



Ashbury Meadow Primary School PSHE (including RSE) Curriculum Map & Overview

- SMSC
- British Values
- RSE
- LGBT+

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORAM SCARF Units		Me and My Relationships	Rights and Responsibilities	Valuing Difference	Being My Best	Growing and Changing	Keeping Myself Safe
Early Years Foundation Stage	Nursery	<ul style="list-style-type: none"> - Marvellous me (Individual Liberty) - I'm special (Individual Liberty) - People who are special to me 	<ul style="list-style-type: none"> - Looking after myself - Looking after Others - Looking after my environment 	<ul style="list-style-type: none"> - Me and my friends (Tolerance/Mutual Respect) - Friends and family (Mutual Respect) - Including everyone (Tolerance/Mutual Respect) 	<ul style="list-style-type: none"> - What does my body need? - I can keep trying - I can do it! 	<ul style="list-style-type: none"> - Growing and changing in nature - When I was a baby - People and families 	<ul style="list-style-type: none"> - People who keep me safe - Safety Indoors and Outdoors - What's safe to go into my body
	Reception	<ul style="list-style-type: none"> - All about me (Individual Liberty) - What makes me special (Individual Liberty) - Me and my special people - Who can help me? - My feelings (2 lessons) 	<ul style="list-style-type: none"> - 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 (2 lessons) 	<ul style="list-style-type: none"> - I'm special, your special (Individual Liberty/Mutual Respect/Tolerance) - Same and different (Tolerance/Mutual Respect) - Same and different families (Tolerance/Mutual Respect) - Same and different homes - I am caring (Tolerance/Mutual Respect) - I am a friend (Tolerance/Mutual Respect) 	<ul style="list-style-type: none"> - Bouncing back when things go wrong - Yes, I can! - Healthy eating - My healthy mind - Move your body - A good night's sleep 	<ul style="list-style-type: none"> - Seasons - Life stages – plants, animals, humans - Life stages – Human life stage – who will I be? - Where do babies come from? - Getting bigger - Me and my body 	<ul style="list-style-type: none"> - What's safe to go into my body? - Keeping myself safe – What's safe to go into my body? (including medicines) - Safe indoors and outdoors - Listening to my feelings - Keeping safe online - People who help keep me safe
Key Stage 1	Year 1	<ul style="list-style-type: none"> - Why we have classroom rules (Rule of Law) - How are you listening? (Tolerance) - Thinking about feelings - Our feelings - Feelings and bodies - Good friends 	<ul style="list-style-type: none"> - Harold has a bad day - Around and about the school - Taking care of something (Mutual Respect) - Harold's money - How should we look after our money? - Basic first aid – What is first aid? (British Red Cross Resources) 	<ul style="list-style-type: none"> - Same or different? (Tolerance/Mutual Respect/Individual Liberty) - Unkind, tease or bully? - Harold's school rules (Rule of Law) - It's not fair! (Rule of Law/Tolerance/Mutual Respect) - Who are our special people? - Our special people balloons 	<ul style="list-style-type: none"> - 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 the praise! 	<ul style="list-style-type: none"> - Healthy me - Taking care of a baby - Then and now - Who can help - Surprises and secrets - Keeping privates private 	<ul style="list-style-type: none"> - Super sleep - Who can help - Good or bad touches? - Sharing pictures - What could Harold do? - Harold loses Geoffrey

	Year 2	<ul style="list-style-type: none"> - Our ideal classroom (Rule of Law) - How are you feeling today? - Let's all be happy! - Being a good friend (Mutual Respect) - Types of bullying - Don't do that! (Rule of Law) - Bullying or teasing? (if times allows) (Mutual Respect) 	<ul style="list-style-type: none"> - Getting on with others (Mutual Respect/Rule of Law) - When I feel like erupting - Feelings safe - Playing games - Harold saves for something special - How can we look after our environment? 	<ul style="list-style-type: none"> - What makes us who we are? (Tolerance/Mutual Respect/Individual Liberty) - My special people - How do we make others feel? (Mutual Respect) - When someone is feelings left out (Mutual Respect/Tolerance) - An act of kindness (Tolerance/Mutual Respect) - Solve the problem (Tolerance/Mutual Respect) 	<ul style="list-style-type: none"> - You can do it! - My day - Harold's postcard – helping us to keep clean and healthy - Harold's bathroom - What does my body do? - Basic First Aid – Getting Help (St John's Ambulance Resources) 	<ul style="list-style-type: none"> - A helping hand - Sam moves away - Haven't you grown! - My body, your body - Respecting privacy - Some secrets should never be kept 	<ul style="list-style-type: none"> - Harold's picnic (Rule of Law) - How safe would you feel? - What should Harold say? - I don't like that! - Fun or not? - Should I tell?
