

Comberton Primary School

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

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Our aim is to enable our children to keep themselves safe both in the community and online alongside building a healthy body and mind. We are committed to develop their resilience and strategies to cope with life's challenges.

Children should leave our school with crucial knowledge, understanding and skills:

- the knowledge and understanding of what constitutes, and the importance of, a healthy lifestyle;
- an understanding of how to keep themselves safe, including online safety;
- an understanding of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults;
- an ability to collaborate with others: to take turns, to treat each other with kindness, consideration and respect and the importance of honesty and truthfulness;
- an understanding of personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- the ability to be responsible members of a school and wider community;
- the ability to be positive and active members of a democratic society, including a sense of justice;
- self-confidence and positive self-esteem, with the ability to make informed choices regarding personal and social issues;
- the skills to be able to think for themselves and make rational and informed decisions:
- character traits such as the belief they can achieve, to persevere with tasks, to work towards long-term rewards and continue despite setbacks;
- an understanding of positive emotional and mental well-being, including how friendships can support mental well-being.

Statutory Curriculum Overview

EYFS

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

RSE curriculum

By the end of primary school

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



At Comberton Primary School, we use SCARF to deliver the PSHE curriculum. SCARF provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. The SCARF programme divides the year into 6 themed units.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

- 1. **Me and My Relationships**: includes content on feelings, emotions, conflict resolution and friendships;
- 2. **Valuing Difference**: a focus on respectful relationships and British values;
- 3. **Keeping Myself Safe**: looking at keeping ourselves healthy and safe
- 4. **Rights and Responsibilities**: learning about money, living the wider world and the environment;
- 5. **Being My Best**: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- 6. **Growing and Changing**: finding out about the human body, the changes that take place from birth to old age and being safe.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	<ol style="list-style-type: none"> 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and

	<p>others' feelings.</p> <ol style="list-style-type: none"> 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

	<ol style="list-style-type: none"> 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Me and My Relationships	Marvellous me! I'm special	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Our ideal classroom (1) <u>Our ideal classroom (2) OP</u> How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! <u>Bullying or teasing? OP</u>	As a rule Looking after our special people How can we solve this problem? <u>Tangram team challenge OP</u> Friends are special Thanks Dan's dare <u>My special pet (OP)</u>	Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings <u>When feelings change (OP)</u> Under pressure	Collaboration Challenge! Give and take <u>Communication (OP)</u> How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Working together <u>Let's negotiate (OP)</u> Solve the friendship problem <u>Dan's day (OP)</u> Behave yourself Assertiveness skills Don't force me Acting appropriately
Autumn 2 Valuing Difference	Me and my friends Friends and family Including everyone	I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special balloon people	What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start stereotypes <u>It could happen to anyone (OP)</u>	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes
Spring 1 Keeping Myself Safe	People who help to keep me safe (including Listening to my feelings) Safety Indoors and Outdoors What's safe to go into my body	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1)	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Safe or unsafe? Danger or risk? The Risk Robot Super Searcher Help or harm? Alcohol and cigarettes: the facts <u>Raisin challenge (1)OP</u>	Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture Wise Medicines: check the label <u>Know the norms (OP)</u> <u>Traffic lights (OP)</u>	Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? <u>Thinking' about habits (OP)</u>	Think before you click! <u>It's a puzzle (OP)</u> Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?

		Keeping safe online People who help to keep me safe					Drugs: true or false? (OP) Smoking: what is normal? (OP)	Joe's story (part 1) (OP) Joe's story (part 2) (OP)
Spring 2 Rights and Respects	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special <u>Harold goes camping</u> (OP) How can we look after our environment?	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project <u>Let's have a tidy up</u> (OP)	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers <u>Harold's expenses</u> (OP) Why pay taxes? <u>Logo quiz</u> (OP)	What's the story? Fact or opinion? Mo makes a difference Rights, responsibilities and duties Spending wisely Lend us a fiver! <u>Local councils</u> (OP)	Two sides to every story Fakebook friends What's it worth? <u>Jobs and taxes</u> (OP) Action stations! <u>Happy shoppers</u> <u>Action stations!</u> (OP) <u>Project Pitch (parts 1 & 2)</u> (OP) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made <u>Community Art</u> (OP)
Summer 1 Being My Best	What does my body need? I can keep trying I can do it!	Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! <u>Inside my wonderful body!</u> (OP)	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? <u>My body needs...</u> (OP) Basic first aid	Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents <u>Getting on with your nerves!</u> (OP)	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid <u>Volunteering is cool!</u> (OP)	It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Well-being project
Summer 2 Growing and Changing	Growing and changing in nature When I was a baby Girls, boys and families	Seasons Life stages - plants, animals, humans Life Stages: Human life	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets	A helping hand Sam moves house Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body space None of your business! Secret or surprise?	Moving house My feelings are all over the place! All change! Preparing for changes at	How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies	I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change

		stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Keeping privates private	Some secrets should never be kept	My changing body Basic first aid	puberty (formerly period positive) Secret or surprise? Together	Changing bodies and feelings Help! I'm a teenager - get me out of here! Stop, start, stereotypes Dear Hetty (OP)	Is this normal? Making babies What is HIV? (OP)
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Progression of Knowledge and Skills

Concept/Area	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	N	R	<p>Feelings Name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.</p> <p>Getting help Know when I need help and who to go to for help.</p> <p>Classroom rules Tell you some different classroom rules.</p>	<p>Bullying and teasing Tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Our school rules about bullying Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>Being a good friend Give you lots of ideas about being what makes a good friend and also tell you how I</p>	<p>Cooperation I usually accept the views of others and understand that we don't always agree with each other.</p> <p>Friendships I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>Recognising feelings I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>Bullying I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>Assertive skills I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Feelings I can give a range of examples of our emotional needs and explain why they are important.</p> <p>Friendship skills, including compromise I can explain why these qualities are important.</p> <p>Assertive skills I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>Assertiveness I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Cooperation I can give examples of negotiation and compromise.</p> <p>Safe/unsafe touches I can explain what inappropriate touch is and give example.</p>
	Recognise that we are unique	Talk about similarities and differences.						
	Understand that some families are different from theirs, but these families also love and care for one another							

				<p>try to be a good friend.</p> <p>Feelings/self-regulation Most of the time I can express my feelings in a safe, controlled way.</p>				
Valuing Difference	<p>Recognise that there are differences and similarities between themselves</p> <p>Celebrate their friends and include them</p> <p>Understand people have different cultures and religions</p>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Recognising, valuing and celebrating difference I can say ways in which people are similar as well as different.</p> <p>Developing tolerance I can say why things sometimes seem unfair, even if they are not.</p>	<p>Being kind and helping others I can say how I could help myself if I was being left out.</p> <p>Listening Skills I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>Recognising and respecting diversity I can give examples of different community groups and what is good about having different groups.</p> <p>Being respectful and tolerant I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Recognising and celebrating difference (including religions and cultural difference) I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>Understanding and challenging stereotypes I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Recognising and celebrating difference, including religions and cultural I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>Influence and pressure of social media I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Recognising and reflecting on prejudice-based bullying I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Understanding Bystander behaviour I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>
Keeping Safe	<p>Explain what they should do if they feel unsafe</p> <p>Recognise potential dangers and</p>	<p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p>	<p>How our feelings can keep us safe I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p>	<p>Safe and unsafe secrets I can give some examples of safe and unsafe secrets and I can think of safe people who can</p>	<p>Managing risk I can say what I could do to make a situation less risky or not risky at all.</p> <p>Drugs and their risks</p>	<p>Managing risk I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that</p>	<p>Norms around use of legal drugs (tobacco, alcohol) I can say the percentage of people aged 11-15 years old that smoke in the UK</p>	<p>Emotional needs I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't</p>

	<p>how to stay safe, inside and outside</p> <p>Learn the importance of keeping safe around medicines and unknown products</p>	<p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>(e.g. sad - talk to someone).</p> <p>Keeping Healthy I can give examples of how I keep myself healthy.</p> <p>Medicine safety I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>help if something feels wrong.</p> <p>Appropriate touch I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>Medicine safety I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>I can say why medicines can be helpful or harmful.</p> <p>Staying Safe Online I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>people have choices about whether they take risks.</p> <p>Understanding the norms of drug use (cigarette and alcohol use) I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Influences I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>(3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>get their emotional needs met.</p> <p>Staying Safe Online I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Drugs: norms and risks (including the law) I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>
Rights and respect	<p>Learn about taking some responsibility for their own health</p> <p>Describe ways in which they can help others and why they would do so</p> <p>Take care of their home, their learning environment</p>	<p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and</p>	<p>Looking after things I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.</p>	<p>Cooperation and self-regulation I can give examples of things that help me to be settled and calm in the classroom. I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Skills we need to develop as we grow up I can say some ways of checking whether something is a fact or just an opinion.</p> <p>Helping and being helped I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>	<p>Making a difference (different ways of helping others or the environment) I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p>	<p>Rights and respect I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>Rights and respect relating to my health</p>	<p>Understanding media bias, including social media I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves</p>

	and the natural environment	differences between themselves. Demonstrate building relationships with friends.				<p>Media Influence I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>Decisions about money making I can give examples of these decisions and how they might relate to me.</p>	<p>I can give a few different examples of things that I can take ownership of to keep myself healthy.</p> <p>Decisions about lending, borrowing and spending I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>Caring: communities and the environment I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Earning and saving money I can explain the advantages and disadvantages of different ways of saving money.</p>
Being My Best	<p>Talk about healthy choices and activities</p> <p>Develop resilience and persistence in their learning</p> <p>Working cooperatively with others when faced with a challenge</p>	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Growth Mindset I can name a few different ideas of what I can do if I find something difficult.</p> <p>Keeping healthy I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>Looking after my body I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p>Growth Mindset I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>Keeping myself healthy I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this.</p> <p>Celebrating and developing my skills I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>Having choices and making decisions about my health I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>Taking care of my environment I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>Growing independence and taking ownership I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</p> <p>Media awareness and safety I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Aspirations and goal setting I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>Managing risks I can give examples of an emotional risk and a physical risk.</p>

