

PSHE

By the end of Year 6 we want our pupils to:

- Have a long-lasting **curiosity** about their responsibilities living in the wider world
- Look wider to have and show **empathy** towards other family members and close positive relationships
- Recognise **similarities and differences** in their friendships, ensuring safe relationships and respecting themselves and others
- **Articulate themselves** and communicate hurtful behaviour and bullying of others
- Be active and have a sense of **social responsibility** regarding drugs, alcohol and tobacco in their communities



Citizenship

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

Key stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

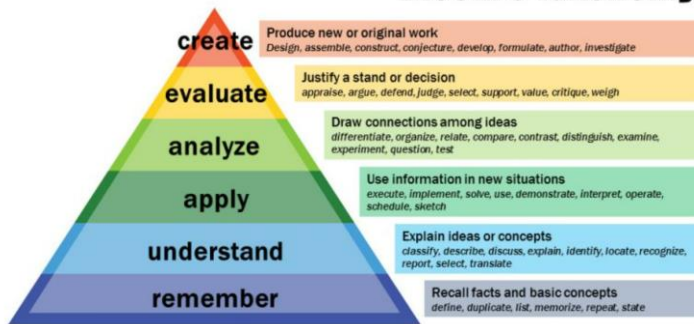
Key stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Bloom's Taxonomy



PROGRAMME OF STUDY FOR PSHE EDUCATION

KEY STAGES 1-5



PSHE Association

The national body for Personal, Social, Health and Economic (PSHE) education

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their [academic potential](#).

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

SCARF Coram Life Education for KS1 and KS2: Curriculum coverage from Preschool to Year 6

Year group	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Preschool	Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety indoors and outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Foundation	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Year 1	Why we have classroom rules How are we listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Harold wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)	Healthy Me Then and Now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
Year 2	Our ideal classroom (1) Our ideal classroom (OPTIONAL) How are you feeling today? Let's all be happy!	What makes us who we are? My special people How do we make others feel? When	Harold's picnic How safe would you feel? What should Harold say? I don't like that!	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets

	Being a good friend Types of Bullying Don't do that! Bullying or teasing (OPTIONAL)	someone is feeling left out An act of kindness Solve the problem	Fun or not? Should I tell?	Harold goes camping (OPTIONAL) How can we look after our environment?	body do? My body needs... (OPTIONAL) Basic first aid	should never be kept
Year 3	As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thanks Dan's dare My special pet (OPTIONAL)	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Super Searcher Help or harm? Alcohol and cigarettes: the facts (OPTIONAL) Raisin challenge (1) (OPTIONAL)	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up (OPTIONAL)	Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (OPTIONAL)	Relationship Tree Body space None of your business! Secret or surprise? My changing body Basic first aid
Year 4	Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (OPTIONAL) Traffic lights (OPTIONAL)	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? Logo quiz (OPTIONAL)	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool (OPTIONAL)	Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/ preparing for periods) Secret or surprise? Together
Year 5	Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone (OPTIONAL)	Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thinking' about habits (OPTIONAL) Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL)	What's the story? Fact or opinion? Mo makes a difference Rights, responsibilities and duties Spending wisely Lend us a fiver! Local councils (OPTIONAL)	It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis awareness	How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL)

<p>Year 6</p>	<p>Working together Let's negotiate (OPTIONAL) Solve the friendship problem Dan's day (OPTIONAL) Behave yourself problem Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately</p>	<p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	<p>Think before you click! It's a puzzle (OPTIONAL) To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) (OPTIONAL) Joe's story (part 2) (OPTIONAL)</p>	<p>Two sides to every story Fakebook friends What's it worth? Jobs and taxes (OPTIONAL) Happy shoppers - caring for the environment Action stations! (OPTIONAL) Project Pitch (parts 1 & 2) (OPTIONAL) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Community art (OPTIONAL)</p>	<p>This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project</p>	<p>I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies What is HIV? (OPTIONAL)</p>
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Direct links to other curriculum areas within existing year group