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> - As a rule (Democracy/Rule of Law) - Looking after our special people - How can we solve this problem? (Mutual Respect) - Friends are special - Thanks (Tolerance/ Mutual Respect) - Dan's dare - My special pet 	<ul style="list-style-type: none"> - Helping each other stay safe (Mutual Respect) - Recount task - Our helpful volunteers - Harold's environment project - Can Harrold afford it? - Earning money - Harold's environment project 	<ul style="list-style-type: none"> - Respect and challenge (Tolerance/Mutual Respect) - Family and friends (Tolerance/ Mutual Respect) - My community - Our friends and neighbours (Tolerance/ Mutual Respect) - Let's celebrate our differences (Tolerance/ Mutual Respect) - Zeb (Tolerance/Individual Liberty) 	<ul style="list-style-type: none"> - Derek cooks dinner! (healthy eating) - Poorly Harold - Body team work - For or against? (Tolerance/ Mutual Respect) - I am fantastic! (Individual Liberty) - Top talents (Individual Liberty) 	<ul style="list-style-type: none"> - Relationship tree (Mutual Respect) - Body space (Mutual Respect) - None of your business! - Secret or surprise? - My changing body - Basic first aid – Bites & Stings (St John's Ambulance Resources) 	<ul style="list-style-type: none"> - Safe or unsafe? - Danger or risk? - The risk robot - Super searcher - Help or harm? - Alcohol and cigarettes: the facts
	Year 4	<ul style="list-style-type: none"> - Human machines (Mutual Respect) - Ok or not ok? (2 lessons) - An email from Harold! - Different feelings (Mutual Respect) - Under pressure (Mutual Respect/Individual Liberty) - When feelings change 	<ul style="list-style-type: none"> - Who helps us stay healthy and safer? - It's your right (Rule of Law/ Mutual Respect) - How do we make a difference? (Democracy/ Mutual Respect/Rule of Law) - In the news! - Safety in numbers - Why pay taxes? - Harold's expenses 	<ul style="list-style-type: none"> - Can you sort it? (Tolerance) - What would I do? (Individual Liberty) - The people we share our world with (Tolerance) - That is such a stereotype! (Mutual Respect/Individual Liberty) - Friend or acquaintance? (Tolerance/ Mutual Respect/Individual Liberty) - Islands (Rule of Law) 	<ul style="list-style-type: none"> - What makes me ME! (Tolerance/Individual Liberty) - Making choices (Rule of Law) - SCARF hotel - Harold's seven Rs - My school community (I) - Basic first aid – Asthma (St John's Ambulance Resources) 	<ul style="list-style-type: none"> - Moving house - My feelings are all over the place! - All change! - Preparing for changes at puberty - Secret or surprise? - Together (Rule of Law) 	<ul style="list-style-type: none"> - Danger, risk or hazard? - How dare you! - Keeping ourselves safe - Raisin challenge (2) (Tolerance) - Picture wise - Medicines: check the label

Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> - Collaboration challenge! - Give and take (Mutual Respect) - How good a friend are you? (Mutual Respect) - Relationship cake recipe (Mutual Respect) - Our emotional needs - Being assertive (Mutual Respect) 	<ul style="list-style-type: none"> - What's the story? - Fact or opinion? - Mo makes a difference - Rights, responsibilities and duties - Spending wisely - Lend us a fiver! (Mutual Respect) - Local councils (Democracy/Rule of Law) 	<ul style="list-style-type: none"> - Qualities of friendship (Mutual Respect) - Kind conversations (Tolerance/ Mutual Respect) - Happy being me (Individual Liberty) - The land of the Red People (Tolerance/ Mutual Respect) - Is it true? - Stop, start, stereotypes (Rule of Law/ Mutual Respect) - It could happen to anyone 	<ul style="list-style-type: none"> - It all adds up! - Different skills (Individual Liberty) - My school community (2) - Independence and responsibility - Star qualities? (Individual Liberty) - Basic first aid – Bleeding (St John's Ambulance Resources) 	<ul style="list-style-type: none"> - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - Help! I'm a teenager – get me out of here! (Mutual Respect) 	<ul style="list-style-type: none"> - Spot bullying - Play, like, share - Decision dilemmas - Ella's diary dilemma - Vaping: Healthy or unhealthy - Would you risk it? - Drugs: true or false? (Rule of Law) - Smoking: is it normal?
