

PSHE Curriculum Overview



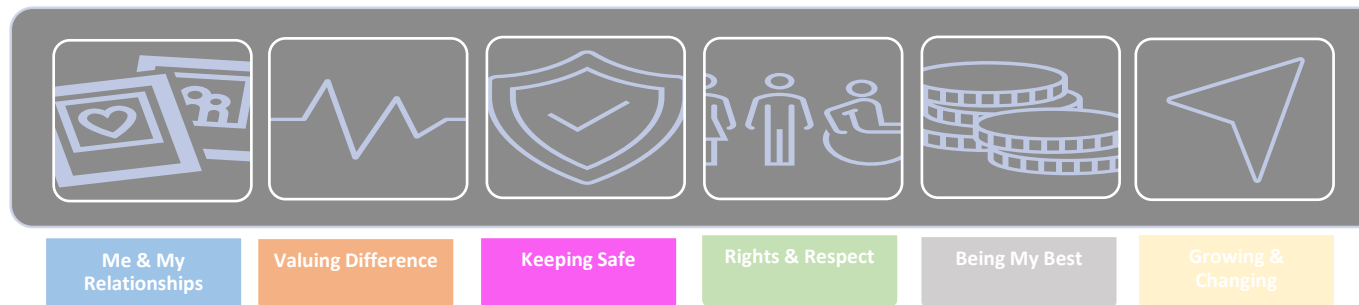
*“happy children who are confident,
independent and thoughtful.”*

Our Curriculum Design

At King's Meadow Academy, we view PSHE as a subject that actively promotes a positive school culture and prepares pupils for future challenges. Our curriculum is designed to be bespoke to our particular context with adaptations and enhancements incorporated to reflect the community we serve. It is essential our pupils develop essential life skills and knowledge. By engaging in discussions, role-playing, and interactive activities, pupils learn to navigate social situations, make informed choices, and understand the importance of physical and mental health in safe and inclusive classroom environment where pupils can build confidence, resilience, and a sense of responsibility leading to lifelong personal and social success.

We use the SCARF scheme of work as the starting point for our curriculum, which is grounded in the EYFS curriculum and National Curriculum and other relevant documentation; Equality Act, Statutory RSE and Health Education Guidance from the DFE and the PSHE Association Programmes of Study. Our cyclical curriculum is broken down into the 6 aspects below and our pupils revisit these aspects each year. Across EYFS and KS1, our pupils are in single age year groups, which enables all of the core foundational knowledge and skills to be embedded within a specific set of 6 units in a yearly cycle.

All our children access a 45 minute weekly session which includes the core learning identified below and also focuses on our Personal Development Strand, British Values and Protected Characteristics. Padlet is used from EYFS-Y6 to document pupils learning in this area. We have identified age appropriate texts for each half term across school to further develop our pupils ability to reflect on their learning . Key vocabulary for each of the SCARF lesson plans is identified. The words in bold are explicitly taught in lessons. There is some repetition across the years, mirroring the SCARF spiral curriculum: language is both reinforced and developed across the primary years. Below is an overview of our unit titles, which are colour coded to show the overarching theme that pupils make prior knowledge links to.



Our Learning Cycles

The characteristics that are protected by the Equality Act 2010 are age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Teaching and learning about protected characteristics is fully integrated into lessons, through age appropriate content across the SCARF spiral curriculum. The table below maps out the SCARF lessons that provide more in depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of the protected characteristics. The term 'protected characteristics' will be introduced to children in Year 3.