<p>Growing and Changing</p>	<p>Talk about change in the environment</p> <p>Describe the changes in babies, young animals and plants as they grow</p> <p>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p>	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>Getting help I can identify an adult I can talk to at both home and school. If I need help.</p> <p>Becoming independent I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>Body parts I can tell you what some of my body parts do.</p>	<p>Life cycles I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>Dealing with loss I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Being supportive I can give examples of how to give feedback to someone.</p>	<p>Relationships I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>Menstruation I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>Keeping safe I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>Body changes during puberty I can label some parts of the body that only boys have and only girls have.</p> <p>Managing difficult feelings I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Relationships and marriage I can tell you why people get married.</p>	<p>Managing difficult feelings I can explain what resilience is and how it can be developed.</p> <p>Managing change I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>Getting help I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>Keeping safe I can give an example of a secret that should be shared with a trusted adult.</p> <p>Body Image I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Self esteem I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).</p>
<p>Essential vocabulary</p>	<p>like, feel, choose, head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private, penis, vulva, special, feel, look, friends, big, small, colour, hug, near, far, sad, love, adopt, special, days, quiet, loud,</p>	<p>special, practice, effort, same, different, favourite, same, family, help, special people, friends, help, feelings, happy, sad, emojis, kind, helpful, likes, dislikes, favourite, kind, unkind, home, kindness, new friend, friendship, keep clean, keep safe, sleep, water, food,</p>	<p>rules, safe, responsibility, work together, listening, feelings, body language, emotions, safe, support, feelings, behaviour, hurt, help, feelings, heal, friendship, making up, same, different, difference, respect, unkind, unkindness, tease, teasing, bully, bullying, behaviour, rules, safe, fair, unfair,</p>	<p>unique, respect, special people, help, feelings, behaviour, calm, aggressive, solve, feelings, cooperate, kind, kindness, unkind, feelings, listening, being listened to, listen, problem, unique, respect, special people, help, feelings, behaviour, calm, aggressive, solve, feelings, cooperate, kind, kindness, unkind,</p>	<p>rules, safety, friendship, falling out, making up, compromise, conflict, point of view, cooperate, collaborate, strategies, point of view, calm, apologise, listen, making up, continuum, opinions, respectful, courteous, challenging, dare, persuade, feelings, responsibility, care, loss, feelings, respect,</p>	<p>collaborate, collaboration, collaborative, teamwork, positive, healthy, relationship, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate, friendly, rude, aggressive, consequences, face-to-face, assertive, compromise, respectful, feelings, physical effects,</p>	<p>collaborate, negotiation, compromise, conflict, resolution, non-verbal, body language, tone of voice, face-to-face, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe, emotions, emotional needs, assertive, passive, aggressive,</p>	<p>collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, sensitive, thoughtful, response, assertiveness, resolution, assertive, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate, witness,</p>

<p>help, similar, different, friendship, friend, family, kind, sharing, helping, feelings, safe, who can help?, grown up, tell, tummy feelings, unsafe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissors, glue, careful, labels, medicines, cleaning products, water, food, fresh air, sleep, healthy snacks, sugar, germs, wash hands, fruit, vegetables, helping, family, classroom, care, tidy, clean, look after, food, water, exercise, energy, challenge, encourage, keep trying, get better at, encourage, keep trying, change, grow, temperature, hear, smell, see, different, remember,</p>	<p>fresh air, cuddle, medicine, chemist, doctor, grown up, safe, unsafe, detective, unsafe, tummy feelings, uncomfortable, safe, worried, tell, adult, trust, address, look after, help each other, be alone, friends, look after, help each other, be alone, working together, responsibility, caring, environment, litter, electricity, pollution, recycling, money, shop, buy, cost, pay, save, safe place, bounce back, encourage, try again, try, try again, food, energy, grow, healthy, fruit, vegetable, dairy, exercise, sleep, wash, healthy, heart, muscles, routine, calm, seasons, spring, summer, autumn, winter, cycle, growing, life cycles, egg, seed, baby, grow, change, old, young, baby, child,</p>	<p>kind, unkind, special people, qualities, feelings, family, special people, sleep, rest, grow, tired, worried, nervous, scared, support, unsafe, private, trust, privates, consent, entertainment, donating, risks, harmful, medicine, safe, harmful, emotions, loss, lost, behaviour, consequences, special person, promise, environment, needs, responsible, responsibility, rules, money, cost, bills, spending, afford, bank, coin, note, worth, saving, safe, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency, starchy, dairy, protein, fruit, vitamins, portion, healthy, fruit, vegetables, meat, sugar, salt, cereal, hygiene, routine, clean, germs, disease, spread, learning, practice, make, mistakes, confidence, achievement, praise, support,</p>	<p>feelings, listening, being listened to, listen, problem, sleep, medicines, safety, feelings, worried, safe, unsafe, feelings, getting help, touch, uncomfortable, touch, hurt, surprise, secret, safe, unsafe, tell, responsibility, help, share, take turns, listen, control, erupt, uniform, ask for help, gamer, personal information, internet, risk, money, spending, saving, environment, responsibility, practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, teeth, dental, hygiene, brain, heart, lungs, stomach, small intestine, large intestine, food, water, oxygen, water, food, exercise, rest, first aid, risk accident, danger, hazard, kettle, burn, scald, accident,</p>	<p>cooperation, listening skills, politeness, courtesy, manners, family, adoption, fostering, same-sex couple, blended family, community, belonging, similarities, differences, identity, respect, name calling, bullying, prejudice, disability, gender, race, colour, sexuality, trust, safe, unsafe, danger (dangerous), risk (risky), feelings, strategies, consequence, safer, browsing, phishing, search engine, fake news, internet safety, medicines, drugs, harmful, helpful, instructions, drugs, cigarettes, nicotine, alcohol, decisions, strategies, helper, responsible, safe, healthy, fact, opinion, volunteer, wellbeing, income, saving, spending, earning, income, environment, waste, responsibility, environment, balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, infection, cleanliness, hygiene, rest, sleep,</p>	<p>sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, feelings, physical effects, facial expressions, body language, unkind, tease, bully, pressure, independent, negotiation, compromise, apologise, apologise, similarities, differences, respect, stereotype, sharing, acquaintances, body space, invade, danger, dangerous, risk, risky, hazard, hazardous, dare, assertive, persevere, influence, consequences, privacy, privacy settings, security, medicine, drug, choices, social norm, privacy, personal information, online</p>	<p>friendship, talking, listening, listening skills, respect, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, sexual orientation, gender identify, gender expression, stereotype, point of view, cultural norms, respect, disrespect, body language, empathy, unique, identity, prejudice, respect, diversity, tolerance, relationships, friend, acquaintance, stereotype, gender information, privacy settings, assessing risk, pressure, influence, risk taking, dare, pressure, resist pressure, substance, stimulant, risk taking, assertive, habit, addiction, drugs, cigarettes, alcohol, norms, perception, responsibility, fact, opinion, biased, unbiased, voluntary group, community group, pressure (action) group, rights, responsibility, duties, costs, wages, salaries, rent, Fair Trade, borrow, loan, credit, debit, interest, public services,</p>	<p>bystander, unique, positive feedback, confidence, self-esteem, unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype, point of view, cultural norms, respect, disrespect, body language, empathy, unique, identity, prejudice, respect, diversity, tolerance, relationships, friend, acquaintance, stereotype, gender information, media influence, assumption, social media, parental consent, trolling, online safety, sharing, privacy settings, identity theft, secure, right to privacy, sharing online, permission, illegal, sexual images, habit, addiction, emotional needs, drug, legal, illegal, medical, non-medical, drug laws, age restrictions, possess, supply, produce, illegal, penalties, alcohol, short-term effects, long-term effects, risks, norms, physical needs, emotional needs, independence,</p>
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	<p>warmer, seasons, weather, grow, bigger, taller, breastfeeding, adoption, special needs, private parts, penis, vulva, make a baby, different families, private places, dolls and cars are for everyone</p>	<p>teenager, adult, old age, love, care, tummy, womb, pregnancy, egg, sperm, adoption, surrogacy, donated sperm/eggs, same-sex parents, one-parent families, teenager, messages (DNA/Genes), families of, different beliefs, adoption, surrogacy, IVF, private parts, penis, vulva, testicles, vagina, eggs, sperm, privacy, my body is mine (body autonomy), dolls and cars are for everyone (gender stereotyping), privacy</p>	<p>feedback, encourage, feelings, organ, heart, lungs, intestines, brain, stomach, oxygen, digested, energy, food, water, air, oxygen, exercise, sleep, healthy, change, growing, size, height, needs, help, caring, love, attention, needs, help, witness, experience, getting help, surprise, secret, uncomfortable</p>	<p>emergency, help, support, supportive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, change, forward looking, making choices, asking permission, unique, special, penis, testicles, vulva, nipples, private parts, my body is mine (body autonomy), sperm, eggs, ovaries, womb, pregnancy, genitals, penis, vulva, private, privacy, consent, permission, genitals, penis, vulva, private, private parts, consent, permission, secret, uncomfortable, unsafe, tell, someone you trust</p>	<p>water, medicine, drug, dose, safety, instructions, intestine, vessels, veins, arteries, lungs, liver, debate, discussion, continuum, courteous, respectful, justify, goals, ambition, improve, achieve, goal-setting, talents, skills, intelligence, collaboration, cooperation, teamwork, relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, internet safety, private, public, profile, personal information, secret, surprise, uncomfortable, angry, upset, jealous, worried, excited, scared, talk, egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina, period/menstruation, pad, tampon, menstruation cup, breasts, genitals, testicles, womb, wet dream, penis, mammals, fertilise, birth, hips, periods, spots, sweat, pubic hair, cervix,</p>	<p>safety, being responsible, reliable, trustworthy, safe, healthy, rules, laws, rights, responsibility, United Nations, rules, democracy, influence, opinion, respectful, courteous, anti-social behaviour, witness, income, expenditure, essential, income tax, national insurance, VAT, deductions, public services, environment, conservation, individual, unique, choices, balanced diet, wellbeing, mental health, refuse, reduce, re-use, rot, recycle, repair, re-think, community, first aid, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald, volunteer, wellbeing, connect, be active, be mindful, get creative, give to others, learning line, practice, compromise, hormones, puberty, feelings, independence,</p>	<p>council, vote, elections, councillors, organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community, school community, independence, responsibility, personal qualities, celebrities, life skill, sepsis, wellbeing, resilience, trust, resilience, unwanted attention, unwanted touch, in confidence, break a confidence, confidential, scrotum, testicles, foreskin, anus, wet dream, erection, stretch marks, crush, height gain, penis, weight gain, masturbation, wearing a bra, body anxiety, hair removal, FGM/cuts to the vulva, wet dreams, pubic hair, clitoris, vulva, vaginal opening, urinary opening, lips (labia), penis, menstruation cup, period protection, sweat, washing, body confidence, emotions, spots, hair removal, body autonomy, vaginal discharge, involuntary</p>	<p>responsibility, conflicting emotions, biased, unbiased, fact, opinion, stereotype, social media, profile, image, online safety, sharing, saving, bank (building society) account, Junior ISA, interest, debit card, cash, value, tax, income tax (PAYE), VAT, public services, environmentally, sustainable, composting, recycling, energy, materials, waste, transport, shop local, food miles, Fair Trade, reuse, voluntary group, community group, pressure (action) group, mission statement, values, beneficiary, campaign bid, mission statement, pitch, grant, beneficiary, democracy, election, manifesto, candidate, voting, policies, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP, proposal, debate, amendments, penalties, enforcement, majority, House of Commons, House</p>
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					<p>menstrual cycle, fertilise, menstruation</p> <p>If using the film clips, the following words are also used: pregnant, fertilised egg</p>	<p>conflict, puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, semen, legal age of consent, marriage</p> <p>If using the film clips, the following words are also used:</p> <p>Puberty for boys, facial hair, underarm hair, sweat, body odour, wet dreams, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, spots, acne, breast growth, reproduction, testosterone, mood swings, sexual, feelings/horny, romantic/sexual interest, privacy</p> <p>Puberty for girls: hair removal, growth spurt, wider hips, breast growth, underarm hair, sweat, acne</p> <p>All about getting your period: endometrium (uterus lining), foetus, headache, stomach ache, cramps, puberty, menstrual cycle, eggs, periods, menstruation, period/menstruation, pad, tampons, menstruation cup,</p>	<p>erections, wet dreams, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, height gain, periods, pubic hair, FGM/cuts to vulva, menstruation, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products</p> <p>If using film clip: Taking care of your body, body odour, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean underwear, acne, pimples, zits, acne cream, medication, doctor, hair growth, pubic hair, under arm, chest hair, hair removal, sleep, exercise, healthy food, puberty, genitalia, semen, menstruation, period, period/menstruation pads, tampon, managing feelings, hormones, compromise, respect, mood swings, conflict, puberty, emotional changes, separation, fostered</p>	<p>of Lords, Royal Assent, community, valued, aspirations, goal setting, perseverance, health, wellbeing, accurate, reliable, sources, assessing risk, weigh up, dilemma, assessing risk, weigh up, choices, influence, Red Cross, first aid, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive, wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, peer pressure, right to privacy, sharing online, online safety, change, support, conversation, discuss, puberty, physical changes, emotional changes, rights, FGM, periods, mood swings, spots, voice deepening,</p>
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						<p>wet dreams, testicles, sperm, semen, hips, periods, spots, sweat, genitals, pubic hair, voice deepens, testicles, ovaries, penis, breasts, vagina, fallopian tube, cervix, lining of the uterus, pads, tampons, menstrual cup</p> <p>If using the film clip, the following words are also used: Menstruation , fertilised egg, pregnant, What is a wet dream? ejaculate, nocturnal emission, whitish fluid, wet , lubricated, vulva, slippery, sexual nature, felt good, pee, sheets, laundry, guilty, embarrassed, normal, natural, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage</p>		<p>period products, vulva</p> <p>If using film clip: Puberty and finding out who you are, identity, manage emotions, hormones, physical changes, feeling funny, sexually, start to have questions about sex, sexual reaction, friends, more independence, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, condom, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, erections, sexual intercourse, loving relationship, adoption, surrogacy, IVF</p> <p>If using film clip: Reproduction Planned Parenthood</p>
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								<p>cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period</p> <p>How a baby is born vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning foetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding</p> <p>All the different ways couples can create babies queer couple, LGBTQ+, adoption, stepchildren, foster parents, artificial insemination, IVF, co maternity, surrogacy, blended family, donate, sperm, sperm bank, derogatory, homophobic, HIV, infection, immune system, virus, transmission, sharing needles, sexual contact, condom, prejudice</p> <p>Human immunodeficiency virus, illness,</p>
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								sexual activity, semen, vaginal fluids, medication, lifelong, condition, life threatening, sharing of, needles, blood transfusions, Human papilloma virus, cancer, vagina, womb, cervix, vaccination, antibodies
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At the End of Nursery					
Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that we are unique; Describe different feelings and use this skill to manage relationships; Understand that some families are different from theirs, but these families also love and care for one another. 	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that there are differences and similarities between themselves; Celebrate their friends and include them; Understand people have different cultures and religions. 	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what they should do if they feel unsafe; Recognise potential dangers and how to stay safe, inside and outside; Learn the importance of keeping safe around medicines and unknown products. 	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Learn about taking ownership of their own health; Describe ways in which they can help others and why they would do so; Take care of their home, their learning environment and the natural environment. 	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about healthy choices and activities; Develop resilience and persistence in their learning; Working cooperatively with others when faced with a challenge. 	<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about change in the environment; Describe the changes in babies, young animals and plants as they grow; Broaden their expectations beyond potential stereotypes of what girls and boys like, do or