	Year 6	<ul style="list-style-type: none"> - Working together - Let's negotiate - Solve the friendship problem (Mutual Respect) - Behave yourself (Individual Liberty) - Assertiveness skills - Don't force me (Rule of Law) - Acting appropriately (Rule of Law) 	<ul style="list-style-type: none"> - Two sides to every story - Fakebook friends (Individual Liberty) - What's it worth? - Happy shoppers – caring for the environment - Democracy in Britain 1 – Elections (Democracy/Rule of Law) - Democracy in Britain 2 – How (most) laws are made (Democracy/Rule of Law) - Action stations 	<ul style="list-style-type: none"> - Ok to be different (Tolerance/ Mutual Respect/Individual Liberty) - We have more in common than not (Mutual Respect) - Respecting differences (Tolerance/ Mutual Respect) - Tolerance and respect for others (Tolerance/ Mutual Respect) - Advertising friendships! - Challenging gender stereotypes 	<ul style="list-style-type: none"> - This will be your life! - Our recommendations - What's the risk (2 lessons) - Basic first aid – Allergies (St John's Ambulance Resources) - Five ways to wellbeing project 	<ul style="list-style-type: none"> - I look great! (Individual Liberty) - Media manipulation (Individual Liberty) - Pressure online (Mutual Respect) - Helpful or unhelpful? Managing change - Is it normal? - Making babies* (Rule of Law) 	<ul style="list-style-type: none"> - Think before you click - To share or not to share? (Rule of Law/ Mutual Respect) - Rat park - What sort of drug is...? (Rule of Law) - Drugs: it's the law! (Rule of Law) - Alcohol: what is normal?
	Rainbow Group	<p>KSI imatter Curriculum</p> <p>Up to Stage 2</p> <ul style="list-style-type: none"> - Getting on with others - Kind and unkind - Managing Strong Emotions - Keeping Safe Online 	<ul style="list-style-type: none"> - Harold's wash and brush up - Around and about the school - Taking care of something (Mutual Respect) - Playing games - Basic First Aid <p>*Coram Life Curriculum (Year 1/2)*</p>	<p>Up to Stage 2</p> <ul style="list-style-type: none"> - Strengths and Aspirations - Diversity - Environment - Jobs people do (including workplace gender stereotypes) 	<p>Up to Stage 2</p> <ul style="list-style-type: none"> - Taking Care of Ourselves - Feeling Unwell - Healthy Eating - Physical Activity 	<p>Up to Stage 2</p> <ul style="list-style-type: none"> - Relationships - Private Parts - Dealing with Touch - Changing bodies 	<p>Up to Stage 2</p> <ul style="list-style-type: none"> - Keeping Well and Medicines - Effects and Risks of Drugs - Drugs and Young People - Accidents and Risks - Emergency Situations
	<p>KS2 imatter Curriculum</p> <p>Up to Stage 3</p> <ul style="list-style-type: none"> - Getting on with others - Kind and unkind - Managing Strong Emotions - Keeping Safe Online 	<ul style="list-style-type: none"> - Our helpful volunteers - Helping each other stay safe - It's your right (Rule of Law) - How do we make a difference? (Mutual Respect/Rule of Law) - Harold's environment project - Basic First Aid <p>*Coram Life Curriculum (Year 3/4)*</p>	<p>Up to Stage 3</p> <ul style="list-style-type: none"> - Strengths and Aspirations - Diversity - Environment - Jobs people do (including workplace gender stereotypes) 	<p>Up to Stage 3</p> <ul style="list-style-type: none"> - Taking Care of Ourselves - Feeling Unwell - Healthy Eating - Physical Activity 	<p>Up to Stage 3</p> <ul style="list-style-type: none"> - Relationships - Private Parts - Dealing with Touch - Changing bodies 	<p>Up to Stage 3</p> <ul style="list-style-type: none"> - Keeping Well and Medicines - Effects and Risks of Drugs - Drugs and Young People - Accidents and Risks - Emergency Situations 	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
End Points: <ul style="list-style-type: none"> Recognise that we are unique Describe different feelings and use this to manage relationships Understand that every family is different and love and care for one another. 	End Points: <ul style="list-style-type: none"> Learn about taking some responsibility for 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 	End Points: <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 	End Points: <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 	End Points: <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 look like 	End Points: <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

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
End Points: <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 	End Points: <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 	End Points: <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 	End Points: <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 	End Points: <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 	End Points: <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

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe

<p>End Points: I can explain different rules we have in school. I know who to go to if I need help. I can name a variety of feelings and explain how they might make you behave.</p> <p>Composite knowledge and skills: classroom rules help everyone to follow classroom rules and be able to contribute to the school environment. I can use active listening skills to listen to others and give positive feedback, and experience how others might be feeling by reading facial expressions. I can explain how feelings and how feelings might affect people's bodies and feelings can be affected by the qualities of friendship.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Friends • Help • Rules • Family • Hurt • Safe • Listen • Feelings 	<p>End Points: 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>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people • Identify what they like about the school environment • Recognise who cares for and looks after the school environment • 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 • Explain where people get money from • List some of the things that money may be spent on in a family home • Recognise that different notes and coins have different monetary value • Explain the importance of keeping money safe • Identify safe places to keep money • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it) <p>Vocabulary:</p> <ul style="list-style-type: none"> • Clean • Environment • Routine • First aid • Spending • Litter • Danger • Safe • Help • Money • Saving 	<p>End Points: I can say ways in which people are similar/different. I can say why things sometimes seem unfair, even if they are not.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Identify the differences and similarities between people • Empathise with those who are different from them • Explain the difference between unkindness, teasing and bullying • Understand that bullying is usually quite rare • Explain some of their school rules and how those rules help to keep everybody safe • Recognise and explain what is fair and unfair, kind and unkind • Identify some of the people who are special to them • Recognise and name some of the qualities that make a person special to them • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Respect • Feelings • Different • Safe • Bully • Fair • Rules • Special people • Tease • Similar • Same • Kind 	<p>End Points: I can name a few different ideas of what I can do if I find something difficult. 