	Age	Disability	Gender Reassignment	Marriage / Civil Partnerships	Pregnancy / Maternity	Race	Religion / Belief	Sex (Gender)	Sexual Orientation
Reception	1			1	2		2	1	
Year 1							1		
Year 2						1	1	1	
Year 3	2	3	1			2	2	3	3
Year 4				1		1	2	1	1
Year 5						2	2	4	2
Year 6	6	2	1	1	1	2	4	7	3

Each year group is allocated a specific Protected Characteristic as a focus. The way that these have been allocated links to the teaching sequence of the SCARF scheme and other National curriculum areas, for example Science and RE as well as national initiatives e.g. PANTS from NSPCC, additional subject matter, e.g, railway safety based on our knowledge of our school's particular context. For example, in EYFS we know that our children enter school not knowing their sex and with messages that there are girl and boy colours and activities. Religion is allocated to Year 4 as by this point in the curriculum children will have learnt about a range of religions and beliefs and therefore have the necessary knowledge to draw upon when making comparisons and contrasts between people's lives. Whilst each year group has specific characteristics allocated, other characteristics are explored and revisited as evidenced in the table overleaf.

Focus Protected Characteristic*	AUTUMN			SPRING		SUMMER
EYFS Sex (Gender)	Me & My Relationships Religion,	Valuing Difference Religion,	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing Age, Marriage, Pregnancy, Sex, Sexual Orientation,
Y1 Age	Me & My Relationships	Valuing Difference Religion,	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
Y2 Race	Me & My Relationships	Valuing Difference Race, Religion,	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing Sex,
Y3/4A Disability	Me & My Relationships	Valuing Difference Age, Disability, Sex, Sexual orientation,	Keeping Safe	Rights & Respect	Being My Best Disability, Gender reassignment, Race, Religion, Sex,	Growing & Changing
Y3/4B Religion	Me & My Relationships	Valuing Difference Race, Religion,	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing Age, Marriage, Religion, Sex, Sexual orientation,
Y5 Marriage, Sexual Orientation	Me & My Relationships	Valuing Difference Age, Race, Religion, Sex, Sexual orientation,	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing Sex,
Y6 Pregnancy and Maternity Gender Reassignment	Me & My Relationships Age, Marriage, Religion, Sex, Sexual orientation,	Valuing Difference Age, Disability, Race, Religion, Sex, Sexual orientation,	Keeping Safe Age,	Rights & Respect Age	Being My Best	Growing & Changing Disability, Gender reassignment, Pregnancy, Religion, Sex, Sexual orientation,

*Each year group has their own protected characteristics allocated to teach but staff will also reinforce those previously taught. Where there are 2 protected characteristics these should be alternated as a key focus each half term.

YR	Autumn		Spring		Summer	
Knowledge & Skills	Me & My Relationships <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. 	Valuing Difference <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. 	Keeping Safe <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. 	Rights & Respect <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. 	Being My Best <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. 	Growing & Changing <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.
Protected Characteristics						
Vocabulary	Special, practice, effort, same, different, Special, favourite, same, different, Family, help, special people, same, different, Family, friends, help, Feelings, happy, sad, emojis, Feelings, happy, sad, kind, helpful	Special, likes, dislikes, favourite, Same, different, kind, unkind, Same, different, family, Same, different, home, kind, kindness new friends, friendship, kindness	keep clean, safe, keep safe, unsafe, detective, medicine, chemist, tummy feelings, adult, worried, trust, address, sleep, water, food, fresh air, cuddle, doctors, grown up, tell, uncomfortable,	Family, look after, help each other, be alone Friends, look after, help each other, be alone working together, responsibility helpful, caring environment, litter, electricity, pollution, recycling, money, shop, buy, cost, pay money, save, safe place	bounce back, encourage, try again, try, try again, bounce back, food, energy, grow, healthy, fruit, vegetable, dairy, food, exercise, sleep, wash, healthy, energy, grow exercise, heavy, muscles, routine, calm, sleep	Seasons, spring, summer, autumn, winter, cycle, Growing, lifecycles, egg, seed, baby, grow, change, old, young Baby, child, teenager, adult, old age, Family, baby, love, care, tummy, womb, pregnancy, egg, sperm, adoption, surrogacy, donated sperm/eggs, same sex parents, one-parent families, Baby, child, teenager, adult, grow, message (DNA/genes), families of different beliefs, adoption, surrogacy, IVF

