towards others. ➤ Suggest ways in which we can be kind towards others. ➤ Demonstrate skills in cooperation with others. ➤ Show friendly behaviour towards a peer. ➤ Build relationships with others. 	<ul style="list-style-type: none"> ➤ Recognise and name some of the qualities that make a person special to them. <p>Special people Qualities Feelings</p> <ul style="list-style-type: none"> ➤ Recognise and explain what is fair and unfair, kind and unkind; ➤ Suggest ways they can show kindness to others. <p>Fair, unfair Kind, unkind Bullying</p>	<p>Feelings Co-operate</p> <ul style="list-style-type: none"> ➤ Identify groups they are part of; ➤ Suggest and use strategies for helping someone who is feeling left out. <p>Kind, kindness, unkind, feelings</p> <ul style="list-style-type: none"> ➤ Explain how these impact on other people's feelings; ➤ Suggest kind words and actions they can show to others; ➤ Show acts of kindness to others in school. ➤ Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); <p>Listening Being listened to</p> <ul style="list-style-type: none"> ➤ Suggest strategies for dealing with a range of common situations requiring negotiation skills to 	<ul style="list-style-type: none"> ➤ Give examples of how to challenge another's viewpoint, respectfully. ➤ Explain that people living in the UK have different origins; ➤ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ➤ Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. ➤ Recognise the factors that make people similar to and different from each other; ➤ Recognise that repeated name calling is a form of bullying; ➤ Suggest strategies for dealing with name calling (including talking to a trusted adult). 	<p>people they know (e.g. close family, wider family, friends, acquaintances);</p> <ul style="list-style-type: none"> ➤ Give examples of features of these different types of relationships, including how they influence what is shared. <p>Sharing Acquaintance</p> <ul style="list-style-type: none"> ➤ List some of the ways that people are different to each other (including differences of race, gender, religion); ➤ Recognise potential consequences of aggressive behaviour; ➤ Suggest strategies for dealing with someone who is behaving aggressively. <p>Aggressive Apologise</p> <ul style="list-style-type: none"> ➤ List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, 	<p>behaviour can be challenged.</p> <p>Excluded Discrimination Prejudice</p> <ul style="list-style-type: none"> ➤ Identify and describe the different groups that make up their school/wider community/other parts of the UK; ➤ Describe the benefits of living in a diverse society; ➤ Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Metaphor Diverse Multicultural society</p> <ul style="list-style-type: none"> ➤ Understand that the information we see online, either text or images, is not always true or accurate; ➤ Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ➤ Understand and explain the difference between 	<p>to someone who has been bullied.</p> <p>Unique Diversity Biological sex Sexual orientation Gender identity /expression Stereotype</p> <ul style="list-style-type: none"> ➤ Demonstrate ways of showing respect to others, using verbal and non-verbal communication. <p>Point of view Cultural norms Respect/disrespect Body language Empathy</p> <ul style="list-style-type: none"> ➤ Understand and explain the term prejudice; ➤ Identify and describe the different groups that make up their school/wider community/other parts of the UK; ➤ Describe the benefits of living in a diverse society; ➤ Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Unique</p>
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		<p>help foster and maintain positive relationships.</p> <p>Listen Problem</p>	<ul style="list-style-type: none"> ➤ Understand and explain some of the reasons why different people are bullied; ➤ Explore why people have prejudiced views and understand what this is. <p>Adoption Fostering Same-sex relationships Community Tolerance Respect Differences Origins</p>	<p>customs and festivals);</p> <ul style="list-style-type: none"> ➤ Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. <p>Similarities Difference Respect</p> <ul style="list-style-type: none"> ➤ Understand and identify stereotypes, including those promoted in the media. <p>Stereotype</p>	<p>sex, gender identity, gender expression and sexual orientation.</p> <p>Sex Sexual orientation Gender identity Gender expression</p>	<p>Identity Prejudice Respect Diversity Tolerance</p> <ul style="list-style-type: none"> ➤ Explain the difference between a friend and an acquaintance; ➤ Describe qualities of a strong, positive friendship; ➤ Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). <p>Relationships, friend Acquaintance</p> <ul style="list-style-type: none"> ➤ Define what is meant by the term stereotype; ➤ Recognise how the media can sometimes reinforce gender stereotypes; ➤ Recognise that people fall into a wide range of what is seen as normal; ➤ Challenge stereotypical gender portrayals of people. <p>Gender stereotype Media influence Assumption</p>
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Keeping Safe