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>Composite knowledge and skills:</p> <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 • 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 • Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases • Recognise that learning a new skill requires practice and the opportunity to fail, safely • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges • Give and receive positive feedback, and experience how this makes them feel • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) • Understand and explain the simple bodily processes associated with them <p>Vocabulary:</p>	<p>End Points: I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</p> <p>Composite knowledge and skills:</p> <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 • 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 • 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 • 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 • Explain the difference between a secret and a nice surprise • Identify situations as being secrets or surprises • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • 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 <p>Vocabulary:</p> <ul style="list-style-type: none"> • Adult • Heart 	<p>End Points: I can say what I can do if I have strong, but not so good feelings, to help me stay safe. I can give examples of how I keep myself healthy. I can say when medicines might be harmful.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle • Identify simple bedtime routines that promote healthy sleep • Recognise emotions and physical feelings associated with feeling unsafe • Identify people who can help them when they feel unsafe • 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 • Start thinking about who they trust and who they can ask for help • 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 • Understand that medicines can sometimes make people feel better when they're ill • Explain simple issues of safety about medicines and their use • Recognise the range of feelings that are associated with loss <p>Vocabulary:</p> <ul style="list-style-type: none"> • Air • Sleep
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	<ul style="list-style-type: none"> • Look after • Responsible 		<ul style="list-style-type: none"> • Starchy • Dairy • Protein • Sugar • Practise • Fruit • Difficult • Learning • Make mistakes • Hygiene • Spread • Water • Energy • Healthy • Vitamins • Vegetables • Germs 	<ul style="list-style-type: none"> • Brain • Stomach • Trusted • Growing • Lungs • Vulva • Penis • Learning 	<ul style="list-style-type: none"> • Exercise • Unsafe • Stop • Nervous • Internet • Medicine • Uncomfortable • Body • Feelings • Food • Water • Safe • Healthy • Private • Worried • Scared
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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
<p>End Points: I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom • 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 • Recognise, name and understand how to deal with 	<p>End Points: I can give examples of when I've used some of these ideas to help me when I am not settled. I can help other people to understand what they can do to help them settle in the classroom.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom • Explain, and be able to use, strategies for dealing with impulsive behaviour • Identify special people in the school and community who can keep them safe and know how to ask for help • Identify special people in the school and community who can keep them safe and know how to ask for help 	<p>End Points: I can say how I could help myself if I was being left out. 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>Composite knowledge and skills:</p> <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 • Identify people who are special to them • Explain some of the ways those people are special to them • Recognise and explain how a person's behaviour can affect other people • Explain how it feels to be part of a group and how it feels to be left out from a group 	<p>End Points: 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. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>Composite knowledge and skills:</p> <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 • Understand and give examples of things they can choose themselves 	<p>End Points: I can tell you who helps us grow and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something. I can give examples of how to give feedback to someone.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) • Understand and describe some of the things that people are 	<p>End Points: I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p>Composite knowledge and skills:</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell • Explain simple issues of safety about medicines and their use • Identify situations in which they would feel safe or unsafe

<p>feelings (e.g. anger, loneliness)</p> <ul style="list-style-type: none"> ● Explain where someone could get help if they were being upset by someone else's behaviour ● Recognise that friendship is a special kind of relationship ● Identify some of the ways that good friends care for each other ● 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 ● Understand and describe strategies for dealing with bullying ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Feelings ● Happy ● Teasing ● Bullied ● Care ● Repeated ● Bullying ● Friendship ● Help ● Rules ● Friendly ● Safe ● break 	<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 ● Recognise that money can be spent on items which are essential or non-essential ● Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Share ● Listen ● Calm ● Erupt ● Control ● Ask for help ● Unsettled ● Home ● School ● Feelings 	<ul style="list-style-type: none"> ● Identify groups they are part of and use strategies for helping someone who is feeling left out ● Recognise and describe acts of kindness and unkindness ● Explain how these impact on other people's feelings and suggest kind words and actions they can show to others ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Unique ● Calm ● Point of view ● Behaviour ● Listening ● Feelings ● Helpful ● Problem ● Unkind ● Respect ● Difference ● Arguments ● Kindness ● Listen ● Special people 	<p>and things that others choose for them</p> <ul style="list-style-type: none"> ● 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 ● Explain how germs can be spread and describe simple hygiene routines such as hand washing ● Understand that vaccinations can help to