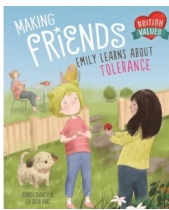
						Private parts, penis, vulva, testicles, vagina, eggs, sperm, privacy, my body is mine (body autonomy, dolls and cars are for everyone (gender stereotyping), provacy
Continuous Provision	Continuous Provision Enhancements <ul style="list-style-type: none"> Throughout each day pupils will develop independence in self-care through getting ready for outdoor play and through learning different routines. Activities will regular provide children with choices to make and will also develop positive attitudes towards diet and physical activity. A range of books will allow pupils to discuss different families, feelings, friendship and emotions. Role play, small world and construction will provide opportunities for children to explore everyday scenarios and take on different roles and responsibilities. 					

Y1	Autumn		Spring		Summer	
Knowledge & Skills	Me & My Relationships <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. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel 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.) 	Valuing Difference <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. 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; Suggest ways they can show kindness to others. Identify some of the people who are special to them; 	Keeping Safe <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. 	Rights & Respect <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. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 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; 	Being My Best <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. Understand how diseases can spread; 	Growing & Changing <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. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

	<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Identify simple qualities of friendship; Suggest simple strategies for making up. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Recognise the range of feelings that are associated with loss. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; 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. 	<ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. 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.
Protected Characteristics						
Vocabulary	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, r=tease, teasing, bully, bullying, behaviour, Rules, safe, fair, Fair, unfair, kind, unkind, bullying,	rest, grow, scared, nervous, private trust, consent, entertainment, harmful, responsibility, emotions, loss, lost sleep, feelings, , medicine, feelings, worried, safe, donating, harmful, tired, risks, support, unsafe	Behaviour, consequences, special person, promise, Environment, responsibility Needs, responsible, responsibility, rules, Money, cost, bills, spending, afford,	starchy dairy protein fruit, vegetables, vitamins, portion, Healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal, Hygiene, routine, clean, Germs, disease, hygiene, d=spread,	Energy, food, water, air, oxygen, exercise, sleep, healthy, Change, growing, size, height, needs, help, Caring, love, attention, needs, help,

		Special people, qualities, feelings, Family, special people,	privates, penis, vagina, vulva, nipples, buttocks, bottom, testicle	Money, bank, coin, note, worth, saving, safe, First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency,	Learning, practice, make mistakes, confidence, achievement, Praise, support, feedback, encourage, feelings, Organ, heart, lungs, intestines, brain, stomach, oxygen, digested, dairy, fruit, vegetables, sugar, salt, cereal, meat	Unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help, Surprise, secret, uncomfortable, Privates, prostate, penis, vulva, hygiene, help, change, sore, doctor, privates activity, private places, my body is mine (body autonomy)
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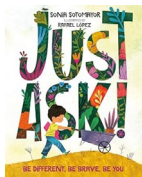
Y2	Autumn		Spring		Summer	
Knowledge & Skills	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. 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 feelings (e.g. anger, loneliness); 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; 	<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; 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. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; 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; 	<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 help to keep them safe; Know how to ask for help. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. 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. 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 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. Explain how germs can be spread; 	<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 capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look

	<ul style="list-style-type: none"> 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; Rehearse and demonstrate some of these strategies. 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. 	<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. 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. 	<ul style="list-style-type: none"> 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. 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. 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. 	<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 it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment. 	<ul style="list-style-type: none"> Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; 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>different from person to person.</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.
Protected Characteristics						
Vocabulary	Happy, safe, caring, friendly, Rules, Feelings, showing feelings, help	Unique, respect, Special people, help	Medicines, safety, safe, unsafe, feelings, getting help, touch,	Responsibility, help, share, take turns, listen, Feelings, control, erupt,	Practice, encourage, goal, achieve, challenge,	Help, support, supportive, Change, loss, feelings, emotions, frightened, nervous,