SCIENCE

HISTORY

Progression of vocabulary

Year group	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Preschool	like feel choose head arms legs eyes ears nose mouth teeth hands fingers feet toes knees elbows pants vest private penis vulva special feel look friends big small colour hug near far sad love adopt special days quiet loud help special similar	similar different friendship friend family special similar different kind sharing helping feelings	safe who can help? grown up tell tummy feelings unsafe safe safety signs weather clothing playground car-park pavement paint scissors glue safe careful labels medicines cleaning products water food fresh air sleep	healthy snacks sugar germs wash hands fruit vegetables similar different helping family friends feelings classroom care tidy clean look after	food water exercise sleep energy challenge encourage keep trying get better at practice encourage keep trying challenge	change grow temperature hear smell see different remember warmer seasons weather grow change bigger taller breastfeeding adoption special needs private parts penis vulva make a baby different families private places dolls and cars are for everyone
EYFS	special practice effort same different special favourite same different family help special people same different family friends help	special likes dislikes favourite same different kind unkind same different family same different home kind kindness new friend	keep clean keep safe sleep water food fresh air cuddle medicine chemist doctor grown up safe unsafe detective safe unsafe tummy feelings	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	bounce back encourage try again try try again bounce back food energy grow healthy fruit vegetable dairy food exercise sleep wash	seasons spring summer autumn winter cycle growing life cycles egg seed baby grow change old young baby child

	<p>feelings happy sad emojis feelings happy sad kind helpful</p>	<p>friendship kindness</p>	<p>uncomfortable safe worried tell adult trust safe worried tell adult trust address</p>	<p>money shop buy cost pay money save safe place</p>	<p>healthy energy grow exercise heart muscles routine calm sleep</p>	<p>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 messages (DNA/Genes) families of different beliefs adoption surrogacy IVF private parts penis vulva testicles vagina eggs sperm privacy my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping) privacy</p>
<p>Y1</p>	<p>rules listening feelings hurt friendship safe body language behaviour help making up responsibility emotions feelings work together safe heal support</p>	<p>same unkind rules fair special people family different unkindness safe unfair qualities difference tease kind feelings respect teasing unkind</p>	<p>sleep rest grow tired feelings worried nervous scared support unsafe private trust privates consent entertainment donating risks harmful medicine</p>	<p>behaviour consequences special person promise environment responsibility needs responsible rules money cost bills spending afford money bank coin note worth</p>	<p>starchy dairy protein fruit vegetables vitamins portion healthy fruit vegetables dairy meat sugar salt cereal hygiene routine clean germs</p>	<p>energy food water air oxygen exercise sleep healthy change growing size height needs help caring love attention needs help</p>

		bully bullying behaviour	safe harmful responsibilities feelings emotions loss lost	saving safe first aid risk accident danger hazard kettle safe burn scald accident emergency	disease hygiene spread 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 private penis vulva hygiene help change sore doctor private activity private places my body is mine (body autonomy)
Y2	happy safe caring friendly rules feelings showing feelings help friendship bullying repeated don't do that teasing repeated regular	unique respect special person help feelings behaviour calm aggressive solve kind kindness unkind feelings listening being listened to listen problem	sleep medicines safety safe unsafe feelings getting help touch uncomfortable hurt surprise secret tell	responsibility help share take turns listen feelings control erupt safe unsafe uniform ask for help gamer personal information internet risk money spending saving environment	practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene germs teeth dental hygiene brain heart lungs stomach small intestine large intestine food water oxygen water food exercise rest first aid risk accident danger hazard kettle safe	help support supportive change loss feelings emotions frightened nervous growing food rest sleep care learning change forward looking making choices asking permission unique special penis testicles vulva nipples private parts my body is mine (body autonomy) sperm eggs ovaries womb pregnancy genitals penis vulva private