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Name things that keep their bodies safe. ➤ Name things that keep their bodies clean and protected. ➤ Think about how to recognise things that might not be safe. ➤ Make safe decisions about items they don't recognise. ➤ Talk about what our bodies need to stay well. ➤ Name the safe ways to store medicine and who can give it to children (adults). ➤ Name some hazards and ways to stay safe inside. ➤ Name some hazards and ways to stay safe outside. ➤ Show how to care for the safety of others. 	<ul style="list-style-type: none"> ➤ Understand that the body gets energy from food, water and air (oxygen); ➤ Recognise that exercise and sleep are important parts of a healthy lifestyle. <p>Energy Food, water, air, oxygen, exercise, sleep, healthy, dairy, fruit, vegetables, sugar, salt, cereal, milk</p> <ul style="list-style-type: none"> ➤ Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ➤ Identify simple bedtime routines that promote healthy sleep. <p>Sleep, rest, grow, tired</p> <ul style="list-style-type: none"> ➤ Recognise emotions and physical feelings associated with feeling unsafe; ➤ Identify people who can help them when they feel unsafe. <p>Feelings</p>	<ul style="list-style-type: none"> ➤ Understand that medicines can sometimes make people feel better when they're ill; ➤ Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ➤ Explain simple issues of safety and responsibility about medicines and their use. <p>Sleep Medicines Safety</p> <ul style="list-style-type: none"> ➤ Identify situations in which they would feel safe or unsafe; ➤ Suggest actions for dealing with unsafe situations including who they could ask for help. <p>Safe/unsafe Feelings Worried</p> <ul style="list-style-type: none"> ➤ Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in 	<ul style="list-style-type: none"> ➤ Identify situations which are safe or unsafe; ➤ Identify people who can help if a situation is unsafe; ➤ Suggest strategies for keeping safe. <p>Trust Safe Unsafe</p> <ul style="list-style-type: none"> ➤ Define the words danger and risk and explain the difference between the two; ➤ Demonstrate strategies for dealing with a risky situation. <p>Danger (dangerous) Risk (risky) Feelings Strategies Consequence</p> <ul style="list-style-type: none"> ➤ Identify some key risks from and effects of cigarettes and alcohol; ➤ Know that most people choose not to smoke cigarettes; (Social Norms message) ➤ Define the word 'drug' and understand that 	<ul style="list-style-type: none"> ➤ Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ➤ Identify situations which are either dangerous, risky or hazardous; ➤ Suggest simple strategies for managing risk. <p>Danger/dangerous Risk/risky Hazard/hazardous</p> <ul style="list-style-type: none"> ➤ Identify images that are safe/unsafe to share online; ➤ Know and explain strategies for safe online sharing; ➤ Understand and explain the implications of sharing images online without consent. <p>Privacy Privacy settings Security</p> <ul style="list-style-type: none"> ➤ Define what is meant by the word 'dare'; ➤ Identify from given scenarios which are dares and which are not; 	<ul style="list-style-type: none"> ➤ Explain what a habit is, giving examples; ➤ Describe why and how a habit can be hard to change. <p>Habit Addiction</p> <ul style="list-style-type: none"> ➤ Recognise that there are positive and negative risks; ➤ Explain how to weigh up risk factors when making a decision; ➤ Describe some of the possible outcomes of taking a risk. <p>Pros/cons Weigh up risk</p> <ul style="list-style-type: none"> ➤ Demonstrate strategies to deal with both face-to-face and online bullying; ➤ Demonstrate strategies and skills for supporting others who are bullied; <p>Bullying Cyber-bullying</p> <ul style="list-style-type: none"> ➤ Recognise and describe the difference between 	<ul style="list-style-type: none"> ➤ Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ➤ Understand and describe the ease with which something posted online can spread. <p>Social media Parental consent Trolling Online safety Sharing</p> <ul style="list-style-type: none"> ➤ Know that it is illegal to create and share sexual images of children under 18 years old; ➤ Explore the risks of sharing photos and films of themselves with other people directly or online; ➤ Know how to keep their information private online. <p>Right to privacy Sharing online Permission Illegal Sexual images</p>

<ul style="list-style-type: none"> ➤ Name the adults who they can ask for help from, and will keep them safe. ➤ Recognise the feelings they have when they are unsafe. ➤ Talk about keeping themselves safe, safe touches and consent. ➤ Share ideas about activities that are safe to do on electronic devices. ➤ What to do and who to talk to if they feel unsafe online. ➤ Name the people in their lives who help to keep them safe. ➤ Name people in their community who help to keep them safe. ➤ Talk about ways to keep themselves safe in their environment. 	<p>Worried Nervous Scared Support Unsafe</p> <ul style="list-style-type: none"> ➤ Recognise the range of feelings that are associated with loss. <p>Feelings Emotions Lost/loss</p> <ul style="list-style-type: none"> ➤ Understand that medicines can sometimes make people feel better when they're ill; ➤ Explain simple issues of safety and responsibility about medicines and their use. <p>Medicines Safe Harmful Responsibility</p> <ul style="list-style-type: none"> ➤ Understand and learn the PANTS rules; ➤ Name and know which parts should be private; ➤ Explain the difference between appropriate and inappropriate touch; ➤ Understand that they have the right 	<p>relation to keeping themselves and others safe.</p> <p>Touch Feelings Uncomfortable</p> <ul style="list-style-type: none"> ➤ Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ➤ Identify the types of touch they like and do not like; ➤ Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Touch Hurt Uncomfortable</p> <ul style="list-style-type: none"> ➤ Recognise that some touches are not fun and can hurt or be upsetting; ➤ Know that they can ask someone to stop touching them; <p>Surprise</p> <ul style="list-style-type: none"> ➤ Identify who they can talk to if someone touches them in a way that 	<p>nicotine and alcohol are both drugs.