	Feelings, help, Friendly, friendship, Bullying, repeated, Bullying, help, don't do that, Bullying, teasing, repeated, regular,	Feelings, behaviour, calm, aggressive, solve, Feelings, cooperate Kind, kindness, unkind, feelings Listening, being listened to, listen, problem,	uncomfortable, hurt, tell, surprise, secret Worried, private, someone you trust, sleep, safe touch, medicines, unsafe feelings,	Safe, unsafe, uniform, ask for help, Gamer, personal information, internet, risk, Money, spending, saving, Money, spending, saving Environment, responsibility	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, safe, burn, scald, accident, emergency	Growing, food, rest, sleep, care, learning, change, forward looking, making choices, asking permission, Unique, special, penis, scrotum, 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,
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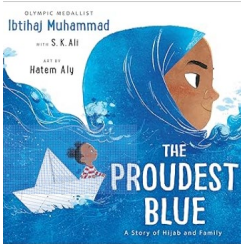
Y3/4 (A)	Autumn		Spring		Summer	
Knowledge & Skills	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based 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; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. 	<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 	<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. 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; Suggest ways of reducing or managing those risks. Know that our body can often give us a sign when something 	<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. 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; 	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. 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; 	<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. Define the terms 'secret' and 'surprise' and know the

<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. 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; Practise 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. 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>community, in particular the benefit to mental health and wellbeing.</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. 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). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	<p>doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <ul style="list-style-type: none"> 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. 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; 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. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. 	<ul style="list-style-type: none"> 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 items; 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, responsibility etc.) 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. Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment. 	<ul style="list-style-type: none"> Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood. Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; 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. Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves. 	<p>difference between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 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.
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Protected Characteristic						
Vocabulary	<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,</p>	<p>Respect, cooperation, listening skills, politeness, courtesy, manners, Family, adoption, fostering, same-sex couple, blended family, Community, belonging, similarities, differences, identity, respect Similarities, differences, name calling, bullying Prejudice, disability, gender, race, colour, sexuality,</p>	<p>trust, unsafe, danger, risk, feelings, strategies, internet safety, browsing, drugs, instructions, nicotine, alcohol, decisions, strategies, safe, consequence, safer, phishing, search engine, fake news, medicines, harmful, helpful, risk, cigarettes,</p>	<p>Fact, opinion, Volunteer, wellbeing, Income, saving, spending Earning, income, Environment, waste, Responsibility, environment</p>	<p>Balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit and vegetables, healthy, Infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions, Intestine, vessels, veins, arteries, lungs, liver, Debate, discussion, continuum, courteous, respectful, justify Goals, ambitions, improve, achieve Goal setting, talents, skills, intelligence Collaboration, cooperation, teamwork</p>	<p>Relationships, positive, healthy, trust, caring, Personal space, body space, invade, uncomfortable, stop, respect, touch, Internet safety, private, public, profile, personal information Secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk Egg, sperm, puberty, period, ovary, fallopian tube, uterus, 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, masturbation FILM -Pregnant, fertilized egg First aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency</p>

Y3/4 (B)	Autumn	Spring	Summer
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Knowledge & Skills	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative 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 strategies for saying 'no' to a friend. • 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; • 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; 	<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; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> 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; 	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Describe stages of identifying and managing risk; • 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; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; 	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • 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. • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; 	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • 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). • 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; 	<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; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practicing 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. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the

	<ul style="list-style-type: none"> Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 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). Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology 	<ul style="list-style-type: none"> Recognise that they can play a role in influencing outcomes of situations by their actions. 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. 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. 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. 	<ul style="list-style-type: none"> Identify qualities and attributes of people who support the school community. Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. 	<p>difference between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Protected Characteristics						
Vocabulary	Collaborate, teamwork, Positive, healthy relationship, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate,	Negotiation, compromise, Aggressive, apologise, Similarities, differences, respect Stereotype, Sharing, acquaintances, Body space, invade,	hazard, hazardous, dare, assertive, persevere, influence, consequences, privacy settings, security, nicotine, alcohol, social norms, choices, personal information, online safety,	Being responsible, reliable, trustworthy, Safe, healthy, rules, laws, rights, responsibility, United Nations, Rules, democracy,	Individual, unique, Choices, Balanced diet, well-being, mental health, Refuse, reduce, re-use, rot, recycle, repair, re-think,	Learning line, practice, Compromise, hormones, puberty, feelings, independence, conflict, Puberty, pubic hair, eggs, sperm, penis, testicles, breasts,