Marvellous me	<ul style="list-style-type: none"> ●Share their likes and dislikes with their friends and adults in their classroom; ●Name the different features of their face and parts of their body; ●Use their senses to explore the world around them. 	Me and my friends	<ul style="list-style-type: none"> ●Talk about the similarities and differences amongst their peers; ●Talk about the things they and their friends are good at; ●Spot similarities and differences in nature. 	People who help to keep me safe	<ul style="list-style-type: none"> ●Name key relatives/care givers at home and those who care for them in their education settings; ●Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; ●Talk about what makes them feel safe. 	Looking after myself	<ul style="list-style-type: none"> ●Talk about how healthy food and keeping clean can help our bodies; ●Name some healthy foods; ●Try new experiences. 	What does my body need?	<ul style="list-style-type: none"> ●Name what their bodies need for energy (food, water, exercise, sleep); ●Describe how they feel when they don't have enough food, water, exercise or sleep; ●Make healthy choices independently, in their home or education setting. 	Growing and changing in nature	<ul style="list-style-type: none"> ●Describe seasonal changes; ●Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; ●Describe the life cycle of an animal.
I'm special	<ul style="list-style-type: none"> ●Speak positively about themselves; ●Name different feelings and possible causes; ●Name some key adults who can help them when feeling sad/worried/scared 										
People who are special to me	<ul style="list-style-type: none"> ●Talk about their families and special people; ●Name those who care for them and keep them safe; ●Describe the different types of homes. 	Friends and family	<ul style="list-style-type: none"> ●Understand that having differences between us is a good thing; ●Notice and talk about differences in nature; ●Recognise the differences within and amongst families. 	Safety indoors and outdoors	<ul style="list-style-type: none"> ●Name potential dangers, both inside and outside, and how to avoid getting hurt; ●Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; ●Talk about how to keep their bodies safe. 	Looking after others	<ul style="list-style-type: none"> ●Name some activities that they can do to help out at home; ●Talk about how they can look after other members of their family; ●Talk about how they can look after their friends. 	I can keep trying	<ul style="list-style-type: none"> ●Explain how people might feel if they find something hard; ●Suggest ways to encourage others to keep going; ●Have a go at challenging themselves. 	When I was a baby	<ul style="list-style-type: none"> ●Talk about how babies change as they grow; ●Explain what babies need and how this changes as they grow; ●Share their own experiences and listen to those of the others.
											look like.

		Including everybody	<ul style="list-style-type: none"> ●Explore and use different materials; ●Show kindness by including their friends; ●Talk about how to help those who are in need. 	What's safe to go in my body	<ul style="list-style-type: none"> ●Know which products in the home are to be used only by adults; ●Sort items according to their use and purpose; ●Explain who can give medicine to children and why. 	Looking after the environment	<ul style="list-style-type: none"> ●Show care and respect for their home and learning environments; ●Talk about what is special within the natural world; ●Name some ways in which they can help their world. 	I can do it	<ul style="list-style-type: none"> ●Develop skills in planning, reviewing applying a trial and error approach; ●Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; ●Communicate with others by sharing with and listening to each other's ideas. 	Girls, boys and families	<ul style="list-style-type: none"> ●Talk about the similarities and differences between the males and females; ●Begin to play inclusively with their friends, regardless of their sex (if not already doing so); ●Think differently and more openly about what a family may look like.
Essential Vocabulary: L1) like, feel, choose, head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private, penis, vulva L2) special, feel, look, friends L3) big, small, colour, hug, near, far, sad, love, adopt, special, days, quiet, loud, help, similar	Essential Vocabulary: L1) similar, different, friendship, friend L2) family, special, similar, different L3) kind, sharing, helping, feelings	Essential Vocabulary: L1) safe, who can help? grown up, tell, tummy feelings, unsafe L2) safe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissors, glue L3) safe, careful, labels, medicines, cleaning products, water, food, fresh air, sleep	Essential Vocabulary: L1) healthy snacks, sugar, germs, wash hands, fruit, vegetables L2) similar, different, helping, family, friends, feelings L3) classroom, care, tidy, clean, look after	Essential Vocabulary: L1) food, water, exercise, sleep, energy L2) challenge, encourage, keep trying, get better at L3) practice, encourage, keep trying, challenge	Essential Vocabulary: L1) change, grow, temperature, hear, smell, see, different, remember, warmer, seasons, weather L2) grow, change, bigger, taller, breastfeeding, adoption, special needs L3) private parts, penis, vulva, make a baby, different families, private places, dolls and cars are for everyone						

At the End of Reception					
Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Overarching learning intentions across this unit: Children will be able to:	Overarching learning intentions across this unit: Children will be able to:	Overarching learning intentions across this unit: Children will be able to:	Overarching learning intentions across this unit: Children will be able to:	Overarching learning intentions across this unit: Children will be able to:	Overarching learning intentions across this unit: Children will be able to:

	<ul style="list-style-type: none"> • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.
<p>All about me</p> <p>FPC1, FPC3, RR1, RR4, RR5, CF1</p> <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. 	<p>I'm special you're special</p> <p>RR1, RR4</p> <ul style="list-style-type: none"> •Describe their own positive attributes; •Share their likes and dislikes; •Listen to and respect the ideas of others. 	<p>What's safe to go onto my body</p> <p>MW3, HP4, HP5, BS5</p> <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. 	<p>Looking after my special people</p> <p>FPC1, FPC2, FPC3, FPC4</p> <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. 	<p>Bouncing back when things go wrong</p> <p>MW2, MW3, CF2, RR2</p> <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. 	<p>Seasons</p> <p>CAB1</p> <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. 	

<p>What makes me special</p>	<p>FPC1, FPC3, RR1, RR3, RR4</p> <ul style="list-style-type: none"> ●Share their favourite interests and objects; ●Talk about themselves positively; ●Listen to what others say and respond. 	<p>Same and different</p>	<p>CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3</p> <ul style="list-style-type: none"> ●Recognise the similarities and differences amongst their peers; ●Discuss why differences should be celebrated; ●Retell a story. 	<p>Keeping myself safe - what's safe to go into my body (including medicines)</p>	<p>HE3, HP3, PHF4, DAT1</p> <ul style="list-style-type: none"> ●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). 	<p>Being helpful at home and caring for our classroom</p>	<p>RR2, RR3</p> <ul style="list-style-type: none"> ●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. 	<p>Yes, I can!</p>	<p>MW2, MW3, CF2</p> <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. 	<p>Life stages - plants, animals, humans</p>	<p>CAB1</p> <ul style="list-style-type: none"> ●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
<p>Me and my special people</p>	<p>FPC1, FPC2, FPC3, CF1, RR1</p> <ul style="list-style-type: none"> ●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. 	<p>Same and different families</p>	<p>FPC1, FPC2, FPC3, FPC4, RR1</p> <ul style="list-style-type: none"> ●Talk about their family, customs and traditions; ●Listen to others talk about their experiences; ●Compare their own experiences with those of others. 	<p>Safe indoors and outdoors</p>	<p>FPC1, BS5</p> <ul style="list-style-type: none"> ●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. 	<p>Caring for our world</p>	<p>FPC1, RR3</p> <ul style="list-style-type: none"> ●Think about what makes the world special and beautiful; ●Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; ●Talk about what can happen to living things if the world is not cared for. 	<p>Healthy eating (1)</p>	<p>HE1, HE2</p> <ul style="list-style-type: none"> ●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"> ●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. ●Talk about their own experience of growing up.