</p> <p>Risk, drugs Cigarettes Nicotine Alcohol</p> <ul style="list-style-type: none"> ➤ Evaluate the validity of statements relating to online safety; ➤ Recognise potential risks associated with browsing online; ➤ Give examples of strategies for safe browsing online. <p>Risk, browsing, phishing, Search engine Fake news Internet safety</p> <ul style="list-style-type: none"> ➤ Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ➤ Recognise and describe appropriate behaviour online as well as offline; ➤ Identify what constitutes personal information and 	<ul style="list-style-type: none"> ➤ Suggest strategies for managing dares. <p>Dare Assertive</p> <ul style="list-style-type: none"> ➤ Understand that medicines are drugs; ➤ Explain safety issues for medicine use; ➤ Suggest alternatives to taking a medicine when unwell; ➤ Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Medicine Drug</p> <ul style="list-style-type: none"> ➤ Understand that we can be influenced both positively and negatively; ➤ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Influence Consequences</p>	<p>online and face-to-face bullying</p> <ul style="list-style-type: none"> ➤ Define what is meant by a dare; ➤ Explain why someone might give a dare; ➤ Suggest ways of standing up to someone who gives a dare. <p>Dare Pressure Resist</p> <ul style="list-style-type: none"> ➤ Recognise which situations are risky; ➤ Explore and share their views about decision making when faced with a risky situation; ➤ Suggest what someone should do when faced with a risky situation. <p>Assessing risk Influence</p> <ul style="list-style-type: none"> ➤ Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal 	<ul style="list-style-type: none"> ➤ Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ➤ Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>Habit Addiction Emotional needs</p> <ul style="list-style-type: none"> ➤ Explain how drugs can be categorised into different groups depending on their medical and legal context; ➤ Demonstrate an understanding that drugs can have both medical and non-medical uses; ➤ Explain in simple terms some of the laws that control drugs in this country. <p>Drug Legal/illegal Medical/non- medical</p> <ul style="list-style-type: none"> ➤ Understand some of the basic laws in relation to drugs; ➤ Explain why there are laws relating to
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	<p>to say “no” to unwanted touch; ➤ Start thinking about who they trust and who they can ask for help.</p> <p>Private Trust Privates</p>	<p>makes them feel uncomfortable.</p> <p>➤ Identify safe secrets (including surprises) and unsafe secrets; ➤ Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Secret Safe/unsafe Tell</p> <p>➤ Identify how inappropriate touch can make someone feel; ➤ Understand that there are unsafe secrets and secrets that are nice surprises; ➤ Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop.</p> <p>Private, Consent Permission Secret Uncomfortable Someone you trust</p>	<p>when it is not appropriate or safe to share this; ➤ Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Internet safety Private, public, profile Personal information</p> <p>➤ Demonstrate strategies for assessing risks; ➤ Understand and explain decision-making skills; ➤ Understand where to get help from when making decisions.</p> <p>Decisions, risks, strategies</p> <p>➤ Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Medicines Drugs Harmful Helpful Instructions</p>		<p>information private; ➤ Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ➤ Know how to protect personal information online; ➤ Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Personal information Privacy settings</p> <p>➤ Understand some of the complexities of categorising drugs; ➤ Know that all medicines are drugs but not all drugs are medicines; ➤ Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Drugs, cigarettes, alcohol</p>	<p>drugs in this country.</p> <p>Drug laws Age restrictions Possess Supply Produce Illegal Penalties</p> <p>➤ Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ➤ Describe some of the effects and risks of drinking alcohol.</p> <p>Short term/long term effects Risks Norms</p>
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Rights and Respect

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Name the special people in their lives. ➤ Understand that our special people can be different to those of others. ➤ Talk about why friends are important and how they help us. ➤ Identify ways to care for a friend in need. ➤ Identify ways to help others in their community. ➤ Identify ways in which they help at home. ➤ Recognise the importance of taking care of a shared environment. ➤ Name ways in which they can look after their learning environment. ➤ Think about what makes the world special and beautiful. ➤ Name ways in which they can help take care of 	<ul style="list-style-type: none"> ➤ Recognise the importance of regular hygiene routines; ➤ Sequence personal hygiene routines into a logical order. <p>Hygiene Routine Clean</p> <ul style="list-style-type: none"> ➤ Identify what they like about the school environment; ➤ Recognise who cares for and looks after the school environment. <p>Environment Responsibility</p> <ul style="list-style-type: none"> ➤ Demonstrate responsibility in looking after something (e.g. a class pet or plant); ➤ Explain the importance of looking after things that belong to themselves or to others. <p>Needs Responsible Responsibility Rules</p>	<ul style="list-style-type: none"> ➤ Describe and record strategies for getting on with others in the classroom. <p>Responsibility Help Share Listen</p> <ul style="list-style-type: none"> ➤ Explain, and be able to use, strategies for dealing with impulsive behaviour. <p>Feelings Control Erupt</p> <ul style="list-style-type: none"> ➤ Identify special people in the school and community who can help to keep them safe; ➤ Know how to ask for help. <p>Safe/unsafe Uniform Ask for help</p> <ul style="list-style-type: none"> ➤ Identify special people in the school and community who can help to keep them safe; 	<ul style="list-style-type: none"> ➤ Define what a volunteer is; ➤ Identify people who are volunteers in the school community; ➤ Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <p>Volunteer Wellbeing</p> <ul style="list-style-type: none"> ➤ Identify key people who are responsible for them to stay safe and healthy; ➤ Suggest ways they can help these people. <p>Helper Responsible Safe Healthy</p> <ul style="list-style-type: none"> ➤ Understand the difference between 'fact' and 'opinion'; ➤ Understand how an event can be perceived from different viewpoints; <p>Fact</p>	<ul style="list-style-type: none"> ➤ Explain how different people in the school and local community help them stay healthy and safe; ➤ Define what is meant by 'being responsible'; ➤ Describe the various responsibilities of those who help them stay healthy and safe; ➤ Suggest ways they can help the people who keep them healthy and safe. <p>Being responsible Reliable trustworthy</p> <ul style="list-style-type: none"> ➤ Understand that humans have rights and also responsibilities; ➤ Identify some rights and also responsibilities that come with these. <p>Safe, Healthy Rules, Laws, Rights</p> <ul style="list-style-type: none"> ➤ Understand the reason we have rules; ➤ Suggest and engage with ways that they 	<ul style="list-style-type: none"> ➤ Identify, write and discuss issues currently in the media concerning health and wellbeing; ➤ Express their opinions on an issue concerning health and wellbeing; ➤ Make recommendations on an issue concerning health and wellbeing. <p>Responsibility Fact Opinion Biased/un-biased</p> <ul style="list-style-type: none"> ➤ Understand the difference between a fact and an opinion; ➤ Understand what biased reporting is and the need to think critically about things we read. ➤ Define the differences between responsibilities, rights and duties; <p>Rights, responsibilities, duties</p>	<ul style="list-style-type: none"> ➤ Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ➤ Describe the language and techniques that make up a biased report; ➤ Analyse a report also extract the facts from it. <p>Biased/un-biased Fact/opinion Stereotype</p> <ul style="list-style-type: none"> ➤ Know the legal age (and reason behind these) for having a social media account; ➤ Understand why people don't tell the truth and often post only the good bits about themselves, online; ➤ Recognise that people's lives are much more balanced in real life, with positives and negatives. <p>Social media Image Profile</p>

<p>the environment, e.g. recycling, saving energy, wasting less.</p> <ul style="list-style-type: none"> ➤ Talk about what can happen to living things if the world is not cared for. ➤ Recognise coins and other items relating to money. ➤ Identify the uses of money. ➤ Talk about why it's important to keep money safe. ➤ Identify ways to save money. ➤ Talk about why we save money. 	<ul style="list-style-type: none"> ➤ Explain where people get money from; ➤ List some of the things that money may be spent on in a family home. <p>Money Cost Bills Spending Afford</p> <ul style="list-style-type: none"> ➤ Recognise that different notes and coins have different monetary value; ➤ Explain the importance of keeping money safe; ➤ Identify safe places to keep money; ➤ Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>Money, bank, coin, worth, saving, safe</p> <p>Basic First Aid- First aid champions link</p>	<ul style="list-style-type: none"> ➤ Know how to ask for help. ➤ Understand that people have choices about what they do with their money; ➤ Know that money can be saved for a use at a future time; ➤ Explain how they might feel when they spend money on different things. <p>Money Spending Saving</p>	<p>Opinion</p> <ul style="list-style-type: none"> ➤ Plan, draft and publish a recount using the appropriate language. ➤ Understand the terms 'income', 'saving' and 'spending'; ➤ Recognise that there are times we can buy items we want and times when we need to save for items; ➤ Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p>Income Saving Spending</p> <ul style="list-style-type: none"> ➤ Explain that people earn their income through their jobs; ➤ Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>Earning</p>	<p>can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <ul style="list-style-type: none"> ➤ Recognise that everyone can make a difference within a democratic process. <p>Responsibility United nations</p> <ul style="list-style-type: none"> ➤ Define the word <i>influence</i>; ➤ Recognise that reports in the media can influence the way they think about a topic; ➤ Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>Influence, Opinion Respectful, Courteous</p> <ul style="list-style-type: none"> ➤ Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ➤ Recognise that they can play a role in influencing 	<ul style="list-style-type: none"> ➤ Discuss what can make them difficult to follow; ➤ Identify the impact on individuals and the wider community if responsibilities are not carried out. ➤ Explain what we mean by the terms voluntary, community and pressure (action) group; ➤ Give examples of voluntary groups, the kind of work they do and its value. <p>Voluntary group Community group Pressure (action) group</p> <ul style="list-style-type: none"> ➤ State the costs involved in producing and selling an item; ➤ Suggest questions a consumer should ask before buying a product. <p>Costs, wages, salaries Rent Fair trade</p> <ul style="list-style-type: none"> ➤ Define the terms loan, credit, debt and interest; ➤ Suggest advice for a range of situations 	<p>Online safety Sharing</p> <ul style="list-style-type: none"> ➤ Explain some benefits of saving money; ➤ Describe the different ways money can be saved, outlining the pros and cons of each method; ➤ Describe the costs that go into producing an item; ➤ Suggest sale prices for a variety of items, taking into account a range of factors; ➤ Explain what is meant by the term <i>interest</i>. <p>Saving, bank, ISA, interest, debit card, cash, value</p> <ul style="list-style-type: none"> ➤ Explain what is meant by living in an environmentally sustainable way; ➤ Suggest actions that could be taken to live in a more environmentally sustainable way <p>Environmentally sustainable, reuse composting, recycling, energy, materials, waste Transport, Shop local</p>
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				<p>outcomes of situations by their actions.</p> <p>Anti- social behaviour Witness</p> <ul style="list-style-type: none"> ➤ Understand some of the ways that various national and international environmental organisations work to help take care of the environment; ➤ Understand and explain the value of this work. <p>Environment Conservation</p> <ul style="list-style-type: none"> ➤ Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ➤ Understand how a payslip is laid out showing both pay and deductions; ➤ Prioritise public services from most essential to least essential. <p>Income tax National insurance VAT Deductions Public services</p>	<p>involving personal finance.</p> <p>Borrow, loan, credit, debit, interest</p>	<p>Food miles Fair trade</p>
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Being My Best

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Share an experience where they haven't achieved their goal. ➤ Develop their confidence and resilience towards having a growth mindset. ➤ Name a strategy to overcome a hurdle. ➤ Recognise that some skills take time to learn. ➤ Plan and review an achievable goal. ➤ Celebrate the successes of their peers. ➤ Name and choose healthy foods and drink. ➤ Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). ➤ Explain the jobs of different food groups. 	<ul style="list-style-type: none"> ➤ Recognise the importance of fruit and vegetables in their daily diet; ➤ Know that eating at least five portions of vegetables and fruit a day helps to maintain health. <p>Starchy Protein Dairy Vegetables Fruit Vitamins Portion</p> <ul style="list-style-type: none"> ➤ Recognise that they may have different tastes in food to others; ➤ Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ➤ Recognise which foods we need to eat more of and which we need to eat less of to be healthy. <p>Healthy Meat Sugar Salt Cereal</p>	<ul style="list-style-type: none"> ➤ Explain the stages of the learning line showing an understanding of the learning process; ➤ Help themselves and others develop a positive attitude that support their wellbeing; ➤ Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>Practise Encourage Goal Achieve Challenge</p> <ul style="list-style-type: none"> ➤ Understand and give examples of things they can choose themselves and things that others choose for them; ➤ Explain things that they like and dislike, and understand that they have choices about these things; 	<ul style="list-style-type: none"> ➤ Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ➤ Explain what is meant by the term 'balanced diet'; ➤ Give examples what foods might make up a healthy balanced meal. <p>Balanced diet Proteins, dairy, carbohydrates, fruit & veg Muscles, teeth, bones Energy</p> <ul style="list-style-type: none"> ➤ Explain how some infectious illnesses are spread from one person to another; ➤ Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ➤ Suggest medical and non-medical ways of treating an illness. <p>Infection Cleanliness Hygiene Rest/sleep/water Medicine/drug</p>	<ul style="list-style-type: none"> ➤ Identify ways in which everyone is unique; ➤ Appreciate their own uniqueness; ➤ Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Individual Unique</p> <ul style="list-style-type: none"> ➤ Give examples of choices they make for themselves and choices others make for them; ➤ Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Choices</p> <ul style="list-style-type: none"> ➤ Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; 	<ul style="list-style-type: none"> ➤ Know two harmful effects each of smoking/drinking alcohol. ➤ Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. ➤ Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>Healthy choices</p> <ul style="list-style-type: none"> ➤ Know the basic functions of the four systems covered and know they are inter-related. ➤ Explain the function of at least one internal organ. ➤ Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. <p>Organs Body systems</p>	<ul style="list-style-type: none"> ➤ Explain what the five ways to wellbeing are; ➤ Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <p>Well being Connect Be active Take notice (mindful) Keep learning (creative) Give</p> <ul style="list-style-type: none"> ➤ Identify aspirational goals; ➤ Describe the actions needed to set and achieve these. <p>Aspirations Goal setting Perseverance</p> <ul style="list-style-type: none"> ➤ Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <p>Health Wellbeing</p>