	<p>Friendly, rude, aggressive, consequences, face-to-face, assertive, compromise, respectful</p> <p>Feelings, physical effects, sad, unhappy, devastated, miserable, distressed, onely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, ruefu, repentant, aching, sore, agonizing, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered,</p> <p>Feelings, physical effects, Facial expressions, body language, Unkind, tease, bully, pressure,independent</p>		<p>danger, dangerous, risk(y), privacy, medicine, drug,</p>	<p>Influence, opinion, respectful, courteous,</p> <p>Anti-social behaviour, witness, Income, expenditure, essential, Income tax, national insurance, VAT, deductions, public services</p> <p>Environment, conversation</p>	<p>Community,</p> <p>First aid, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald, Vounteer, wellbeing, connect, be active, be mindful, get creative, give to others,</p>	<p>ovaries, womb, vagina, vulva, clitoris, labia, semen, legal age of consent, marriage, FILM –</p> <p>BOYS - facial hair, underarm hair, w=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>GIRLS – hair removal, grpwth spurt, wider hips, breast growth, underarm hair, sweat, acne,</p> <p>PERIOD – endometrium (uterus ining), foetus, headache, stomach ache, cramps,</p> <p>Puerty, menstrua cycle, eggs, periods, menstruation, period/menstruation pads, tampons, menstruation cup, wet dreams, testicles, sperm, semen, hips, periods, spots, sweat, b=genitals, pubuc hair, voice deepens, testicles, ovaries, penis, breasts, vagina, fallopian tube, cervix, lining of the uterus, pads, tampons, menstrual cup, FILM</p> <p>Menstruation – fertilized egg, pregnant,</p> <p>Wet dream – ejaculate, nocturnal emission, whitish</p>
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						fluid, wet, lubricated, vulva, slippery, sexual nature, felt good, pee, sheets, laundry, guilty, embarrassed, normal, natural Secret, surprise, uncomfortable feelings, Mariage, live together, civil partnership, forced marriage,
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Y5	Autumn		Spring		Summer	
Knowledge & Ski	Me & My Relationships <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 others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. 	Valuing Difference <ul style="list-style-type: none"> Define some key qualities of friendship; Describe 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. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; 	Keeping Safe <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. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. 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. 	Rights & Respect <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 read. 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 responsibilities, rights and duties; 	Being My Best <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; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. 	Growing & Changing <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; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to

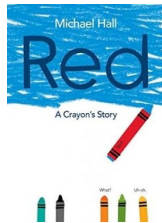
	<ul style="list-style-type: none"> Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) 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. 	<ul style="list-style-type: none"> 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 between 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. 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. 	<ul style="list-style-type: none"> Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk. 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. Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. 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. Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<ul style="list-style-type: none"> Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	<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>break a confidence in order to keep someone safe.</p> <ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 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. 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. 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.
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Protected Characteristics						
Vocabulary	<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>Friendship, talking, listening, Listening skills, respect, Excluded, discrimination, prejudice, Metaphor, diverse, multicultural society, Sex, sexual orientation, gender identity, gender expression, Prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal abuse, physical abuse, Embarrassed, reactions, consequences,</p>	<p>bullying, cyberbullying, personal information, privacy settings, pressure, influence, dare, resist pressure, substance, stimulant, risk taking, assertive, habit, addiction, drugs, cigarettes, alcohol, assessing risk, norms, perception,</p>	<p>Responsibility, Fact, opinion, biased, unbiased, Voluntary group, community group, pressure (action) group Rights, responsibilities, duties, Costs, wages, salaries, rent, Fair Trade, Borrow, loan, credit, debit, interest, Public services, council, vote, elections, councillors</p>	<p>Organs, body systems, Perseverance, commitment, resilience, determination, patience, interpersonal skills, Community, school community, Independence, responsibility, Personal qualities, celebrities, Life skill, sepsis,</p>	<p>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 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, circumcised, FILMS - body odour, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean</p>