					burn scald accident emergency	privacy consent permission genitals penis vulva private private parts consent permission secret uncomfortable unsafe tell someone you trust
Y3	rules friendship conflict cooperate strategies continuum dare responsibility safety falling out point of view collaborate opinions persuade care making up calm respectful feelings loss compromise apologise courteous listen challenging	respect cooperation listening skills politeness courtesy manners family adoption fostering same-sex couple blended family community similarities belonging differences identity respect prejudice disability name calling gender bullying race colour sexuality	trust danger dangerous risk medicines decisions safe risky safer browsing drugs unsafe feelings phishing harmful cigarettes strategies search engine helpful nicotine consequence fake news instructions alcohol internet safety	helper fact volunteer income earning environment responsibility responsible opinion wellbeing saving income waste environment safe spending healthy	balanced diet infection intestine debate goals goal-setting collaboration proteins cleanliness vessels discussion ambitions talents cooperation muscles hygiene veins continuum improve skills teamwork dairy rest arteries courteous achieve intelligence teeth sleep lungs respectful bones water liver justify starchy carbohydrates medicine energy drug fruit & veg dose healthy safety instructions	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 (womb) lining vagina period/menstruat ion pad tampon menstruation cup breasts genitals testicles womb wet dream penis mammals

						fertilise birth hips periods spots sweat pubic hair cervix menstrual cycle fertilise menstruation pregnant fertilised egg first aid risk accident danger hazard kettle safe burn scald accident emergency
Y4	collaborate positive healthy relationship friendly feelings facial expressions unkind collaboration respect rude physical effects body language tease collaborative responsibilities aggressive sad bully teamwork qualities consequences unhappy pressure excluded face-to-face devastated independent assertive miserable compromise distressed negotiate respectful lonely alone ignored	negotiation aggressive similarities stereotype sharing body space compromise apologise differences acquaintances invade respect	danger dare persevere influence privacy medicine choices privacy dangerous assertive consequences privacy settings drug social norm personal information risk security online safety risky hazard hazardous	being responsible safe rules influence anti-social behaviour income income tax environment reliable healthy democracy opinion witness expenditure national insurance conservation trustworthy respectful essential VAT Laws Courteous Deductions rights public services responsibility United Nations	individual choices balanced diet unique wellbeing mental health refuse reduce re-use rot recycle repair re-think first aid injury minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn wound recovery scald community volunteer wellbeing connect be active be mindful get creative	learning line practice compromise hormones puberty feelings independence conflict puberty pubic hair eggs sperm penis testicles breasts ovaries womb vagina vulva clitoris labia semen legal age of consent marriage <u>Puberty for boys:</u> facial hair underarm hair sweat body odour wet dreams ejaculation spontaneous erections pleasure masturbation