<ul style="list-style-type: none"> ➤ Identify the 5 ways to support their wellbeing. ➤ Name some activities or ideas to promote positive mental health. ➤ Reflect on their mental health and how they can protect it. ➤ Describe the changes in their body during exercise and what is happening to their body. ➤ Explain how exercise can help us stay well - physically and mentally. ➤ Name some ways to keep their body fit and well. ➤ Understand why our body needs sleep. ➤ Talk about their own bedtime routine. ➤ Suggest ways to have a calm evening and bedtime routine. ➤ 	<ul style="list-style-type: none"> ➤ Understand how diseases can spread; ➤ Recognise and use simple strategies for preventing the spread of diseases. <p>Germs Disease Hygiene Spread</p> <ul style="list-style-type: none"> ➤ Recognise that learning a new skill requires practice and the opportunity to fail, safely; ➤ Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. <p>Learning Practise Making mistakes Confidence Achievement</p> <ul style="list-style-type: none"> ➤ Demonstrate attentive listening skills; ➤ Suggest simple strategies for resolving conflict situations; ➤ Give and receive positive feedback, 	<ul style="list-style-type: none"> ➤ Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>Choose/choices Healthy/unhealthy</p> <ul style="list-style-type: none"> ➤ Explain how germs can be spread; ➤ Describe simple hygiene routines such as hand washing; ➤ Understand that vaccinations can help to prevent certain illnesses. <p>Vaccination Injection Disease Hygiene Germs</p> <ul style="list-style-type: none"> ➤ Explain the importance of good dental hygiene; ➤ Describe simple dental hygiene routines. <p>Teeth Dental Hygiene</p> <ul style="list-style-type: none"> ➤ Understand that the body gets energy from food, water and oxygen; 	<p>Dose Safety Instructions</p> <ul style="list-style-type: none"> ➤ Develop skills in discussion and debating an issue; ➤ Demonstrate their understanding of health and wellbeing issues that are relevant to them; ➤ Empathise with different viewpoints; ➤ Make recommendations, based on their research. <p>Debate Discussion Courteous Respectful Justify</p> <ul style="list-style-type: none"> ➤ Identify their achievements and areas of development; ➤ Recognise that people may say kind things to help us feel good about ourselves; ➤ Explain why some groups of people are not represented as much on television/in the media. <p>Goals/ambitions Approve</p>	<ul style="list-style-type: none"> ➤ Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). <p>Balanced diet Wellbeing Mental health</p> <ul style="list-style-type: none"> ➤ Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ➤ Suggest ways the Seven Rs recycling methods can be applied to different scenarios. <p>Refuse, reduce, re-use, rot, recycle, repair Re-think</p> <ul style="list-style-type: none"> ➤ Define what is meant by the word 'community'; ➤ Suggest ways in which different people support the school community; ➤ Identify qualities and attributes of people who support the school community <p>Community</p>	<ul style="list-style-type: none"> ➤ Identify their own strengths and talents; ➤ Identify areas that need improvement and describe strategies for achieving those improvements. <p>Perseverance Commitment Resilience Determination Patience Interpersonal skills</p> <ul style="list-style-type: none"> ➤ State what is meant by community; ➤ Explain what being part of a school community means to them; ➤ Suggest ways of improving the school community <p>Community School community .</p> <ul style="list-style-type: none"> ➤ Identify people who are responsible for helping them stay healthy and safe; ➤ Identify ways that they can help these people. <p>Independence Responsibility</p>	<p>Accurate Reliable Sources</p> <ul style="list-style-type: none"> ➤ Identify risk factors in a given situation; ➤ Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. <p>Assessing risk Weigh up Dilemma</p> <ul style="list-style-type: none"> ➤ Recognise what risk is; ➤ Explain how a risk can be reduced; ➤ Understand risks related to growing up and explain the need to be aware of these; ➤ Assess a risk to help keep themselves safe. <p>Choices Influence</p> <p>First Aid Champions Red cross First aid Emergency 999 Ambulance Operator Information Serious Scenario Script</p>
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	<p>and experience how this makes them feel.</p> <p>Praise Support Feedback Encourage Feelings</p> <p>➤ Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Behaviour Consequences</p>	<p>➤ Recognise that exercise and sleep are important to health</p> <p>Oxygen Water Food Exercise Rest</p> <p>➤ Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>➤ Describe how food, water and air get into the body and blood.</p> <p>Brain, heart, lungs, stomach Small/large intestine Food, water</p> <p>Basic First Aid – First Aid champions</p>	<p>Achieve</p> <p>➤ Name major internal body parts</p> <p>➤ Describe how food, water and air get into the body and blood.</p> <p>➤ Explain some of the different talents and skills that people have and how skills are developed;</p> <p>➤ Recognise their own skills and those of other children in the class.</p> <p>Goal setting Talents Skills Intelligence</p>	<p>Basic First Aid - First Aid Champions</p>	<p>➤ Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>➤ Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>➤ Describe 'star' qualities that 'ordinary' people have.</p> <p>Personal qualities Celebrities</p>	<p>Role Feelings Panic Calm Responsive/unresponsive</p>