<p>Who can help me?</p>	<p>FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9</p> <ul style="list-style-type: none"> ●Talk about when they might feel unsafe or unhappy; ●Name the people who will help them; ●Notice when a friend is in need at school and help them. 	<p>Same and different homes</p>	<p>RR1, RR3</p> <ul style="list-style-type: none"> ●Recognise the similarities and differences between their home and those of others; ●Talk about what makes their home feel special and safe; ●Be sensitive towards others. 	<p>Listening to my feelings (1)</p>	<p>BS3, BS5, BS6, BS7, RR8</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. 	<p>Looking after money (1): recognising, spending, using</p>	<ul style="list-style-type: none"> ●Recognise coins and other items relating to money; ●Identify the uses of money. 	<p>Healthy eating (2)</p>	<p>HE1</p> <ul style="list-style-type: none"> ●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. 	<p>Where do babies come from?</p>	<p>FPC2, FPC3, FPC4, FPC5, CAB1, BS3</p> <ul style="list-style-type: none"> ●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.
<p>My feelings</p>	<p>FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5</p> <ul style="list-style-type: none"> ●Describe different emotions; ●Explore how we feel at certain times or events; ●Identify ways to change feelings and calm down. 	<p>Kind and caring (1)</p>	<p>CF2, CF3, RR2, RR3</p> <ul style="list-style-type: none"> ●Suggest ways in which we can be kind towards others; ●Demonstrate skills in cooperation with others. 	<p>Keeping safe online</p>	<p>OR3, BS2, BS5, BS6</p> <ul style="list-style-type: none"> ●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. 	<p>Looking after money (2): saving money and keeping it safe</p>	<ul style="list-style-type: none"> ●Talk about why it’s important to keep money safe; ●Identify ways to save money; ●Talk about why we save money. 	<p>Move your body</p>	<p>PHF2, HE1, HP3, HP4, HP5</p> <ul style="list-style-type: none"> ●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. 	<p>Getting bigger</p>	<p>FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3</p> <ul style="list-style-type: none"> ●Talk about how they have changed as they have grown. ●Explain the differences between babies, children, and adults. ●Understand that we are all unique.

<p>My feelings (2)</p>	<p>MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6</p> <ul style="list-style-type: none"> ●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. 	<p>Kind and caring (2)</p>	<p>CF1, CF2, CF3, RR1, RR2, RR3</p> <ul style="list-style-type: none"> ●Show friendly behaviour towards a peer; ●Build relationships with others. 	<p>People who help to keep me safe</p>	<p>FPC2, FPC6, BS4, BS5, BS6, BS8</p> <ul style="list-style-type: none"> ●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>A good night's sleep</p>	<p>HP3, HP4, HP5</p> <ul style="list-style-type: none"> ●Understand why our body needs sleep; ●Talk about their own bedtime routine; ●Suggest ways to have a calm evening and bedtime routine. 	<p>Me and my body - girls and boys</p>	<p>BS2, BS3, BS7, RR7, RR8</p> <ul style="list-style-type: none"> ●Name parts of the body (including reproductive parts) using the correct vocabulary. ●Explain which parts of their body are kept private and safe and why. ●Tell or ask an appropriate adult for help if they feel unsafe.
<p>Essential Vocabulary: L1) special, practice, effort, same, different</p> <p>L2) special, favourite, same, different</p> <p>L3) family, help, special people, same, different</p> <p>L4) family, friends, help</p> <p>L5) feelings, happy, sad, emojis</p> <p>L6) feelings, happy, sad, kind, helpful</p>	<p>Essential Vocabulary: L1) special, likes, dislikes, favourite</p> <p>L2) same, different, kind, unkind</p> <p>L3) same, different, family</p> <p>L4) same, different, home</p> <p>L5) kind, kindness</p> <p>L6) new friend, friendship, kindness</p>	<p>Essential Vocabulary: L1) keep clean, keep safe</p> <p>L2) sleep, water, food, fresh air, cuddle, medicine, chemist, doctor, grown up</p> <p>L3) safe, unsafe, detective</p> <p>L4) safe, unsafe, tummy feelings, uncomfortable</p> <p>L5) safe, worried, tell, adult, trust</p> <p>L6) safe, worried, tell, adult, trust, address</p>	<p>Essential Vocabulary: L1) family, look after, help each other, be alone</p> <p>L2) friends, look after, help each other, be alone</p> <p>L3) working together, responsibility, helpful, caring</p> <p>L4) environment, litter, electricity, pollution, recycling</p> <p>L5) money, shop, buy, cost, pay</p> <p>L6) money, save, safe place</p>	<p>Essential Vocabulary: L1) bounce back, encourage, try again</p> <p>L2) try, try again, bounce back</p> <p>L3) food, energy, grow, healthy, fruit, vegetable, dairy</p> <p>L4) food, exercise, sleep, wash, healthy, energy, grow</p> <p>L5) exercise, heart, muscles</p> <p>L6) routine, calm, sleep</p>	<p>Essential Vocabulary: L1) seasons, spring, summer, autumn, winter, cycle</p> <p>L2) growing, life cycles, egg, seed, baby, grow, change, old, young</p> <p>L3) baby, child, teenager, adult, old age</p> <p>L4) family, baby, love, care, tummy, womb, pregnancy, egg, sperm, adoption, surrogacy, donated sperm/eggs, same-sex parents, one-parent families</p> <p>L5) baby, child, teenager, adult, grow, messages (DNA/Genes), families of, different beliefs, adoption, surrogacy, IVF</p>						

					L6) private parts, penis, vulva, testicles, vagina, eggs, sperm, privacy, my body is mine (body autonomy), dolls and cars are for everyone (gender stereotyping), privacy
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At the End of Year 1											
Me and My Relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
Why we have classroom rules	RR2, RR3	Same or different?	FPC3, FPC4, RR1, RR2	Super sleep	HP3	Harold has a bad day	CF2, CF4, RR2, RR3, RR5	I can eat a rainbow	HE1, HE2, HE3	Healthy me	PHF1, PHF3, HP3, HP4
	<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. 		<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. 		<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. 		<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people. 		<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. 		<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>How are you listening?</p>	<p>RR1, CF2, CF4, CF5</p> <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>Unkind, tease or bully?</p>	<p>CF2, CF3, CF4, RR5, RR6, MW8</p> <ul style="list-style-type: none"> ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. 	<p>Who can help? (1)</p>	<p>FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8</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>Around and about the school</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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>Eat well</p>	<p>HE1, HE2, HE3</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>Then and now</p>	<p>CAB1</p> <ul style="list-style-type: none"> ● 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>Thinking about feelings</p>	<p>BS5, MW2, MW3, MW4, MW7</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.). 	<p>Harold's school rules</p>	<p>RR3, RR5, BS1</p> <ul style="list-style-type: none"> ● Explain some of their school rules and how those rules help to keep everybody safe. 	<p>Good or bad touches?</p>	<p>FPC6, RR8, BS1, BS2, BS5, BS7, BS8</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 to say "no" to unwanted touch; 	<p>Taking care of something</p>	<p>RR5</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>Harold's was up and brush up</p>	<p>HP4, HP5</p> <ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. 	<p>Taking care of a baby</p>	<p>FPC2, CAB1</p> <ul style="list-style-type: none"> ● 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.

					Start thinking about who they trust and who they can ask for help.						
Our feelings	BS5, MW1, MW2, MW3, MW4, MW7 ●Identify a range of feelings; Identify how feelings might make us behave; ●Suggest strategies for someone experiencing 'not so good' feelings to manage these.	It's not fair!	CF2, CF3, CF4, RR2, RR3 ●Recognise and explain what is fair and unfair, kind and unkind; ●Suggest ways they can show kindness to others.	Sharing pictures	RR8, OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7 ●Start thinking about how to stay safe online, including safety around sharing images; ●Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.	Harold's money	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Explain where people get money from; ●List some of the things that money may be spent on in a family home.	Catch it! Bin it! Kill it!	HP5 ●Understand how diseases can spread; ●Recognise and use simple strategies for preventing the spread of diseases.	Who can help? (2)	FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 ●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.
Feelings and bodies	MW2, MW3, MW6, MW7 ●Recognise that people's bodies and feelings can be hurt; ●Suggest ways of dealing with different kinds of hurt.	Who are our special people?	FPC1, FPC2, FPC3, FPC4, MW6 ●Identify some of the people who are special to them; ●Recognise and name some of the qualities that make a person special to them.	What could Harold do?	DAT1 ●Understand that medicines can sometimes make people feel better when they're ill; ●Explain simple issues of safety about medicines and their use.	How should we look after our money?	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Recognise that different notes and coins have different monetary value; ●Explain the importance of keeping money safe; Identify safe places to keep	Harold learns to ride his bike	Wider PSHE curriculum (not covered by DfE statutory requirements) ●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	Surprises and secrets	FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8 ●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

							money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).		overcoming challenges.		they are told, or told to keep.
Good friends	CF1, CF2, CF3 ●Identify simple qualities of friendship; ●Suggest simple strategies for making up.	Our special people balloons	FPC3, FPC4 ●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.	Harold loses Geoffrey	MW2 ●Recognise the range of feelings that are associated with loss.	Basic first aid	BFA1, BFA2 ●See link to external resources for further information.	Pass on the praise!	CF2, CF5, RR1, RR3, RR5 ●Demonstrate attentive listening skills; ●Suggest simple strategies for resolving conflict situations; ●Give and receive positive feedback, and experience how this makes them feel.	Keeping privates private	BS3, BS7 ●Identify parts of the body that are private; ●Describe ways in which private parts can be kept private; ●Identify people they can talk to about their private parts.
								Inside my wonderful body! (OPTIONAL)	PHF4 ●Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ●Understand and explain the simple bodily processes associated with them.		
Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:

<p>L1) rules, safe, responsibility, work together</p> <p>L2) listening</p> <p>L3) feelings, body language, emotions, safe, support</p> <p>L4) feelings, behaviour</p> <p>L5) hurt, help, feelings, heal</p> <p>L6) friendship, making up</p>	<p>L1) same, different, difference, respect</p> <p>L2) unkind, unkindness, tease, teasing, bully, bullying, behaviour</p> <p>L3) rules, safe, fair</p> <p>L4) fair, unfair, kind, unkind, bullying</p> <p>L5) special people, qualities, feelings</p> <p>L6) family, special people</p>	<p>L1) sleep, rest, grow, tired</p> <p>L2) feelings, worried, nervous, scared, support, unsafe</p> <p>L3) private, trust, privates</p> <p>L4) consent, entertainment, donating, risks, harmful</p> <p>L5) medicine, safe, harmful, responsibility</p> <p>L6) feelings, emotions, loss, lost</p>	<p>L1) behaviour, consequences, special person, promise</p> <p>L2) environment, responsibility</p> <p>L3) needs, responsible, responsibility, rules</p> <p>L4) money, cost, bills, spending, afford</p> <p>L5) money, bank, coin, note, worth, saving, safe</p> <p>L6) first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency</p>	<p>L1) starchy, dairy, protein, fruit, vegetables, vitamins, portion</p> <p>L2) healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal</p> <p>L3) hygiene, routine, clean</p> <p>L4) germs, disease, hygiene, spread</p> <p>L5) learning, practice, make, mistakes, confidence, achievement</p> <p>L6) praise, support, feedback, encourage, feelings</p> <p>L7) organ, heart, lungs, intestines, brain, stomach, oxygen, digested, dairy, fruit, vegetables, sugar, salt, cereal, meat</p>	<p>L1) energy, food, water, air, oxygen, exercise, sleep, healthy</p> <p>L2) change, growing, size, height, needs, help</p> <p>L3) caring, love, attention, needs, help</p> <p>L4) unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help</p> <p>L5) surprise, secret, uncomfortable</p>
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At the End of Year Two

Me and My Relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
Our ideal classroom (1)	RR2	What makes us who we	RR1, RR2	Harold's picnic	MW3, MW5, DAT1	Getting on with others	CF5, RR3, RR5, RR6	Getting on with others	Wider PSHE curriculum (not covered by DfE statutory requirements)	A helping hand	CF3
	<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. 		<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. 		<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 about medicines and their use. 		<ul style="list-style-type: none"> ●Describe and record strategies for getting on with others in the classroom. 		<ul style="list-style-type: none"> ●Explain the stages of the learning line showing an understanding of the learning process; ●Suggest phrases and words of encouragement to give someone who is learning something new; ●Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 		<ul style="list-style-type: none"> ●Demonstrate simple ways of giving positive feedback to others.