prevent certain illnesses ● Explain the importance of good dental hygiene and describe simple dental hygiene routines ● 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 ● Understand that the body gets energy from food, water and oxygen ● Recognise that exercise and sleep are important to health <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Achieve ● Germ ● Infection ● Rest ● Choices ● Brain ● Soap ● Vaccination ● Choose ● Water ● Large intestine ● Lungs ● Stomach ● Healthy 	<p>capable of at these different stages</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 ● Explain what privacy means and know that you are not allowed to touch someone's private belongings without their permission ● Give examples of different types of private information ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Supportive ● Loss ● Change ● Nipples ● Food ● Feelings ● Help ● Forward ● Growing ● Penis ● Vulva ● Care ● Goodbye ● Upset ● Safe 	<ul style="list-style-type: none"> ● Suggest actions for dealing with unsafe situations including who they could ask for help ● 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 ● 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 and identify who they can talk to if someone touches them in a way that makes them feel uncomfortable ● 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 ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Medicines ● Feelings ● Tell ● Safe ● Touch ● Worried ● Secret ● Surprise ● Unsafe ● Private ● Uncomfortable
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			<ul style="list-style-type: none"> • Energy • Small intestine • Exercise • Oxygen 	<ul style="list-style-type: none"> • Someone you trust
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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
<p>End Points: I can usually accept the views of others and understand that we don't always agree with each other. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain why we have rules • Explore why rules are different for different age groups, in particular for internet-based activities • Suggest appropriate rules for a range of settings • Consider the possible consequences of breaking the rules • Identify people who they have a special relationship with and suggest strategies for maintaining a positive relationship with their special people • Rehearse and demonstrate simple strategies for resolving given conflict situations • 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 	<p>End Points: I can say some ways of checking whether something is a fact or just an opinion. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy and suggest ways they can help these people • 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 • 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 • 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 • Explain that people earn their income through their jobs • Understand that the amount people get paid is due to a range 	<p>End Points: I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>Composite Knowledge and Skills:</p> <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 • Recognise that there are many different types of family • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • 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 • 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 	<p>End Points: I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide benefits the body • Explain what is meant by the term 'balanced diet' • Give examples what foods might make up a healthy balanced meal • 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 and medical and non-medical ways of treating an illness • 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>End Points: I can name a few things that make a positive relationship and some things that make a negative relationship. 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. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify different types of relationships • Recognise who they have positive healthy relationships with • 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 • 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 	<p>End Points: I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe • Identify people who can help if a situation is unsafe and suggest strategies for keeping safe • Define the words danger and risk and explain the difference between the two • Demonstrate strategies for dealing with a risky situation • Identify risk factors in given situations and suggest ways of reducing or managing those risks • Evaluate the validity of statements relating to online safety • Recognise potential risks associated with browsing online • Give examples of strategies for safe browsing online • Understand that medicines are drugs and suggest ways that they can be helpful or harmful • Identify some key risks from and effects of cigarettes and alcohol

<p>achieve success</p> <ul style="list-style-type: none"> ● Identify qualities of friendship ● Suggest reasons why friends sometimes fall out ● Rehearse and use, now or in the future, skills for making up again ● Express opinions and listen to those of others ● Consider others' points of view ● Practice explaining the thinking behind their ideas and opinions ● Explain what a dare is ● Understand that no-one has the right to force them to do a dare ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Apologise ● Respect ● Disagree ● Responsibility ● Calm ● Disputes ● Arguments ● Feelings ● Persuade ● Friendship ● Opinions ● Listening ● Family ● Falling out ● Special people 	<p>of factors (skill, experience, training, level of responsibility etc.)</p> <ul style="list-style-type: none"> ● Explain that people earn their income through their jobs ● Understand that the amount people get paid is due to a range of factors ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Online ● False ● Check ● Safe ● Parent ● Carer ● Adult ● Search ● Fact ● Opinion 	<p>backgrounds need in order to get on together</p> <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; ● Understand and explain some of the reasons why different people are bullied ● Explore why people have prejudiced views and understand what this is <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Family ● Different ● Name calling ● Prejudice ● Tolerance ● Community ● Strangers ● Bullying ● Differences ● Belonging ● Respect ● Identity ● Similarities 	<ul style="list-style-type: none"> ● Develop skills in discussion and debating an issue ● Demonstrate their understanding of health and wellbeing issues that are relevant to them ● Empathise with different viewpoints ● Make recommendations, based on their research ● 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 ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Achieve ● Fruit ● Medicine ● Bones ● Goal-setting ● Muscles ● Skills ● Teeth ● Balanced diet ● Talents ● Improve ● Practise ● Sleep ● Healthy ● Starchy ● Carbohydrates ● Dairy 	<ul style="list-style-type: none"> ● Identify what constitutes personal information and when it is not appropriate or safe to share this ● 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 information of themselves or others occurs ● 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 ● 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>Vocabulary:</p> <ul style="list-style-type: none"> ● Angry ● Penis ● Relationships ● Body ● Space ● Touch ● Assertive 	<ul style="list-style-type: none"> ● Know that most people choose not to smoke cigarettes ● Define the word 'drug' and understand that nicotine and alcohol are both drugs ● Demonstrate strategies for assessing risks ● Understand and explain decision-making skills ● Understand where to get help from when making decisions <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Alcohol ● Personal details ● Risk (risky) ● Internet safety ● Cigarettes ● Private ● Nicotine ● Trust ● Medicines ● Public ● Unsafe ● Search engine ● Harmful ● Situation ● E-cigarettes ● Vapes