	<p>isolated abandoned apologetic regretful remorseful rueful repentant aching sore agonising painful happy delighted ecstatic joyful calm untroubled assured confident peaceful scared frightened petrified terrified bothered</p>				<p>give to others</p>	<p>growth spurt deeper voice spots acne breast growth reproduction testosterone mood swings sexual feelings/horny romantic/sexual interest privacy <u>Puberty for girls:</u> hair removal growth spurt wider hips breast growth underarm hair sweat acne <u>All about getting your period:</u> endometrium (uterus lining) foetus headache stomach ache cramps puberty menstrual cycle eggs periods menstruation period/menstruat ion pad tampons menstruation cup wet dreams testicles sperm semen hips periods spots sweat genitals pubic hair voice deepens testicles ovaries penis breasts vagina fallopian tube cervix lining of the uterus pads tampons menstrual cup Menstruation fertilised egg pregnant What is a wet dream?</p>
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						ejaculate nocturnal emission whitish fluid wet lubricated vulva slippery sexual nature felt good pee sheets laundry guilty embarrassed normal natural secret surprise uncomfortable feelings marriage live together civil partnership forced marriage
Y5	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	friendship talking listening listening skills respect excluded discrimination prejudice metaphor diverse multicultural society sex sexual orientation gender identify gender expression prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse embarrassed reactions consequences	bullying cyberbullying personal information privacy settings assessing risk pressure influence risk taking dare pressure resist pressure substance stimulant risk taking assertive habit drugs norms addiction cigarettes perception alcohol	responsibility fact opinion biased unbiased voluntary group community group pressure (action) group rights responsibility duties costs wages salaries rent Fair Trade borrow loan credit debit interest public services council vote elections councillors	organs body systems perseverance commitment resilience determination patience interpersonal skills community independence personal qualities life skill school community celebrities sepsis	wellbeing 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 deodrant shower gel tissues washing powder spot cream facial wash period products <u>If using film clip:</u> Taking care of your body body odour chemicals oil glands good hygiene showers soap shampoo clean underwear acne pimples zits acne cream medication doctor hair growth pubic hair under arm chest hair hair removal sleep exercise healthy food puberty genitalia semen menstruation period period/menstruat ion pads tampon managing feelings hormones compromise
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						respect mood swings conflict puberty emotional changes separation fostered
Y6	collaboration teamwork negotiation compromise balanced friendship respectful assertive sensitive thoughtful response assertiveness assertive resolution peer pressure marriage civil partnership forced marriage illegal appropriate inappropriate illegal	witness bystander unique positive feedback confidence self-esteem unique diversity biological sex sexual orientation gender identity gender expression stereotype point of view cultural norms respect disrespect body language empathy unique identity prejudice respect diversity tolerance relationships friend acquaintance stereotype gender stereotype media influence assumption	social media parental consent trolling online safety sharing privacy settings identity theft secure right to privacy sharing online permission illegal sexual images habit addiction emotional needs drug legal illegal medical non-medical drug laws age restrictions possess supply produce illegal penalties alcohol short-term effects long-term effects risks norms physical needs emotional needs independence responsibility conflicting emotions	biased unbiased fact opinion stereotype social media profile image online safety sharing saving bank (building society) account Junior ISA interest debit card cash value tax income tax (PAYE) VAT public services environmentally sustainable composting recycling energy materials waste transport shop local food miles Fair Trade Reuse voluntary group community group pressure (action) group mission statement values beneficiary campaign bid mission statement pitch grant beneficiary democracy election manifesto candidate voting policies voting booth ballot slip ballot box constituencies House of	community valued aspirations goal setting perseverance health wellbeing accurate reliable sources assessing risk weigh up dilemma assessing risk weigh up choices influence Red Cross first aid emergency 999 ambulance operator information serious adult scenario script role feelings panic calm responsive unresponsive wellbeing connect be active take notice (mindful) keep learning (get creative) give	body image self esteem manipulation media manipulation stereotype gender stereotype peer pressure right to privacy sharing online online safety change support conversation discuss puberty physical changes emotional changes rights FGM periods mood swings spots voice deepening period products vulva <u>If using film clip:</u> Puberty and finding out who you are identity manage emotions hormones physical changes feeling funny sexually start to have questions about sex sexual reaction friends more independence egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom

				<p>Commons MP proposal debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent</p>		<p>surrogacy adoption IVF age of consent miscarriage conception condom consensual relationship hug cuddle kiss erection Vaginal wetness excited pleasurable feeling implant pregnancy birth caesarean cut labour muscles cervix hips widen wet dreams erections sexual intercourse loving relationship adoption surrogacy IVF <u>If using film clip:</u> Reproduction Planned Parenthood cells semen ejaculate hormones menstrual cycle ripen lining of womb mature egg ovulation fallopian tube fertilisation uterine lining period How a baby is born vaginal childbirth pelvis efface dilate contractions mucous plug water break doctor midwife cervical opening birth canal delivery active labour</p>
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						<p>contracts crowning fetal head episiotomy skull bones umbilical cord placenta breastfeeding All the different ways couples can create babies queer couple LGBTQ+ adoption stepchildren foster parents artificial insemination IVF co maternity surrogacy blended family donate sperm sperm bank derogatory homophobic HIV infection immune system virus transmission sharing needles sexual contact condom prejudice Human immunodeficiency virus illness sexual activity semen vaginal fluids medication lifelong condition life threatening sharing of needles blood transfusions Human papilloma virus cancer vagina womb cervix vaccination antibodies</p>
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Progression of Substantive Knowledge in Geography from Preschool to Y6