						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,
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Y6	Autumn		Spring		Summer	
Knowledge & Skills	Me & My Relationships <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. Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. Recognise some of the challenges that arise from friendships; 	Valuing Difference <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 	Keeping Safe <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. 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. 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 	Rights & Respect <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; 	Being My Best <ul style="list-style-type: none"> Identify aspirational goals; 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; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain 	Growing & Changing <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

	<ul style="list-style-type: none"> Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. 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. 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; Understand that everyone has the right to be free to choose who and whether to marry. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. 	<p>and non-verbal communication.</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. 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>explain some of the ways these needs can be met.</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. Understand some of the basic laws in relation to drugs; 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. 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. Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. 	<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 <i>interest</i>. 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. 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. 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>the need to be aware of these;</p> <ul style="list-style-type: none"> Assess a risk to help keep themselves safe. 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>certain way because of the influence of the peer group;</p> <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.
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Protected Characteristics						
Vocabulary			<p>parental consent, trolling, identity theft, secure, permission, sexual images, addiction, emotional needs, legal, illegal, drug laws, possess, supply, short term effects, long term effects, norms, physical needs, emotional needs, independence, responsibility, conflicting emotions,</p> <p>right to privacy, sharing online, habit, drug, medical, non medical, age restrictions, produce, penalties, alcohol, risks, norms,</p>			

How we enhance our curriculum for our context

We know that our school is a unique and special place. Additional experiences are planned into the calendar across the year to support and extend children's personal development.

	AUTUMN		SPRING		SUMMER	
EYF	Me & My Relationships Ian's Farm	Valuing Difference SCARF Workshops	Keeping Safe Rock Kidz – anti bullying	Rights & Respect Xscape - sledging	Being My Best Police visit Fire service visit Nurse visit	Growing & Changing The Deep
Y1	Me & My Relationships Ian's Farm	Valuing Difference SCARF Workshops	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
Y2	Me & My Relationships Ian's Farm	Valuing Difference SCARF Workshops	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
Y3	Me & My Relationships SCARF workshop	Valuing Difference SCARF Workshops Railway Safety	Keeping Safe Road safety workshop Rock Kidz – anti bullying	Rights & Respect Visit from PCSO – crime scene workshop	Being My Best	Growing & Changing Dental hygiene workshop
Y4	Me & My Relationships SCARF workshop	Valuing Difference SCARF Workshops	Keeping Safe Road safety workshop Rock Kidz – anti bullying	Rights & Respect Visit from PCSO – crime scene workshop	Being My Best	Growing & Changing
Y5	Me & My Relationships PCSO – knife crime	Valuing Difference SCARF Workshops	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
Y6	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing

SCARF Workshops

Aspirations group

Legacy MMA life skills

SCARF and British Values

SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and others; it promotes health and wellbeing across the school community within a robust PSHE framework. Within this context, it contributes significantly to British Values in their broadest sense both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World help to foster and develop in children a responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

Individual lessons which relate directly to the British Values themes of:

- *Democracy*
- *The rule of law*
- *Individual liberty and*
- *Mutual respect and tolerance of those with different faiths and beliefs*

Lessons that are directly linked to a British Value are denoted by a small flag on the planning so that it is clear to staff that this is an opportunity to develop children's knowledge and understanding of these.