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			<ul style="list-style-type: none"> ● Exercise ● Vegetables 	<ul style="list-style-type: none"> ● Vagina ● Jealous ● Womb ● Period/menstruation pad ● Trust ● Lining ● Respect ● Breasts ● Uncomfortable ● Genitals ● Upset ● Egg ● Healthy ● Puberty ● Testicles 	
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Me and My Relationships</p> <p>End Points: I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Demonstrate strategies for working on a collaboratixe task ● Define successful qualities of teamwork and collaboration ● Explain what we mean by a 'positive, healthy relationship' ● Describe some of the qualities that they admire in others ● Recognise that there are times when they might need to say 'no' to a friend ● Describe appropriate assertive 	<p>Topic: Rights and Responsibilities</p> <p>End Points: 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. 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. I can give examples of these decisions and how they might relate to me.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Explain how different people in the school and local community help them stay healthy and safe ● Define what is meant by 'being responsible' ● Describe the various responsibilities of those who help them stay healthy and safe 	<p>Topic: Valuing Difference</p> <p>End Points: I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise' ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise ● List some of the ways that people are different to each other (including differences of race, gender, religion) ● Recognise potential consequences of aggressive behaviour and suggest strategies for dealing with someone who is 	<p>Topic: Being My Best</p> <p>End Points: I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Identify ways in which everyone is unique and 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 ● Give examples of choices they make for themselves and choices others make for them ● Recognise that there are times when they will make the same choices as their friends and 	<p>Topic: Growing and Changing</p> <p>End Points: I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Describe some of the changes that happen to people during their lives ● Explain how the Learning Line can be used as a tool to help them manage change more easily ● Suggest people who may be able to help them deal with change ● Name some positive and negative feelings and suggest reasons why young people sometimes fall out with their parents 	<p>Topic: Keeping Myself Safe</p> <p>End Points: I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. 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. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them ● Identify situations which are either dangerous, risky or hazardous and suggest simple strategies for managing risk

<p>strategies for saying 'no' to a friend</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 Identify a wide range of feelings and recognise that different people can have different feelings in the same situation Explain how feelings can be linked to physical state 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 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 	<ul style="list-style-type: none"> Suggest ways they can help the people who keep them healthy and safe 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 others that come with these rights Understand the reason we have rules and 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 Define the word influence and 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 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>behaving aggressively</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 Understand and identify stereotypes, including those promoted in the media 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 influence what is shared Understand that they have the right to protect their personal body space Recognise how others' non-verbal signals indicate how they feel when people are close to their body space Suggest people they can talk to if they feel uncomfortable with other people's actions towards them 	<p>times when they will choose differently</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 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 Define what is meant by the word 'community' Suggest ways in which different people support the school community Identify qualities and attributes of people who support the school community 	<ul style="list-style-type: none"> Take part in a role play practising how to compromise 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 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 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 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 	<ul style="list-style-type: none"> Define what is meant by the word 'dare' Identify from given scenarios which are dares and which are not and suggest strategies for managing dares Describe stages of identifying and managing risk and suggest people they can ask for help in managing risk 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 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 Understand that medicines are drugs and explain safety issues for medicine use Suggest alternatives to taking a medicine when unwell and suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)
<p>Vocabulary:</p> <ul style="list-style-type: none"> Ignored Delighted Teasing Calm Confident Feelings Compromise Body language Emotions Frightened Excluded Collaborate Pressure Bullying Joyful 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Anti-social behaviour Media United Nations Rights Spending Reduce Influence Environment Public services Income tax Negative 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Challenge Stereotype Negotiate Unique Positive Compromise Label Prejudice Differences Invade Similarities Respect 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Accident Emergency Affect Balanced diet Recycle Breathing Community Repair Reduce Creative Give to others Injury Exercises Choices Wound Mental health 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Breasts Testicles Womb Choice Civil partnership Uncomfortable feelings Menstruation Vagina 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Hazard Risky Liver Decisions Choices Danger Situation Influence Alcohol Consequences Lungs Brain Dare