Year group	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Preschool	<p>Marvellous me!</p> <ul style="list-style-type: none"> -Share their likes and dislikes with their friends and adults in their classroom -Name the different features of their face and parts of their body -Use their senses to explore the world around them <p>I'm special</p> <ul style="list-style-type: none"> -Speak positively about themselves -Name different feelings and possible causes -Name some key adults who can help them when feeling sad/worried/scared <p>People who are special to me</p> <ul style="list-style-type: none"> -Talk about their families and special people -Name those who care for them and keep them safe -Describe the different types of homes 	<p>Me and my friends</p> <ul style="list-style-type: none"> -Talk about the similarities and differences amongst their peers -Talk about the things they and their friends are good at -Spot similarities and differences in nature <p>Friends and family</p> <ul style="list-style-type: none"> -Understand that having differences between us is a good thing -Notice and talk about differences in nature -Recognise the differences within and amongst families <p>Including everyone</p> <ul style="list-style-type: none"> -Explore and use different materials -Show kindness by including their friends -Talk about how to help 	<p>People who help me and keep me safe</p> <ul style="list-style-type: none"> -Name key relatives/care givers at home and those who care for them in their education settings -Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do -Talk about what makes them feel safe <p>Safety indoors and outdoors</p> <ul style="list-style-type: none"> -Name potential dangers, both inside and outside, and how to avoid getting hurt -Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules -Talk about how to keep their bodies safe 	<p>Looking after myself</p> <ul style="list-style-type: none"> -Talk about how healthy food and keeping clean can help our bodies -Name some healthy foods -Try new experiences <p>Looking after others</p> <ul style="list-style-type: none"> -Name some activities that they can do to help out at home -Talk about how they can look after other members of their family -Talk about how they can look after their friends <p>Looking after my environment</p> <ul style="list-style-type: none"> -Show care and responsibility for their home and learning environments -Talk about what is special within the natural world -Name some ways in which they can help their world 	<p>What does my body need?</p> <ul style="list-style-type: none"> -Name what their bodies need for energy (food, water, exercise, sleep) -Describe how they feel when they don't have enough food, water, exercise or sleep -Make healthy choices independently, in their home or education setting <p>I can keep trying</p> <ul style="list-style-type: none"> -Explain how people might feel if they find something hard -Suggest ways to encourage others to keep going -Have a go at challenging themselves <p>I can do it!</p> <ul style="list-style-type: none"> -Develop skills in planning, reviewing applying a trial and error approach -Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone -Communicate with others by sharing with and listening to each other's ideas 	<p>Growing and changing in nature</p> <ul style="list-style-type: none"> -Describe seasonal changes -Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot -Describe the life cycle of an animal <p>When I was a baby</p> <ul style="list-style-type: none"> -Talk about how babies change as they grow -Explain what babies need and how this changes as they grow -Share their own experiences and listen to those of the others <p>Girls, boys and families</p> <ul style="list-style-type: none"> -Talk about the similarities and differences between the males and females -Begin to play inclusively with their friends, regardless of their sex (if not already doing so) -Think differently and more openly about what a family may look like