<p style="text-align: center;">Our ideal classroom (2) (OPTIONAL)</p>	<p>RR3</p> <ul style="list-style-type: none"> ●The conventions of courtesy and manners. 	<p style="text-align: center;">My special people</p>	<p>FPC1, FPC2, FPC3, FPC4</p> <ul style="list-style-type: none"> ●Identify people who are special to them; ●Explain some of the ways those people are special to them. 	<p style="text-align: center;">How safe would you feel?</p>	<p>BS1, BS3, BS5</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 style="text-align: center;">When I feel like erupting</p>	<p>MW3, MW4</p> <ul style="list-style-type: none"> ●Explain, and be able to use, strategies for dealing with impulsive behaviour. 	<p style="text-align: center;">My day</p>	<p>MW3, PHF2, HE1</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; ●Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<p style="text-align: center;">Sam moves house</p>	<p>MW2</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.
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<p>How are you feeling today?</p>	<p>MW2, MW3</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>How do we make others feel?</p>	<p>RR2, MW3</p> <ul style="list-style-type: none"> ●Recognise and explain how a person's behaviour can affect other people. 	<p>What should Harold say?</p>	<p>BS1, BS3, BS4</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 relation to keeping themselves and others safe. 	<p>Feeling safe</p>	<p>BS6, BS7, BS8</p> <ul style="list-style-type: none"> ●Identify special people in the school and community who can keep them safe; ●Know how to ask for help. 	<p>Harold's postcard - helping us to keep clean and healthy</p>	<p>HP5, HP6</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>Haven't you grown?</p>	<p>CAB1</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>Let's all be happy</p>	<p>MW2, MW9</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 someone else's behaviour. 	<p>When someone is feeling left out</p>	<p>CF3, MW7</p> <ul style="list-style-type: none"> ●Explain how it feels to be part of a group; ●Explain how it feels to be left out from a group; ●Identify groups they are part of; ●Suggest and use strategies for helping someone who is feeling left out. 	<p>I don't like that!</p>	<p>BS3, BS4, MW2, RR8</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>Playing games</p>	<p>OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7</p> <ul style="list-style-type: none"> ●Know the importance of keeping personal information private, when online and only talking to people they know in real life; ●Know that they can tell an adult they trust if anything happens that makes them worried. 	<p>Harold's bathroom</p>	<p>HP4</p> <ul style="list-style-type: none"> ●Explain the importance of good dental hygiene; ●Describe simple dental hygiene routines. 	<p>My body, your body</p>	<p>BS2, CAB1</p> <ul style="list-style-type: none"> ●Identify which parts of our body are private; ●Explain that our genitals help us make babies when we are older; ●Understand that we mostly have the same body parts but how they look is different from person to person.

<p>Being a good friend</p>	<p>CF1, CF2, CF3</p> <ul style="list-style-type: none"> ●Recognise that friendship is a special kind of relationship; ●Identify some of the ways that good friends care for each other. 	<p>An act of kindness</p>	<p>CF3, RR2, RR3, MW3</p> <ul style="list-style-type: none"> ●Recognise and describe acts of kindness and unkindness; ●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. 	<p>Fun or not?</p>	<p>BS1, BS3, BS5</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; ●Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<p>Harold saves for something special</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●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>What does my body do?</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ●Describe how food, water and air get into the body and blood. 	<p>Respecting privacy</p>	<p>BS2</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>Types of bullying</p>	<p>RR5, RR6</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. 	<p>Solve the problem</p>	<p>CF4, CF5</p> <ul style="list-style-type: none"> ●Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ●Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Should I tell?</p>	<p>BS1, BS2, BS3, BS5</p> <ul style="list-style-type: none"> ●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>Harold saves for something special</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●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; <p>Explain how they might feel when they spend money on different things.</p>	<p>What My body needs... (OPTIONAL)</p>	<p>PHF1, HE1, HP3</p> <ul style="list-style-type: none"> ●Understand that the body gets energy from food, water and oxygen; ●Recognise that exercise and sleep are important to health. 	<p>Some secrets should never be kept</p>	<p>BS1, BS2, BS3, BS4, MW2</p> <ul style="list-style-type: none"> ●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>Bullying or teasing? (OPTIONAL)</p>	<p>RR5, RR6</p> <ul style="list-style-type: none"> ●Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ●Identify situations as to whether they are incidents of teasing or bullying. 				<p>How can we look after our environment?</p> <p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Identify what they like about the school environment; ●Identify any problems with the school environment (e.g. things needing repair); ●Make suggestions for improving the school environment; ●Recognise that they all have a responsibility for helping to look after the school environment. 	<p>Basic first aid</p>	<p>BFA1, BFA2</p> <ul style="list-style-type: none"> ●See link to external resources for further information. 		
<p>Essential Vocabulary:</p> <p>L1) unique, respect</p> <p>L2) special people, help</p> <p>L3) feelings, behaviour, calm, aggressive, solve</p> <p>L5) feelings, cooperate</p> <p>L6) kind, kindness, unkind, feelings</p> <p>L7) listening, being listened to, listen, problem</p>	<p>Essential Vocabulary:</p> <p>L1) unique, respect</p> <p>L2) special people, help</p> <p>L3) feelings, behaviour, calm, aggressive, solve</p> <p>L5) feelings, cooperate</p> <p>L6) kind, kindness, unkind, feelings</p> <p>L7) listening, being listened to, listen, problem</p>	<p>Essential Vocabulary:</p> <p>L1) sleep, medicines, safety</p> <p>L2) safe, unsafe, feelings, worried</p> <p>L3) safe, unsafe, feelings, getting help</p> <p>L4) touch, feelings, uncomfortable</p> <p>L5) touch hurt uncomfortable</p>	<p>Essential Vocabulary:</p> <p>L1) responsibility, help, share, take turns, listen</p> <p>L2) feelings, control, erupt</p> <p>L3) safe, unsafe, uniform, ask for help</p> <p>L4) gamer, personal information, internet, risk</p> <p>L5) money, spending, saving</p> <p>L6) money, spending, saving</p>	<p>Essential Vocabulary:</p> <p>L1) practice, encourage, goal, achieve, challenge</p> <p>L2) choose, choices, healthy, unhealthy</p> <p>L3) vaccination, injection, disease, hygiene, germs</p> <p>L4) teeth, dental, hygiene</p> <p>L5) brain, heart, lungs, stomach, small intestine, large intestine, food, water</p>	<p>Essential Vocabulary:</p> <p>L1) help, support, supportive</p> <p>L2) change, loss, feelings, emotions, frightened, nervous</p> <p>L3) growing, food, rest, sleep, care, learning, change, forward looking, making choices, asking permission</p> <p>L4) unique, special, penis, testicles, vulva, nipples, private parts, my body is mine (body</p>				

		L6) surprise, secret, safe, unsafe, tell	L7) environment, responsibility	L6) oxygen, water, food, exercise, rest L7) first aid, risk accident, danger, hazard, kettle, safe, burn, scald, accident, emergency	autonomy), sperm, eggs, ovaries, womb, pregnancy L5) genitals, penis, vulva, private, privacy, consent, permission L6) genitals, penis, vulva, private, private parts, consent, permission, secret, uncomfortable, unsafe, tell, someone you trust
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At the End of Year Three											
Me and My Relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
As a rule	ISH4	Respect and challenge	RR1, RR3	Safe or unsafe?	BS1, BS4, BS5, BS6, BS7, BS8	Helping each other to stay safe	BS8	Derek cooks dinner!	HE1, HE2, HE3	Relationship Tree	CF1, CF2, CF5, OR2
	<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 		<ul style="list-style-type: none"> ●Reflect on listening skills; ●Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. 		<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. 		<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. 		<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 		<ul style="list-style-type: none"> ●Identify different types of relationships; Recognise who they have positive healthy relationships with.

	settings; ●Consider the possible consequences of breaking the rules.								make up a healthy balanced meal.		
Looking after our special people	FPC2, CF1, CF2 ●Identify people who they have a special relationship with; ●Suggest strategies for maintaining a positive relationship with their special people.	Family and friends	FPC1, FPC2, FPC3, FPC4, FPC6, RR7 ●Recognise that there are many different types of family; ●Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	The Risk Robot	BS4 ●Define the words danger and risk and explain the difference between the two; ●Demonstrate strategies for dealing with a risky situation.	Recount task	OR4, ISH6 ●Understand the difference between 'fact' and 'opinion'; ●Understand how an event can be perceived from different viewpoints; ●Plan, draft and publish a recount using the appropriate language.	Poorly Harold	HP5, HP6 ●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.	Body space	BS3, BS7 ●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 style="text-align: center;">How can we solve this problem?</p>	<p>CF3, CF4, RR1</p> <ul style="list-style-type: none"> ● Rehearse and demonstrate simple strategies for resolving given conflict situations. 	<p style="text-align: center;">My community</p>	<p>MW5</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 style="text-align: center;">Super Searcher</p>	<p>OR3, OR4, OR5, ISH1, ISH3, ISH6</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 style="text-align: center;">Our helpful volunteers</p>	<p>MW5</p> <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 style="text-align: center;">Body team work</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); ● Describe how food, water and air get into the body and blood. 	<p style="text-align: center;">None of your business!</p>	<p>OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8</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 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
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										information of themselves or others occurs.	
Tangram team challenge (OPTIONAL)	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> •Define and demonstrate cooperation and collaboration; •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success. 	Our friends and neighbours	<p>RR1, RR2</p> <ul style="list-style-type: none"> •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. 	Help or harm?	<p>HE3, DAT1</p> <ul style="list-style-type: none"> •Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	Can Harold afford it?	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> •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 them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •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, level of 	For or against?	<p>RR1, RR2, RR3</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; <p>Make recommendations, based on their research.</p>	Secret or surprise	<p>BS2, RR8</p> <ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •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.