<ul style="list-style-type: none"> Excited Respectful Scared Alone Worried Lonely 	<ul style="list-style-type: none"> Recycling Essential Actions Positive Community Responsibility Reuse Volunteer School Council 		<ul style="list-style-type: none"> Active First aid Repair Connect Future Choking wellbeing Be mindful 	<ul style="list-style-type: none"> Vulva Compromise Share Ovaries Wet dreams 	<ul style="list-style-type: none"> Drug Harmful Cigarettes Vapes E-cigarettes Downloaded
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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
<p>End Points: I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> Explain what collaboration means Give examples of how they have worked collaboratively Describe the attributes needed to work collaboratively Explain what is meant by the terms negotiation and compromise Describe strategies for resolving difficult issues or situations 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 Demonstrate how to respond to a wide range of feelings in 	<p>End Points: I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. 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 example of some of the things they have to allocate money for.</p> <p>Composite Knowledge and Skills:</p> <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 Understand the difference between a fact and an opinion Understand what biased reporting is and the need to think critically about things we 	<p>End Points: I can give examples of different faiths and cultures and positive things about having these differences. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> Define some key qualities of friendship and ways of making a friendship last Explain why friendships sometimes end Rehearse active listening skills Demonstrate respectfulness in responding to others Respond appropriately to others 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 who are different from them Understand the importance of respecting others, even when they are different from themselves 	<p>End Points: I can give an example of when I have had increased independence and how that has also helped me to show responsibility. 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>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> Know the basic functions of the four systems covered and know they are inter-related Explain the function of at least one internal organ Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health Identify their own strengths and talents Identify areas that need improvement and describe strategies for achieving those improvements State what is meant by community and explain what being part of a school community means to them Suggest ways of improving the school community 	<p>End Points: I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> <p>Composite Knowledge and Skills:</p> <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 Identify people who can be trusted Describe strategies for dealing with situations in which they would feel uncomfortable Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe 	<p>End Points: I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Recognise and describe the difference between online and face-to-face bullying 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 Recognise which situations are risky Explore and share their views about decision making when faced with a risky situation

<p>others</p> <ul style="list-style-type: none"> • Give examples of some key qualities of friendship • Reflect on their own friendship qualities • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help • 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 • Identify characteristics of passive, aggressive and assertive behaviours • Understand and rehearse assertiveness skills <p>Vocabulary:</p> <ul style="list-style-type: none"> • Collaborate • Aggressive • Resolution • Conflict • Pressure • Emotional needs • Passive • Assertiveness • Negotiation • Unsafe • Compromise • Body language • Respect • Uncomfortable touches • Qualities • Unhealthy relationship 	<p>read</p> <ul style="list-style-type: none"> • 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 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 • State the costs involved in producing and selling an item and suggest questions a consumer should ask before buying a product • Define the terms loan, credit, debt and interest and suggest advice for a range of situations involving personal finance <p>Vocabulary:</p> <ul style="list-style-type: none"> • Councillors • Environment • Rights • Responsibilities • Debit • Costs • Borrow • Credit • Health • Community group • Public services • Loan • Council • Exercise • Vote • Duties • Sustainable 	<ul style="list-style-type: none"> • Identify and describe the different groups that make up their school/wider community/other parts of the UK • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • 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 • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Multicultural society • Compare • Point of view • Stereotype • Discrimination • Diverse • Racism • False impression • Respect • Prejudice • Similarities • Excluded • Conflict • Celebrate 	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Perseverance • Media-influence • Kindness • Celebrities • Independence • Patience • Resilience • Consideration • Confidence • Personal qualities 	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why • Know what menstruation is and why it happens • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty • Recognise how our body feels when we're relaxed • List some of the ways our body feels when it is nervous or sad • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you <p>Vocabulary:</p> <ul style="list-style-type: none"> • Respect • Well-being • Trust • Hormones • Moods swings • Confidential • Confidence • Resilience • Puberty • Crush • Embarrassed • Menstruation • Unwanted attention • Separation • Unwanted touch • Period products 	<ul style="list-style-type: none"> • Suggest what someone should do when faced with a risky situation • Define what is meant by a dare and explain why someone might give a dare • Suggest ways of standing up to someone who gives a dare • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Habit • Cigarettes • Drugs • Pressure • Alcohol • Vapes • Weigh up risk • Influence • Privacy settings • Assertive • Cyberbullying • Decision • Social norms • Assessing risk • E-cigarettes