		those who are in need	<p>What's safe to go into my body</p> <ul style="list-style-type: none"> -Know which products in the home are to be used only by adults -Sort items according to their use and purpose -Explain who can give medicine to children and why 			
Foundation	<p>All about me</p> <ul style="list-style-type: none"> -Talk about their own interests. -Talk about their families. -Talk about how they are the same or different to others. <p>What makes me special</p> <ul style="list-style-type: none"> -Share their favourite interests and objects. -Talk about themselves positively. -Listen to what others say and respond. <p>Me and my special people</p> <ul style="list-style-type: none"> -Talk about the important people in their lives. -Understand that we have different special people. -Name key people outside of families that care for them. <p>Who can help me?</p>	<p>I'm special, you're special</p> <ul style="list-style-type: none"> -Describe their own positive attributes. -Share their likes and dislikes. -Listen to and respect the ideas of others. <p>Same and different</p> <ul style="list-style-type: none"> -Recognise the similarities and differences amongst their peers. -Discuss why differences should be celebrated. -Retell a story. <p>Same and different families</p> <ul style="list-style-type: none"> -Talk about their family, customs and traditions. -Listen to others talk about their experiences. -Compare 	<p>What's safe to go onto my body</p> <ul style="list-style-type: none"> -Name things that keep their bodies safe. -Name things that keep their bodies clean and protected. -Think about how to recognise things that might not be safe. <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <ul style="list-style-type: none"> -Make safe decisions about items they don't recognise. -Talk about what our bodies need to stay well. -Name the safe ways to store medicine and who can give it to children (adults). 	<p>Looking after my special people</p> <ul style="list-style-type: none"> -Name the special people in their lives. -Understand that our special people can be different to those of others. <p>Looking after my friends</p> <ul style="list-style-type: none"> -Talk about why friends are important and how they help us. -Identify ways to care for a friend in need. -Identify ways to help others in their community. <p>Being helpful at home and caring for our classroom</p> <ul style="list-style-type: none"> -Identify ways in which they help at home. -Recognise the importance of taking care of a shared environment. -Name ways in which they can look after their 	<p>Bouncing back when things go wrong</p> <ul style="list-style-type: none"> -Share an experience where they haven't achieved their goal. -Develop their confidence and resilience towards having a growth mindset. -Name a strategy to overcome a hurdle. <p>Yes, I can!</p> <ul style="list-style-type: none"> -Recognise that some skills take time to learn. -Plan and review an achievable goal. -Celebrate the successes of their peers. <p>Healthy eating</p> <ul style="list-style-type: none"> -Name and choose healthy foods and drink. -Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). -Explain the jobs of different food groups. 	<p>Seasons</p> <ul style="list-style-type: none"> -Name the different seasons and describe their differences. -Explain the changes that occur as seasons change. -Talk about how they have grown in resilience. <p>Life stages - plants, animals, humans</p> <ul style="list-style-type: none"> -To understand that animals and humans change in appearance over time. -Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). -Make observations and ask questions about living things. <p>Life Stages: Human life stage - who will I be?</p> <ul style="list-style-type: none"> -Retell a story and respond to questions about it.