							responsibility etc.).				
Friends are special	CF1, CF2, CF4, CF5, RR3 <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. 	Let's celebrate our differences	FPC3, RR1, RR2, RR6, OR2, MW8, ISH5 <ul style="list-style-type: none"> ●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). 	Alcohol and cigarettes: the facts	HE3, DAT1 <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 nicotine and alcohol are both drugs. 	Earning money	Wider PSHE curriculum (not covered by DfE statutory requirements) <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, level of responsibility etc.). 	I am fantastic!	OR1 <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. 	My changing body	BS7, CAB1, CAB2 <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 style="text-align: center;">'Thunks'</p>	<p>RR1, RR2, RR3</p> <ul style="list-style-type: none"> ●Express opinions and listen to those of others; ●Consider others' points of view; ●Practice explaining the thinking behind their ideas and opinions. 	<p style="text-align: center;">Zeb</p>	<p>RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5</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 style="text-align: center;">Raisin Challenge (1) (OPTIONAL)</p>	<p>OR5, BS1, BS6, ISH2, ISH6</p> <ul style="list-style-type: none"> ●Demonstrate strategies for assessing risks; ●Understand and explain decision-making skills; ●Understand where to get help from when making decisions. 	<p style="text-align: center;">Harold's environment project</p> <p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Define what is meant by the environment; ●Evaluate and explain different methods of looking after the school environment; ●Devise methods of promoting their priority method. 	<p style="text-align: center;">Top talents</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Explain some of the different talents and skills that people have and how skills are developed; ●Recognise their own skills and those of other children in the class. 	<p style="text-align: center;">Basic first aid</p>	<p>BFA1, BFA2</p> <ul style="list-style-type: none"> ●See link to external resources for further information
<p style="text-align: center;">Dan's dare</p>	<p>BS1</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 					<p style="text-align: center;">Let's have a tidy up (OPTIONAL)</p> <p>See SCARF online for resources.</p>	<p style="text-align: center;">Getting on with your nerves!</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Demonstrate how working together in a collaborative manner can help everyone to achieve success; 		

	do a dare.								<ul style="list-style-type: none"> •Underst and and explain how the brain sends and receives message s through the nerves. 		
My special pet (OPTIONAL)	<p>MW2, MW3, MW4</p> <ul style="list-style-type: none"> •Explain some of the feelings someone might have when they lose something important to them; •Understand that these feelings are normal and a way of dealing with the situation. 										
<p>Essential Vocabulary: L1) rules, safety</p> <p>L2) friendship, falling out, making up, compromise</p> <p>L3) conflict, point of view</p>	<p>Essential Vocabulary: L1) respect, cooperation, listening skills, politeness, courtesy, manners</p> <p>L2) family, adoption, fostering, same-sex couple, blended family</p>	<p>Essential Vocabulary: L1) trust, safe, unsafe</p> <p>L2) danger (dangerous), risk (risky), feelings, strategies, consequence</p>	<p>Essential Vocabulary: L1) helper, responsible, safe, healthy</p> <p>L2) fact, opinion</p> <p>L3) volunteer, wellbeing</p> <p>L4) income, saving, spending</p>	<p>Essential Vocabulary: L1) balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy</p> <p>L2) infection, cleanliness, hygiene, rest, sleep,</p>	<p>Essential Vocabulary: L1) relationships, positive, healthy, trust, caring</p> <p>L2) personal space, body space, invade, uncomfortable, stop, respect, touch</p>						

<p>L4) cooperate, collaborate</p> <p>L5) strategies, point of view, calm, apologise, listen, making up</p> <p>L6) continuum, opinions, respectful, courteous, challenging</p> <p>L7) dare, persuade, feelings</p> <p>L8) responsibility, care, loss, feelings</p>	<p>L3) community, belonging</p> <p>L4) similarities, differences, identity, respect</p> <p>L5) similarities, differences, name calling, bullying</p> <p>L6) prejudice, disability, gender, race, colour, sexuality</p>	<p>L3) risk, safer</p> <p>L4) risk, browsing, phishing, search engine, fake news, internet safety</p> <p>L5) medicines, drugs, harmful, helpful, instructions</p> <p>L6) risk, drugs, cigarettes, nicotine, alcohol</p> <p>L7) decisions, risks, strategies</p>	<p>L5) earning, income</p> <p>L6) environment, waste</p> <p>L7) responsibility, environment</p>	<p>water, medicine, drug, dose, safety, instructions</p> <p>L3) intestine, vessels, veins, arteries, lungs, liver</p> <p>L4) debate, discussion, continuum, courteous, respectful, justify</p> <p>L5) goals, ambition, improve, achieve</p> <p>L6) goal-setting, talents, skills, intelligence</p> <p>L7) collaboration, cooperation, teamwork</p>	<p>L3) internet safety, private, public, profile, personal information</p> <p>L4) secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk</p> <p>L5) egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina, period/menstruation, pad, tampon, menstruation cup, breasts, genitals, testicles, womb, wet dream, penis, mammals, fertilise, birth, hips, periods, spots, sweat, pubic hair, cervix, menstrual cycle, fertilise, menstruation</p> <p>If using the film clips, the following words are also used: pregnant, fertilised egg</p>
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At the End of Year Four

Me and My Relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
Human machines	RR2 ●Demonstrate strategies for working on a collaborative task; ●Define successful qualities of teamwork and collaboration.	Can you sort it?	CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4 ●Define the terms 'negotiation' and 'compromise'; ●Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	Danger, risk or hazard?	OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2 ●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.	Who helps us stay healthy and safe?	PHF4 ●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.	What makes me ME! (formerly Diversity World)	RR1, RR2, RR4 ●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.	Moving house	MW2, MW3, MW9 ●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.
Ok or not ok? (1)	CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3 ●Explain what we mean by a 'positive, healthy relationship'; ●Describe some of the qualities that they admire in others.	What would you do?	FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1 ●List some of the ways that people are different to each other (including differences of race, gender, religion); ●Recognise potential consequences of aggressive behaviour;	How dare you?	CF5, RR4, RR6, OR2, BS1, BS6, MW4 ●Define what is meant by the word 'dare'; ●Identify from given scenarios which are dares and which are not; ●Suggest strategies for managing dares.	It's your right	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Understand that humans have rights and also need to respect the rights of other; ●Identify some rights and also need to respect the rights of	Making choices	CF2, RR1, OR4 ●Give examples of choices they make for themselves and choices others make for them;	My feelings are all over the place!	FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1 ●Name some positive and negative feelings; ●Suggest reasons why young people sometimes fall out with their parents; ●Take part in a role play

			<ul style="list-style-type: none"> ●Suggest strategies for dealing with someone who is behaving aggressively. 				others that come with these rights.			practising how to compromise.	
Ok or not ok? (2)	<p>CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3</p> <ul style="list-style-type: none"> ●Recognise that there are times when they might need to say 'no' to a friend; ●Describe appropriate assertive strategies for saying 'no' to a friend. 	The people we share our world with	<p>FPC3, CF3, RR1, RR2, RR5</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, customs and festivals); ●Define the word respect and demonstrate ways of showing respect to others' differences. 	Keeping ourselves safe	<p>CF3, CF5, RR4, RR6, OR3, DAT1</p> <ul style="list-style-type: none"> ●Describe stages of identifying and managing risk; ●Suggest people they can ask for help in managing risk. 	How do we make a difference?	<p>RR3, RR5, OR2, OR3, BS2</p> <ul style="list-style-type: none"> ●Understand the reason we have rules; ●Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); ●Recognise that everyone can make a difference within a democratic process. 	SCARF hotel (formerly Diversity World Hotel)	<p>PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3</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; ●Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	All change!	<p>BS7, CAB1</p> <ul style="list-style-type: none"> ●Identify parts of the body that males and females have in common and those that are different; ●Know the correct terminology for their genitalia; ●Understand and explain why puberty happens.

<p>An email from Harold!</p>	<p>CF2, CF3, MW3, MW6, MW7</p> <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>That is such a stereotype!</p>	<p>RR7, OR5, ISH2, ISH5, ISH6</p> <ul style="list-style-type: none"> ●Understand and identify stereotypes, including those promoted in the media. 	<p>Raisin Challenge (2)</p>	<p>OR5, BS1, ISH2, ISH6</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>In the news</p>	<p>RR3, OR4, OR5, ISH2, ISH6, ISH7</p> <ul style="list-style-type: none"> ●Define the word influence; ●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>Harold's seven Rs</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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>Preparing for changes at puberty</p>	<p>CAB1, CAB2</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 periods are a normal part of puberty for girls; ●Identify some of the ways they can cope better with periods.
<p>Different feelings</p>	<p>MW1, MW2, MW3, MW4</p> <ul style="list-style-type: none"> ●Identify a wide range of feelings; ●Recognise that different people can have different feelings in the same situation; ●Explain how feelings can be linked to physical state. 	<p>Friend or acquaintance?</p>	<p>FPC1, FPC2, CF1, CF2, RR1</p> <ul style="list-style-type: none"> ●Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); ●Give examples of features of these different types of relationships, including how they 	<p>Picture Wise</p>	<p>OR3, OR5, ISH3, ISH5</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>Safety in numbers</p>	<p>RR5, RR6, BS7</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 outcomes of situations by their actions. 	<p>My school community (1)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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; 	<p>Secret or surprise?</p>	<p>RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3</p> <ul style="list-style-type: none"> ●Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ●Recognise how different surprises and secrets might make them feel;