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	<ul style="list-style-type: none"> • Elections 	<ul style="list-style-type: none"> • Religious • Social media • Cultural • Tolerance • Acceptance 			
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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Me and My Relationships	Topic: Rights and Responsibilities	Topic: Valuing Difference	Topic: Being My Best	Topic: Growing and Changing	Topic: Keeping Myself Safe
<p>End Points: I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task • Describe and implement the skills needed to do this • Explain what is meant by the terms 'negotiation' and 'compromise' • Suggest positive strategies for negotiating and compromising within a collaborative task • Demonstrate positive strategies for negotiating and compromising within a collaborative task • Recognise some of the challenges that arise from friendships 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 	<p>End Points: I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them • Describe the language and techniques that make up a biased report • Analyse a report also extract the facts from it • Know the legal age (and reason behind these) for having a social media account • Understand why people don't tell the truth and often post only the good bits about themselves, online • Recognise that people's lives are much more balanced in real life, with positives and negatives • Explain some benefits of saving money 	<p>End Points: I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. 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> <p>Composite Knowledge and Skills:</p> <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 • Know that all people are unique but that we have far more in common with each other than what is different about us • Consider how a bystander can respond to someone being rude offensive or bullying someone else • Demonstrate ways of offering support to someone who has been bullied • Demonstrate ways of showing respect to others, using verbal and non-verbal communication 	<p>End Points: I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify aspirational goals and describe the actions needed to set and achieve these • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues • 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 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 	<p>End Points: I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p>Composite Knowledge and Skills:</p> <ul style="list-style-type: none"> • Understand that fame can be short-lived • Recognise that photos can be changed to match society's view of perfect • Identify qualities that people have, as well as their looks • 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 • 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 	<p>End Points: I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. 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. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>Composite Knowledge and Skills:</p> <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 • Identify strategies for keeping personal information safe online • Describe safe and respectful behaviours when using communication technology • 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

<p>may do something they feel uncomfortable about</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach • List some assertive behaviours; • Recognise peer influence and pressure • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure • Describe ways in which people show their commitment to each other • Know the ages at which a person can marry, depending on whether their parents agree • Recognise that some types of physical contact can produce strong negative feelings • Know that some inappropriate touch is also illegal <p>Vocabulary:</p> <ul style="list-style-type: none"> • Assertiveness • Appropriate • Sensitive • Collaboration • Respectful • Response • Culture • Inappropriate • Religion • Bullied • Compromise • Illegal • Active • Forced marriage • Negotiation • Community • Bystanders 	<ul style="list-style-type: none"> • 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 • Explain what is meant by living in an environmentally sustainable way • Suggest actions that could be taken to live in a more environmentally sustainable way • 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 <p>Vocabulary:</p> <ul style="list-style-type: none"> • Biased • Elections • Candidate • Image • Profile • Interest • Tax • Stereotype • Saving • Voting • Shop local • Debit card • Reuse • Pressure • Public services 	<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 • 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) • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Disrespectful • Bystander • Self-esteem • Diversity • Prejudice • Identify • Empathy • Stereotype • Tolerance • Assumption • Media influence • Situation 	<p>someone you trust</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>Vocabulary:</p> <ul style="list-style-type: none"> • Connect • Influence • Be active • Assessing risk • Problems • Choices • Goal setting • Overcome • Vaping • Practise • Media • Aspirations • Take notice (mindful) • Weigh up • Achieve • Challenges • Perseverance • Keep learning (get creative) 	<ul style="list-style-type: none"> • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be • 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 • 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 • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Media manipulation • Puberty • Sexual intercourse • Discuss • Confidential • Online safety 	<ul style="list-style-type: none"> • Know how to keep their information private online • 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 • 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 • Understand some of the basic laws in relation to drugs and explain why there are laws relating to drugs in this country • 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>Vocabulary:</p> <ul style="list-style-type: none"> • Online safety • Legal • Privacy • Sharing online • Emotional needs • Inappropriate • Physical needs • Age restrictions • Possess • Parental consent • Permission • Social media • Alcohol
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<ul style="list-style-type: none">• Passive• Civil partnership	<ul style="list-style-type: none">• Sustainable• Unbiased• Environmentally• Sustainable• Bank (building society)• Account• Democracy• Online safety• Social media	<ul style="list-style-type: none">• Gender-stereotype• Community		<ul style="list-style-type: none">• Self-esteem• Right to privacy• Age of consent• Stereotype• Peer pressure• Uncomfortable• Physical changes• Body image• Emotional changes• In confidence• Sharing online	<ul style="list-style-type: none">• Medical• Supply• Non-medical• Produce• Personal information
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