	<p>-Talk about when they might feel unsafe or unhappy. -Name the people who will help them. -Notice when a friend is in need at school and help them.</p> <p>My feelings</p> <p>-Describe different emotions. -Explore how we feel at certain times or events. -Identify ways to change feelings and calm down.</p> <p>My feelings (2)</p> <p>-Identify events that can make a person feel sad. -Suggest ways in which they can help a friend who is sad. -Choose ways to help themselves when they feel sad.</p>	<p>their own experiences with those of others.</p> <p>Same and different homes</p> <p>-Recognise the similarities and differences between their home and those of others. -Talk about what makes their home feel special and safe. -Be sensitive towards others.</p> <p>I am caring</p> <p>-Suggest ways in which we can be kind towards others. -Demonstrate skills in cooperation with others.</p> <p>I am a friend</p> <p>-Show friendly behaviour towards a peer. -Build relationships with others.</p>	<p>Safe indoors and outdoors</p> <p>-Name some hazards and ways to stay safe inside. -Name some hazards and ways to stay safe outside. -Show how to care for the safety of others.</p> <p>Listening to my feelings</p> <p>-Name the adults who they can ask for help from, and will keep them safe. -Recognise the feelings they have when they are unsafe. -Talk about keeping themselves safe, safe touches and consent.</p> <p>Keeping safe online</p> <p>-Share ideas about activities that are safe to do on electronic devices. -What to do and who to talk to if they feel unsafe online.</p> <p>People who help to keep me safe</p> <p>-Name the people in their lives who help to keep them safe. -Name people in their community who help to keep them</p>	<p>learning environment.</p> <p>Caring for our world</p> <p>-Think about what makes the world special and beautiful. -Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. -Talk about what can happen to living things if the world is not cared for.</p> <p>Looking after money (1): recognising, spending, using</p> <p>-Recognise coins and other items relating to money. -Identify the uses of money.</p> <p>Looking after money (2): saving money and keeping it safe</p> <p>-Talk about why it's important to keep money safe. -Identify ways to save money. -Talk about why we save money.</p>	<p>My healthy mind</p> <p>-Identify the 5 ways to support their wellbeing. -Name some activities or ideas to promote positive mental health. -Reflect on their mental health and how they can protect it.</p> <p>Move your body</p> <p>-Describe the changes in their body during exercise and what is happening to their body. -Explain how exercise can help us stay well - physically and mentally. -Name some ways to keep their body fit and well.</p> <p>A good night's sleep</p> <p>-Understand why our body needs sleep. -Talk about their own bedtime routine. -Suggest ways to have a calm evening and bedtime routine.</p>	<p>-Use the language and describe the different life stages of: baby, child, teenager, adult, older age. -Talk about their own experience of growing up.</p> <p>Where do babies come from?</p> <p>-Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. -Understand that every family is different. -Talk about similarities and differences between themselves and others.</p> <p>Getting bigger</p> <p>-Talk about how they have changed as they have grown. -Explain the differences between babies, children, and adults. -Understand that we are all unique.</p> <p>Me and my body - girls and boys</p> <p>-Name parts of the body (including reproductive parts) using the correct vocabulary. -Explain which parts of their body are kept private and safe and why. -Tell or ask an appropriate adult for help if they feel unsafe.</p>
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			<p>safe.</p> <ul style="list-style-type: none"> -Talk about ways to keep themselves safe in their environment. 			
Year 1	<p>Why we have classroom rules</p> <ul style="list-style-type: none"> -Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these. <p>How are we listening?</p> <ul style="list-style-type: none"> -Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel. <p>Thinking about feelings</p> <ul style="list-style-type: none"> -Recognise how others might be feeling by reading body language/facial expressions; -Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) <p>Our feelings</p> <ul style="list-style-type: none"> -Identify a range of feelings; -Identify how 	<p>Same or different?</p> <ul style="list-style-type: none"> -Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences. <p>Unkind, tease or bully?</p> <ul style="list-style-type: none"> -Explain the difference between unkindness, teasing and bullying; -Understand that bullying is usually quite rare. <p>Harold's school rules</p> <ul style="list-style-type: none"> -Explain some of their school rules and how those rules help to keep everybody safe. <p>It's not fair!</p> <ul style="list-style-type: none"> -Recognise and explain what is fair and unfair, kind and unkind; -Suggest ways they can show 	<p>Super sleep</p> <ul style="list-style-type: none"> -Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; -Identify simple bedtime routines that promote healthy sleep. <p>Who can help? (1)</p> <ul style="list-style-type: none"> -Recognise emotions and physical feelings associated with feeling unsafe; -Identify people who can help them when they feel unsafe. <p>Good or bad touches?</p> <ul style="list-style-type: none"> -Understand and learn the PANTS rules; -Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch; -Understand that they have the right to say "no" to unwanted touch; -Start thinking about 	<p>Harold has a bad day</p> <ul style="list-style-type: none"> -Recognise how a person's behaviour (including their own) can affect other people. <p>Around and about the school</p> <ul style="list-style-type: none"> -Identify what they like about the school environment; -Recognise who cares for and looks after the school environment. <p>Taking care of something</p> <ul style="list-style-type: none"> -Demonstrate responsibility in looking after something (e.g. a class pet or plant); -Explain the importance of looking after things that belong to themselves or to others. <p>Harold's money</p> <ul style="list-style-type: none"> -Explain where people get money from; -List some of the things that money may be spent on in a family home. <p>How should we look after our money?</p> <ul style="list-style-type: none"> -Recognise that different notes 	<p>I can eat a rainbow</p> <ul style="list-style-type: none"> -Recognise the importance of fruit and vegetables in their daily diet; -Know that eating at least five portions of vegetables and fruit a day helps to maintain health. <p>Eat well</p> <ul style="list-style-type: none"> -Recognise that they may have different tastes in food to others; -Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; -Recognise which foods we need to eat more of and which we need to eat less of to be healthy. <p>Harold wash and brush up</p> <ul style="list-style-type: none"> -Recognise the importance of regular hygiene routines; -Sequence personal hygiene routines into a logical order. <p>Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> -Understand how diseases can spread; -Recognise and use simple strategies for preventing the spread of 	<p>Healthy Me</p> <ul style="list-style-type: none"> -Understand that the body gets energy from food, water and air (oxygen); -Recognise that exercise and sleep are important parts of a healthy lifestyle. <p>Then and Now</p> <ul style="list-style-type: none"> -Identify things they could do as a baby, a toddler and can do now; -Identify the people who help/helped them at those different stages. <p>Taking care of a baby</p> <ul style="list-style-type: none"> - Understand some of the tasks required to look after a baby; -Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. <p>Who can help? (2)</p> <ul style="list-style-type: none"> - Explain the difference between teasing and bullying; -Give examples of what they can do if they experience or witness bullying; -Say who they could get help from in a bullying situation.