Need to add something about EYFS and British Values

- R** All about me
- R** I'm special, you're special
- R** Same and different
- R** Same and different families
- R** Same and different homes
- R** I am caring
- R** I am a friend

Lesson	PSHE Learning Opportunity	British Values
Y1 Aut2 It's not fair! Y2 Aut 2 An act of kindness	R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong	Tolerance and Respect for others
Y1 Aut 2 Same or different? Y2 Aut 2 What makes us who we are?	R8. to identify and respect the differences and similarities between people	Tolerance and respect for others
Y1 Aut 1 Why we have classroom rules Y2 Aut 1 Our ideal classroom 1 & 2	LWW1. how to contribute to the life of the classroom LWW2. to help construct, and agree to follow, group and class rules and to understand how these rules help them	Democracy
Y1 Spr 2 Taking care of something Y2 Spr 2 Getting on with others	LWW3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)	Tolerance and respect for others
Y1 Aut 2 Our special people Y2 Aut 2 When someone is feeling left out	LWW4. that they belong to various groups and communities such as family and school	Individual Liberty
Y5 Sum 1 Independence and Responsibility	HW11. increased responsibility to keep themselves and others safe to recognise their increasing independence brings in	Individual Liberty
Y4 Aut 1 Different feelings Y5 Aut 1 How good a friend are you? Y6 Aut 1 Dan's Day	R1. to recognise and respond appropriately to a wider range of feelings in others	Tolerance and respect for others
Y3 Aut 2 Respect and challenge Y4 Diversity World Y4 Sum 1 What makes me Me! Y5 Aut 2 Kind Conversations	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	Tolerance and respect for others

Lesson	PSHE Learning Opportunity	British Values
Y5 Aut 2 The land of the red people Y6 Aut 2 Respecting Differences	R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. LWW8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	
Y3 Aut 2 Let's celebrate our differences! Y4 Aut 2 What would I do? Y4 Aut 2 Can you sort it? Y5 Aut 2 Happy Being me! Y6 Aut 2 OK to be different	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour	Tolerance and respect for others
Y3 Aut 1 As a rule Y4 Spr 2 How do we make a difference? Y5 Sor 2 Local Councils	LWW2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Democracy The rule of law
Y4 Spr 2 It's your right! Y6 Captain Coram module	LWW3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child & LWW4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	Tolerance and respect for others The rule of law
Y4 Aut 2 The people we share our world with	LWW11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Tolerance and respect for others
Y6 Spr 2 Democracy in Britain 1 & 2	LWW1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	Democracy The rule of law

Our Disciplinary Knowledge Progression

Key Area	EYFS Reception	Y1	Y2	Y3	Y4	Y5	Y6
Me & My Relationships	<ul style="list-style-type: none"> I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried. 	<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. 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 listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way 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 tell someone how they are making me feel. 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. 	<ul style="list-style-type: none"> I can communicate my feelings and use this to try to manage my emotions. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends. 	<ul style="list-style-type: none"> I can talk about how feelings change and be different for others. I can read different emotions by a persons body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person. 	<ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Valuing Difference	<ul style="list-style-type: none"> I can celebrate our differences. 	<ul style="list-style-type: none"> I can say ways in which people are 	<ul style="list-style-type: none"> I can be respectful of those who are different to me. 	<ul style="list-style-type: none"> I can give examples of different types of 	<ul style="list-style-type: none"> I can say how differences sometimes cause 	<ul style="list-style-type: none"> I can give examples of different faiths 	<ul style="list-style-type: none"> I can explain the difference between a passive