			influence what is shared.						●Identify qualities and attributes of people who support the school community.		●Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
When feelings change (OPTIONAL)	MW3, MW4 ●Demonstrate a range of feelings through their facial expressions and body language; ●Recognise that their feelings might change towards someone or something once they have further information.	Islands	CF5, RR8, BS1, BS3, BS5, MW4 ●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.	Medicines: check the label	DAT1, HP5 ●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).	Harold's expenses (OPTIONAL)	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Define the terms 'income' and 'expenditure'; ●List some of the items and services of expenditure in the school and in the home; ●Prioritise items of expenditure in the home from most essential to least essential.	Basic first aid	BFA1, BFA2 See link to external resources for further information	Together	FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1 ●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 style="text-align: center;">Under pressure</p>	<p>RR1, RR6, MW8, ISH5</p> <ul style="list-style-type: none"> ● Give examples of strategies to respond to being bullied, including what people can do and say; ● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 			<p style="text-align: center;">Know the norms (formerly Tell Mark II) (OPTIONAL)</p>	<p>HE3, DAT1</p> <ul style="list-style-type: none"> ● Understand some of the key risks and effects of smoking and drinking alcohol; ● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<p style="text-align: center;">Why pay taxes?</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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 style="text-align: center;">Traffic lights (OPTIONAL)</p>	<p>OR3, OR5, ISH3</p> <ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology. 	<p style="text-align: center;">Logo quiz (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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.				
Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:
<p>L1) collaborate, collaboration, collaborative, teamwork</p> <p>L2) positive, healthy, relationship, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate</p> <p>L3) friendly, rude, aggressive, consequences, face-to-face, assertive, compromise, respectful</p> <p>L4) feelings, physical effects, sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered</p> <p>L5) feelings, physical effects</p>	<p>L1) negotiation, compromise</p> <p>L2) aggressive, apologise</p> <p>L3) similarities, differences, respect</p> <p>L4) stereotype</p> <p>L5) sharing, acquaintances</p> <p>L6) body space, invade</p>	<p>L1) danger, dangerous, risk, risky, hazard, hazardous</p> <p>L2) dare, assertive</p> <p>L3) persevere</p> <p>L4) influence, consequences</p> <p>L5) privacy, privacy settings, security</p> <p>L6) medicine, drug</p> <p>L7) choices, social norm</p> <p>L8) privacy, personal information, online safety</p>	<p>L1) being responsible, reliable, trustworthy</p> <p>L2) safe, healthy, rules, laws, rights, responsibility, United Nations</p> <p>L3) rules, democracy</p> <p>L4) influence, opinion, respectful, courteous</p> <p>L5) anti-social behaviour, witness</p> <p>L6) income, expenditure, essential</p> <p>L7) income tax, national insurance, VAT, deductions, public services</p> <p>L8) environment, conservation</p>	<p>L1) individual, unique</p> <p>L2) choices</p> <p>L3) balanced diet, wellbeing, mental health</p> <p>L4) refuse, reduce, re-use, rot, recycle, repair, re-think</p> <p>L5) community</p> <p>L6) first aid, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald</p> <p>L7) volunteer, wellbeing, connect, be active, be mindful, get creative, give to others</p>	<p>L1) learning line, practice</p> <p>L2) compromise, hormones, puberty, feelings, independence, conflict</p> <p>L3) puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, semen, legal age of consent, marriage If using the film clips, the following words are also used: Puberty for boys, facial hair, underarm hair, sweat, body odour, wet dreams, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, spots, acne, breast growth, reproduction, testosterone, mood swings, sexual, feelings/horny, romantic/sexual interest, privacy Puberty for girls:</p>				

<p>L6) facial expressions, body language</p> <p>L7) unkind, tease, bully, pressure, independent</p>					<p>hair removal, growth spurt, wider hips, breast growth, underarm hair, sweat, acne</p> <p>All about getting your period: endometrium (uterus lining), foetus, headache, stomach ache, cramps</p> <p>L4) puberty, menstrual cycle, eggs, periods, menstruation, period/menstruation, pad, tampons, menstruation cup, wet dreams, testicles, sperm, semen, hips, periods, spots, sweat, genitals, pubic hair, voice deepens, testicles, ovaries, penis, breasts, vagina, fallopian tube, cervix, lining of the uterus, pads, tampons, menstrual cup</p> <p>If using the film clip, the following words are also used: Menstruation , fertilised egg, pregnant, What is a wet dream? ejaculate, nocturnal emission, whitish fluid, wet , lubricated, vulva, slippery, sexual nature, felt good, pee, sheets, laundry, guilty,</p>
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					embarrassed, normal, natural L5) secret, surprise, uncomfortable feelings L6) marriage, live together, civil partnership, forced marriage
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At the End of Year Five											
Me and My Relationships		Valuing differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
Collaboration challenge	Wider PSHE curriculum (not covered by DfE statutory requirements)	Qualities of friendship	CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Stop bullying	RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	What's the story?	ISH6, PHF2, PHF3, HE1	It all adds up	Wider PSHE curriculum (not covered by DfE statutory requirements)	How are you feeling?	MW2, MW3, MW4
	<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. 		<ul style="list-style-type: none"> ● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end. 		<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; ● Recognise and describe the difference between online and face-to-face bullying. 		<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. 		<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, 		<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.

								sleep and exercise for the human body and its health.			
Give and take	CF2, CF3 ●Explain what is meant by the terms negotiation and compromise; ●Describe strategies for resolving difficult issues or situations.	Kind conversations	RR1, RR2, RR4, RR5 ●Rehearse active listening skills; ●Demonstrate respectfulness in responding to others; ●Respond appropriately to others.	Play, like, share	OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7 ●Reflect on what information they share offline and online; ●Recognise that people aren't always who they say they are online; ●Know how to protect personal information online.	Fact or opinion?	OR4, ISH6 ●Understand the difference between a fact and an opinion; ●Understand what biased reporting is and the need to think critically about things we read.	Different skills	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Identify their own strengths and talents; ●Identify areas that need improvement and describe strategies for achieving those improvements.	Taking notice of our feelings	BS2, BS4, BS5, BS6, BS7, BS8 ●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.
Communication (OPTIONAL)	OR2, OR3, MW8 ●Understand that online communication can be misinterpreted; ●Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Happy being me	RR1, RR2, RR3, RR4, RR5, RR6, RR7 ●Recognise some of the feelings associated with feeling excluded or 'left out'; ●Give examples of ways in which people behave when they discriminate against others	Decision dilemmas	CF5 ●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.	Mo makes a difference	MW5 ●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.	My community (2)	Wider PSHE curriculum (not covered by DfE statutory requirements) ●State what is meant by community; ●Explain what being part of a school community means to them; ●Suggest ways of improving the	Dear Ash	FPC6, BS2, BS3, CAB1, CAB2 ●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.

			who are different from them; ●Understand the importance of respecting others, even when they are different from themselves.						school community.		
How good a friend are you?	CF1, CF2, CF3, CF4, MW1, MW2, MW3 ●Demonstrate how to respond to a wide range of feelings in others; ●Give examples of some key qualities of friendship; ●Reflect on their own friendship qualities.	The land of the red people	FPC3, CF3, RR1, RR2, RR4, RR5 ●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.	Emma's diary dilemma	CF5, RR2, RR4, RR5, RR8, BS1, BS2 ●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.	Rights, respects and duties	Wider PSHE curriculum (not covered by DfE statutory requirements) ●Define the differences between respect, rights and duties; ●Discuss what can make them difficult to follow; ●Identify the impact on individuals and the wider community if duties are not carried out.	Independence and responsibility	BS1 ●Identify people who are responsible for helping them stay healthy and safe; ●Identify ways that they can help these people.	Growing up and changing bodies	CAB2 ●Identify some products that they may need during puberty and why; ●Know what menstruation is and why it happens.

<p style="text-align: center;">Relationship cake recipe</p>	<p>CF2, CF3, CF4, CF5, RR3, RR4, RR5</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 style="text-align: center;">Is it true?</p>	<p>RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6</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 sex, gender identity, gender expression and sexual orientation. 	<p style="text-align: center;">Jay's dilemma vaping (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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 style="text-align: center;">Spend wisely</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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 style="text-align: center;">Star qualities</p>	<p>ISH4</p> <ul style="list-style-type: none"> ●Describe 'star' qualities of celebrities as portrayed by the media; ●Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ●Describe 'star' qualities that 'ordinary' people have. 	<p style="text-align: center;">Changing bodies and feelings</p>	<p>BS7, CAB1</p> <ul style="list-style-type: none"> ●Know the correct words for the external sexual organs; ●Discuss some of the myths associated with puberty.
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<p>Our emotional needs</p>	<p>MW2, MW3, MW4, MW9, MW10</p> <ul style="list-style-type: none"> ●Recognise basic emotional needs, understand that they change according to circumstance; ●Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	<p>Stop, start stereotypes</p>	<p>RR1, RR6, RR7</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. 	<p>Would you risk it?</p>	<p>BS1</p> <ul style="list-style-type: none"> ●Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ●Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	<p>Lend us a fiver</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Define the terms loan, credit, debt and interest; ●Suggest advice for a range of situations involving personal finance. 	<p>Basic first aid, including Sepsis Awareness</p>	<p>BFA1, BFA2</p> <ul style="list-style-type: none"> ●See link to external resources for further information 	<p>Help! I'm a teenager – get me out of here!</p>	<p>FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1</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.
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<p>Being assertive</p>	<p>CF2, CF3, CF5, RR1</p> <ul style="list-style-type: none"> ●Identify characteristics of passive, aggressive and assertive behaviours; ●Understand and rehearse assertiveness skills. 	<p>It could happen to anyone (OPTIONAL)</p>	<p>CF1, CF2, CF3, CF5</p> <ul style="list-style-type: none"> ●Identify the consequences of positive and negative behaviour on themselves and others; ●Give examples of how individual/group actions can impact on others in a positive or negative way. 	<p>'Thinking' about habit</p>	<p>DAT1</p> <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>Local councillor (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Explain some of the areas that local councils have responsibility for; ●Understand that local Councillors are elected to represent their local community. 			<p>Dear Hetty (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Explain how someone might feel when they are separated from someone or something they like; ●Suggest ways to help someone who is separated from someone or something they like.
				<p>Drugs: true or false (OPTIONAL)</p>	<p>DAT1</p> <ul style="list-style-type: none"> ●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. 						

				Smoking: what is normal? (OPTIONAL)	ISH6, DAT1 ●Understand the actual norms around smoking and the reasons for common misperceptions of these.					
Essential Vocabulary: L1) collaborate L2) negotiation, compromise, conflict, resolution L3) non-verbal, body language, tone of voice, face-to-face L4) insensitive, sensitive L5) unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe	Essential Vocabulary: L1) friendship, talking, listening L2) listening skills, respect L3) excluded, discrimination, prejudice L4) metaphor, diverse, multicultural society L5) sex, sexual orientation, gender identify, gender expression L6) prejudice, biological sex, sexual orientation, gender identity gender expression, verbal abuse, physical abuse	Essential Vocabulary: L1) bullying, cyberbullying L2) personal information, privacy settings L3) assessing risk, pressure, influence, risk taking L4) dare, pressure, resist pressure L5) substance, stimulant L6) risk taking, assertive L7) habit, addiction	Essential Vocabulary: L1) responsibility L2) fact, opinion, biased, unbiased L3) voluntary group, community group, pressure (action) group L4) rights, responsibility, duties L5) costs, wages, salaries, rent, Fair Trade L6) borrow, loan, credit, debit, interest	Essential Vocabulary: L1) organs, body systems L2) perseverance, commitment, resilience, determination, patience, interpersonal skills L3) community, school community L4) independence, responsibility L5) personal qualities, celebrities L6) life skill, sepsis	Essential Vocabulary: L1) wellbeing, resilience L2) trust, resilience, unwanted attention, unwanted touch L3) in confidence, break a confidence, confidential, scrotum, testicles, foreskin, anus, wet dream, erection, stretch marks, crush, height gain, penis, weight gain, masturbation, wearing a bra, body anxiety, hair removal, FGM/cuts to the vulva, wet dreams					