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Growing and Changing

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Name the different seasons and describe their differences. ➤ Explain the changes that occur as seasons change. ➤ Talk about how they have grown in resilience. ➤ To understand that animals and humans change in appearance over time. ➤ Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). ➤ Make observations and ask questions about living things. ➤ Retell a story and respond to questions about it. ➤ Use the language and describe the different life stages of: baby, child, teenager, adult, older age. 	<ul style="list-style-type: none"> ➤ Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ➤ Understand and explain the simple bodily processes associated with them. <p>Organ, heart, lungs, intestines, brain, stomach, oxygen Digested</p> <ul style="list-style-type: none"> ➤ Understand some of the tasks required to look after a baby; ➤ Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. ➤ Identify things they could do as a baby, a toddler and can do now; ➤ Identify the people who help/helped them at those different stages. <p>Caring Love Attention Change Growing</p>	<ul style="list-style-type: none"> ➤ Demonstrate simple ways of giving positive feedback to others. <p>Help Support Supportive</p> <ul style="list-style-type: none"> ➤ Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <p>Change Loss Feelings Emotions Frightened Nervous</p> <ul style="list-style-type: none"> ➤ Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ➤ Understand and describe some of the things that people are capable of at these different stages. <p>Growing Food Rest Sleep Care Learning</p>	<ul style="list-style-type: none"> ➤ Identify different types of relationships; ➤ Recognise who they have positive healthy relationships with. <p>Relationships Positive Caring Trust Healthy</p> <ul style="list-style-type: none"> ➤ Understand what is meant by the term body space (or personal space); ➤ Identify when it is appropriate or inappropriate to allow someone into their body space; ➤ Rehearse strategies for when someone is inappropriately in their body space. <p>Personal space Body space Invade Uncomfortable Respect Stop Touch</p> <ul style="list-style-type: none"> ➤ Define the terms 'secret' and 'surprise' and know the difference 	<ul style="list-style-type: none"> ➤ Describe some of the changes that happen to people during their lives; ➤ Explain how the Learning Line can be used as a tool to help them manage change more easily; ➤ Suggest people who may be able to help them deal with change. <p>Learning line Practise</p> <ul style="list-style-type: none"> ➤ Name some positive and negative feelings; ➤ Understand how the onset of puberty can have emotional as well as physical impact ➤ Suggest reasons why young people sometimes fall out with their parents; ➤ Take part in a role play practising how to compromise. <p>Compromise Hormones Puberty</p> <ul style="list-style-type: none"> ➤ Identify parts of the body that males and females have in 	<ul style="list-style-type: none"> ➤ Use a range of words and phrases to describe the intensity of different feelings ➤ Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ➤ Explain strategies they can use to build resilience. <p>Trust, Resilience Unwanted attention or touch</p> <ul style="list-style-type: none"> ➤ Identify people who can be trusted; ➤ Understand what kinds of touch are acceptable or unacceptable; ➤ Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. ➤ Explain how someone might feel when they are separated from someone or 	<ul style="list-style-type: none"> ➤ Recognise some of the changes they have experienced and their emotional responses to those changes; ➤ Suggest positive strategies for dealing with change; ➤ Identify people who can support someone who is dealing with a challenging time of change. <p>Change Support Conversation Discuss</p> <ul style="list-style-type: none"> ➤ Understand that fame can be short-lived; ➤ Recognise that photos can be changed to match society's view of perfect; ➤ Identify qualities that people have, as well as their looks. <p>Body image Self esteem Manipulation</p> <ul style="list-style-type: none"> ➤ Define what is meant by the term stereotype;

<ul style="list-style-type: none"> ➤ Talk about their own experience of growing up. ➤ Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. ➤ Understand that every family is different. ➤ Talk about similarities and differences between themselves and others. ➤ Talk about how they have changed as they have grown. ➤ Explain the differences between babies, children, and adults. ➤ Understand that we are all unique. ➤ Name parts of the body (including reproductive parts) using the correct vocabulary. ➤ Explain which parts of their body 	<ul style="list-style-type: none"> ➤ Explain the difference between teasing and bullying; ➤ Give examples of what they can do if they experience or witness bullying; ➤ Say who they could get help from in a bullying situation. <p>Unkind/unkindness Tease/teasing Bully/bullying Witness Experience Getting help</p> <ul style="list-style-type: none"> ➤ Explain the difference between a secret and a nice surprise; ➤ Identify situations as being secrets or surprises; ➤ Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <p>Surprise Secret Uncomfortable</p> <ul style="list-style-type: none"> ➤ Identify parts of the body that are private; 	<ul style="list-style-type: none"> ➤ Identify which parts of the human body are private; ➤ Explain that a person's genitals help them to make babies when they are grown up; ➤ Understand