	<ul style="list-style-type: none"> I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can show good listening 	<p>similar as well as different.</p> <ul style="list-style-type: none"> I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends. 	<p>family. I respect these differences.</p> <ul style="list-style-type: none"> I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice. 	<p>conflict but can also be something to celebrate.</p> <ul style="list-style-type: none"> I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<p>and cultures and positive things about having these differences.</p> <ul style="list-style-type: none"> I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. 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. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how 	<p>bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <ul style="list-style-type: none"> I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
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						individual/group actions can impact on others in a positive or negative way.	
Keeping Safe	<ul style="list-style-type: none"> I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help. 	<ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help. 	<ul style="list-style-type: none"> I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation. I can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. 	<ul style="list-style-type: none"> I can demonstrate strategies for dealing with a risky situation. I can give examples of people or things that might influence me to take risks and make decisions. I can give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain what might happen if people take unsafe or inappropriate risks. I can identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online. I can identify the risks in a specific situation (including emotional risks). I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. I can support someone who is being bullied. 	<ul style="list-style-type: none"> I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly.
Rights and Respect	<ul style="list-style-type: none"> I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world. 	<ul style="list-style-type: none"> I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. 	<ul style="list-style-type: none"> I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. 	<ul style="list-style-type: none"> I can identify people who help me in different ways. I can spot 'facts' and 'opinions' to help me share ideas. I can make a plan. 	<ul style="list-style-type: none"> I can name some responsibilities and rights that I have. I can share ideas and make decisions that affect others. 	<ul style="list-style-type: none"> I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact 	<ul style="list-style-type: none"> I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online

	<ul style="list-style-type: none"> I can be kind to friends and others. I can talk about looking after money. 	<ul style="list-style-type: none"> I can tell you some things that money is spent on. I can get help if someone has hurt themselves. 	<ul style="list-style-type: none"> I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money. 	<ul style="list-style-type: none"> I can choose a method. I can identify different times and reasons to spend money. I can give examples of how people earn money. 	<ul style="list-style-type: none"> I can give my own opinion based on facts, opinions and other influences. I can give examples of how I can support others as a bystander. I can explain how others have a financial responsibility to their families and community. I can give examples of choices and decisions with money that will affect me. 	<p>me and my community.</p> <ul style="list-style-type: none"> I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community. 	<p>and the positive and negative effects relating to social media.</p> <ul style="list-style-type: none"> I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. I can suggest ways that I can help my environment. I can give examples of why we need a democratic society and how laws keep us safe.
Being my Best	<ul style="list-style-type: none"> I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new. 	<ul style="list-style-type: none"> I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I 	<ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. 	<ul style="list-style-type: none"> I can choose foods that make a balanced meal. I can explain how washing hands can prevent infections spreading. I can describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> I can say how being unique makes everyone special, different and valuable. I can give examples of choices I make and the choices others make for me. 	<ul style="list-style-type: none"> I can explain how one organ functions and how it contributes to the health of my body. I can explain how choices relating to smoking and drinking can effect a persons health. 	<ul style="list-style-type: none"> I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. I can set goals so that I can achieve an aspiration. I can tell you how I can overcome

	<ul style="list-style-type: none"> I can make my own healthy food choices. I can make healthy sleep and exercise choices. 	<ul style="list-style-type: none"> find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy. 	<ul style="list-style-type: none"> I can set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> I can plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. I can give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> I can think of ways to improve a skill and the strategies that will help me do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success. 	<p>problems and challenges on the way to achieving my goals.</p> <ul style="list-style-type: none"> I can identify risk factors in a given situation. I can assess the level of risk and explain how a risk can be reduced.
Growing and Changing	<ul style="list-style-type: none"> I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need. I can tell you some things about how babies are made. I can tell you the scientific names for my body parts. I can tell you the PANTS rule. 	<ul style="list-style-type: none"> I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and 	<ul style="list-style-type: none"> I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private. 	<ul style="list-style-type: none"> I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has. I can describe how a girls and boys body will change when it reaches puberty. I can tell you what happens to a womans body when the sperm does not meet the egg. 	<ul style="list-style-type: none"> I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puperty. I can explain why puberty happens. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can explain why some people choose to get 	<ul style="list-style-type: none"> I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct 	<ul style="list-style-type: none"> I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online.

		school if I need help.			married, have a civil ceremony or live together.	<p>Vocabulary</p> <ul style="list-style-type: none"> I can give examples of feelings and emotions people have at times of change. 	<ul style="list-style-type: none"> I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
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