<p>L6) emotions, emotional needs</p> <p>L7) assertive, passive, aggressive</p>	<p>L7) embarrassed, reactions, consequences</p>	<p>L8) drugs, cigarettes, alcohol</p> <p>L8) norms, perception</p>	<p>L7) public services, council, vote, elections, councillors</p>		<p>L4) pubic hair, clitoris, vulva, vaginal opening, urinary opening, lips (labia), penis, menstruation cup, period protection, sweat, washing, body confidence, emotions, spots, hair removal, body autonomy, vaginal discharge, involuntary erections, wet dreams, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, height gain, periods, pubic hair, FGM/cuts to vulva, menstruation, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products</p> <p>If using film clip: Taking care of your body, body odour, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean underwear, acne, pimples, zits, acne cream, medication, doctor, hair growth, pubic hair, under arm, chest hair, hair removal, sleep, exercise, healthy food</p>
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					<p>L5) puberty, genitalia, semen, menstruation, period, period/menstruation pads, tampon, managing feelings</p> <p>L6) hormones, compromise, respect, mood swings, conflict, puberty, emotional changes</p> <p>L7) separation, fostered</p>
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At the End of Year Six											
Me and My Relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being My Best		Growing and Changing	
Working together	Wider PSHE curriculum (not covered by DfE statutory requirements)	Ok to be different	CF2, RR1, RR6, BS1, MW3	Think before you click!	RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Two sides to every story	RR7, ISH6	This will be your life	Wider PSHE curriculum (not covered by DfE statutory requirements)	I look great!	RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1
	<ul style="list-style-type: none"> ● Demonstrate a collaborative approach to a task; ● Describe and implement the skills needed to do this. 		<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. 		<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. 		<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. 		<ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these. 		<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.
Let's negotiate (OPTIONAL)	Wider PSHE curriculum (not covered by DfE statutory requirements)	We have more in common than not	RR1, RR5, RR6, OR2	It's a puzzle (OPTIONAL)	RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	'Fakebook' friends	RR8, OR1, MW1, ISH4, ISH6	Our recommendations	Wider PSHE curriculum (not covered by DfE statutory requirements)	Media manipulation	RR1, RR4, RR7, OR1, ISH2, ISH5
	<ul style="list-style-type: none"> ● Explain what is meant by the terms 'negotiation' and 'compromise'; ● Suggest positive strategies for negotiating and compromising within a 		<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; 		<ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology. 		<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 		<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. 		<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

	collaborative task; ●Demonstrate positive strategies for negotiating and compromising within a collaborative task.		●Demonstrate ways of offering support to someone who has been bullied.				are much more balanced in real life, with positives and negatives.			gender portrayals of people.	
Solve the friendship problem	CF2, CF3, CF4, CF5 ●Recognise some of the challenges that arise from friendships; ●Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	Respecting differences	RR1, RR2, RR3, RR5 ●Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	To share or not to share?	OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7 ●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.	What's it worth?	Wider PSHE curriculum (not covered by DfE statutory requirements) ●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 interest.	What's the risk? (1)	CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1 ●Identify risk factors in a given situation (involving alcohol); ●Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; ●Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	Pressure online	OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5 ●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 style="text-align: center;">Dan's day (OPTIONAL)</p>	<p>FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1</p> <ul style="list-style-type: none"> ●Describe the consequences of reacting to others in a positive or negative way; ●Suggest ways that people can respond more positively to others. 	<p style="text-align: center;">Tolerance and respect for others</p>	<p>RR1, RR2, RR5</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 style="text-align: center;">Rat park</p>	<p>MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1</p> <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 style="text-align: center;">Jobs and taxes (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</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 interest. 	<p style="text-align: center;">What's the risk? (2)</p>	<p>FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1</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; ●Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. 	<p style="text-align: center;">Helpful or unhelpful? Managing change</p>	<p>FPC2, FPC6, MW2, MW4, MW6, MW9</p> <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.
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<p style="text-align: center;">Behave yourself</p>	<p>RR1, RR2, RR4, RR5, RR6, BS6</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 style="text-align: center;">Advertising friendship</p>	<p>FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6</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 style="text-align: center;">What sort of drug is...?</p>	<p>HE3, DAT1</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 style="text-align: center;">Happy shoppers</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●Recognise and explain that different jobs have different levels of pay and the factors that influence this; ●Explain the different types of tax (income tax and VAT) which help to fund public services; ●Evaluate the different public services and compare their value. 		<p>BFA1, BFA2</p> <ul style="list-style-type: none"> ●See link to external resources for further information 	<p style="text-align: center;">Is it normal?</p>	<p>RR1, BS7, CAB1, CAB2</p> <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.
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<p style="text-align: center;">Assertiveness skills</p>	<p>CF5, RR2, RR4, RR5, RR8</p> <ul style="list-style-type: none"> ●List some assertive behaviours; ●Recognise peer influence and pressure; ●Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. 	<p style="text-align: center;">Boys will be boys? Challenging gender stereotypes</p>	<p>RR1, RR2, RR6, RR7, ISH2, ISH6</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 style="text-align: center;">Drugs: it's the law!</p>	<p>HE3, DAT1</p> <ul style="list-style-type: none"> ●Understand some of the basic laws in relation to drugs; ●Explain why there are laws relating to drugs in this country. 	<p style="text-align: center;">Action stations (OPTIONAL)</p>	<p>MW5</p> <ul style="list-style-type: none"> ●Explain what we mean by the terms voluntary, community and pressure (action) group; ●Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. 	<p style="text-align: center;">Five ways to Wellbeing project</p>	<p>MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2</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 style="text-align: center;">Making babies</p>	<p>FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2</p> <ul style="list-style-type: none"> ●Identify the changes that happen through puberty to allow sexual reproduction to occur; ●Know a variety of ways in which the sperm can fertilise the egg to create a baby; ●Know the legal age of consent and what it means.
<p style="text-align: center;">Don't force me</p>	<p>FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7</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 			<p style="text-align: center;">Alcohol: what is normal?</p>	<p>HE3, DAT1</p> <ul style="list-style-type: none"> ●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 style="text-align: center;">Project pitch (parts 1 and 2) (OPTIONAL)</p>	<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> <ul style="list-style-type: none"> ●That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; ●Continue to develop the skills 	<p style="text-align: center;">What is HIV? (OPTIONAL)</p>	<p>HP5</p> <ul style="list-style-type: none"> ●Explain how HIV affects the body's immune system; ●Understand that HIV is difficult to transmit; ●Know how a person can protect themselves from HIV. 		

	whether their parents agree.						to exercise these responsibilities.				
Acting appropriately	RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8 <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. 			Joe's story part 1 (OPTIONAL)	CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7 <ul style="list-style-type: none"> ●Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; ●Explain how these emotional needs impact on people's behaviour; ●Suggest positive ways that people can get their emotional need met. 	Democracy in Briton 1 - Elections	Wider PSHE curriculum (not covered by DfE statutory requirements) <ul style="list-style-type: none"> ●Why and how rules and laws that protect them and others are made and enforced; ●Why different rules are needed in different situations and how to take part in making and changing rules; ●Begin to understand the way in which democracy in Britain works. 				

				Joe's story part 2 (OPTIONAL)	FPC1, CF1, CF2, CF3, CF4, RR5, OR1 <ul style="list-style-type: none"> ● Understand that with independence comes responsibility ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional needs met. 	Democracy in Briton 2 – How (most) laws are made	Wider PSHE curriculum (not covered by DfE statutory requirements) <ul style="list-style-type: none"> ● Why and how rules and laws that protect them and others are made and enforced; ● Why different rules are needed in different situations and how to take part in making and changing rules. 				
							Community art (OPTIONAL)				
Essential Vocabulary: L1) collaboration, teamwork L2) negotiation, compromise L3) balanced friendship, respectful, assertive L4) sensitive, thoughtful, response L5) assertiveness, resolution	Essential Vocabulary: L1) witness, bystander, unique, positive feedback, confidence, self-esteem L2) unique, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype L3) point of view, cultural norms, respect,	Essential Vocabulary: L1) social media, parental consent, trolling, online safety, sharing L2) privacy settings, identity theft, secure L3) right to privacy, sharing online, permission, illegal, sexual images L4) habit, addiction, emotional needs	Essential Vocabulary: L1) biased, unbiased, fact, opinion, stereotype L2) social media, profile, image, online safety, sharing L3) saving, bank (building society) account, Junior ISA, interest, debit card, cash, value	Essential Vocabulary: L1) community, valued L2) aspirations, goal setting, perseverance L3) health, wellbeing, accurate, reliable, sources L4) assessing risk, weigh up, dilemma L5) assessing risk, weigh up, choices, influence	Essential Vocabulary: L1) body image, self-esteem, manipulation L2) media manipulation, stereotype, gender stereotype L3) peer pressure, right to privacy, sharing online, online safety L4) change, support, conversation, discuss						

<p>L6) assertive, peer pressure</p> <p>L7) marriage, civil partnership, forced marriage, illegal</p> <p>L8) appropriate, inappropriate, illegal</p>	<p>disrespect, body language, empathy</p> <p>L4) unique, identity, prejudice, respect, diversity, tolerance</p> <p>L5) relationships, friend, acquaintance</p> <p>L6) stereotype, gender stereotype, media influence, assumption</p>	<p>L5) drug, legal, illegal, medical, non-medical</p> <p>L6) drug laws, age restrictions, possess, supply, produce, illegal, penalties</p> <p>L7) alcohol, short-term effects, long-term effects, risks, norms</p> <p>L8) physical needs, emotional needs</p> <p>L7) independence, responsibility, conflicting emotions</p>	<p>L4) tax, income tax (PAYE), VAT, public services</p> <p>L5) environmentally, sustainable, composting, recycling, energy, materials, waste, transport, shop local, food miles, Fair Trade, reuse</p> <p>L6) voluntary group, community group, pressure (action) group, mission statement, values, beneficiary</p> <p>L7) campaign bid, mission statement, pitch, grant, beneficiary</p> <p>L8) democracy, election, manifesto, candidate, voting, policies, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP</p> <p>L9) proposal, debate, amendments, penalties, enforcement, majority, House of Commons, House of Lords, Royal Assent</p>	<p>L6) Red Cross, first aid, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive</p> <p>L7) wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give</p>	<p>L5) puberty, physical changes, emotional changes, rights, FGM, periods, mood swings, spots, voice deepening, period products, vulva</p> <p>If using film clip: Puberty and finding out who you are, identity, manage emotions, hormones, physical changes, feeling funny, sexually, start to have questions about sex, sexual reaction, friends, more independence</p> <p>L6) egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, condom, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, erections, sexual intercourse, loving relationship, adoption, surrogacy, IVF</p>
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					<p>If using film clip: <u>Reproduction Planned Parenthood</u> cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period</p> <p><u>How a baby is born</u> vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning foetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding</p> <p><u>All the different ways couples can create babies</u> queer couple, LGBTQ+, adoption, stepchildren, foster parents, artificial insemination, IVF, co maternity, surrogacy, blended family, donate, sperm, sperm bank, derogatory, homophobic</p> <p>L7) HIV, infection, immune system, virus, transmission, sharing</p>
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					needles, sexual contact, condom, prejudice Human immunodeficiency virus, illness, sexual activity, semen, vaginal fluids, medication, lifelong, condition, life threatening, sharing of, needles, blood transfusions, Human papilloma virus, cancer, vagina, womb, cervix, vaccination, antibodies
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