that humans mostly have the same body parts but that they can look different from person to person. <p>Unique Special Penis, testicles, vulva, nipples</p> <ul style="list-style-type: none"> ➤ Explain what privacy means; ➤ Know that you are not allowed to touch someone's private belongings without their permission; ➤ Give examples of different types of private information. <p>Genitals, penis, vulva Private, privacy Consent Permission</p>	<p>between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> ➤ Recognise how different surprises and secrets might make them feel; ➤ Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>Secret Surprise Feelings Angry Upset Worried Jealous Excited Scared Talk</p> <ul style="list-style-type: none"> ➤ Recognise that babies come from the joining of an egg and sperm; ➤ Explain what happens when an egg doesn't meet a sperm; ➤ Understand that for girls, periods are a normal part of puberty. <p>This lesson can be taught in year 4 if more appropriate for the cohort</p> <p>Egg Sperm</p>	<p>common and those that are different;</p> <ul style="list-style-type: none"> ➤ Know the correct terminology for their genitalia; ➤ Understand and explain why puberty happens. <p>Puberty, pubic hair, eggs, sperm, penis, testicles Breasts, ovaries, womb, vagina, vulva, clitoris, labia</p> <ul style="list-style-type: none"> ➤ Know the key facts of the menstrual cycle; ➤ Understand that periods are a normal part of puberty for girls; ➤ Identify some of the ways to cope better with periods. <p>Puberty Menstrual cycle Eggs Period Pad, tampons, cup Wet dreams Testicles Sperm</p> <ul style="list-style-type: none"> ➤ Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 	<p>something they like;</p> <ul style="list-style-type: none"> ➤ Suggest ways to help someone who is separated from someone or something they like. ➤ Know the correct words for the external sexual organs; ➤ Discuss some of the myths associated with puberty. <p>Pubic hair, clitoris, vulva, vaginal opening, urinary opening, lips (vulva) Penis, scrotum, testicles, foreskin, anus, erection, wet dream, crush, stretch marks</p> <ul style="list-style-type: none"> ➤ Identify some products that they may need during puberty and why; ➤ Know what menstruation is and why it happens. <p>Semen Menstruation Period Sanitary protection – tampon, pads, cup</p> <ul style="list-style-type: none"> ➤ Identify the consequences of positive and negative behaviour on themselves and others; 	<ul style="list-style-type: none"> ➤ Recognise how the media can sometimes reinforce gender stereotypes; ➤ Recognise that people fall into a wide range of what is seen as normal; ➤ Challenge stereotypical gender portrayals of people. <p>Media manipulation Stereotype Gender stereotype</p> <ul style="list-style-type: none"> ➤ Understand the risks of sharing images online and how these are hard to control, once shared; ➤ Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; ➤ Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. <p>Peer pressure Right to privacy Sharing online Online safety</p>
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<p>are kept private and safe and why.</p> <ul style="list-style-type: none"> ➤ Tell or ask an appropriate adult for help if they feel unsafe. ➤ 	<ul style="list-style-type: none"> ➤ Describe ways in which private parts can be kept private; ➤ Identify people they can talk to about their private parts. <p>Privates/private Penis Vulva Hygiene</p>		<p>Puberty period Ovary Fallopian tube Uterus (womb) Lining Vagina Period/menstruation Breasts Genitals Wet dream Penis Testicles</p> <p>Basic First Aid – First Aid Champions</p>	<ul style="list-style-type: none"> ➤ Recognise how different surprises and secrets might make them feel; ➤ Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>Secret Surprise Uncomfortable feelings</p> <ul style="list-style-type: none"> ➤ Understand that marriage is a commitment to be entered into freely and not against someone's will; ➤ Recognise that marriage includes same sex and opposite sex partners; ➤ Know the legal age for marriage in England or Scotland; ➤ Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. <p>Marriage Live together Civil partnership Forced marriage</p>	<ul style="list-style-type: none"> ➤ Give examples of how individual/group actions can impact on others in a positive or negative way. <p>Consequences Respect Mood swings</p> <ul style="list-style-type: none"> ➤ Recognise how our body feels when we're relaxed; ➤ List some of the ways our body feels when it is nervous or sad; ➤ Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. <p>Confidential</p> <ul style="list-style-type: none"> ➤ Recognise that some people can get bullied because of the way they express their gender; ➤ Give examples of how bullying behaviours can be stopped. ➤ Explain the difference between a safe and an unsafe secret; ➤ Identify situations where someone might need to break a confidence 	<ul style="list-style-type: none"> ➤ Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ➤ Suggest strategies that would help someone who felt challenged by the changes in puberty; ➤ Understand what FGM is and that it is an illegal practice in this country; ➤ Know where someone could get support if they were concerned about their own or another person's safety. <p>Puberty Physical/emotional changes Rights FGM</p> <ul style="list-style-type: none"> ➤ Explain the difference between a safe and an unsafe secret; ➤ Identify situations where someone might need to break a confidence in order to keep someone safe. <p>In confidence Break a confidence Confidential</p>
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