	<p>feelings might make us behave: -Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Feelings and bodies</p> <p>-Recognise that people's bodies and feelings can be hurt; -Suggest ways of dealing with different kinds of hurt.</p> <p>Good friends</p> <p>-Identify simple qualities of friendship; -Suggest simple strategies for making up.</p>	<p>kindness to others.</p> <p>Who are our special people?</p> <p>-Identify some of the people who are special to them; -Recognise and name some of the qualities that make a person special to them.</p> <p>Our special people balloons</p> <p>-Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us.</p>	<p>who they trust and who they can ask for help.</p> <p>Sharing pictures</p> <p>See DfE Relationships Education and Health Education statutory requirements</p> <p>What could Harold do?</p> <p>-Understand that medicines can sometimes make people feel better when they're ill; -Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Harold loses Geoffrey</p> <p>-Recognise the range of feelings that are associated with loss.</p>	<p>and coins have different monetary value; -Explain the importance of keeping money safe; -Identify safe places to keep money; -Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p> <p>Basic first aid</p> <p>See DfE Relationships Education and Health Education statutory requirements</p>	<p>diseases.</p> <p>Harold learns to ride his bike</p> <p>-Recognise that learning a new skill requires practice and the opportunity to fail, safely; -Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>Pass on the praise!</p> <p>-Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel.</p> <p>Inside my wonderful body! (OPTIONAL)</p> <p>-Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); -Understand and explain the simple bodily processes associated with them.</p>	<p>Surprises and secrets</p> <p>- Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Keeping privates private</p> <p>- Identify parts of the body that are private; -Describe ways in which private parts can be kept private; -Identify people they can talk to about their private parts.</p>
Year 2	<p>Our ideal classroom (1)</p> <p>-Suggest actions that will contribute positively to the life of the classroom;</p>	<p>What makes us who we are?</p> <p>-Identify some of the physical and non-physical differences</p>	<p>Harold's picnic</p> <p>-Understand that medicines can sometimes make people feel better</p>	<p>Getting on with others</p> <p>- Describe and record strategies for getting on with others in the classroom.</p>	<p>You can do it!</p> <p>- Explain the stages of the learning line showing an understanding of the learning process;</p>	<p>A helping hand</p> <p>- Demonstrate simple ways of giving positive feedback to others.</p> <p>Sam moves away</p>

	<p>-Make and undertake pledges based on those actions.</p> <p>Our ideal classroom (OPTIONAL)</p> <p>- Take part in creating and agreeing classroom rules.</p> <p>How are you feeling today?</p> <p>-Use a range of words to describe feelings; -Recognise that people have different ways of expressing their feelings; -Identify helpful ways of responding to other's feelings.</p> <p>Let's all be happy!</p> <p>- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); -Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Being a good friend</p> <p>- Recognise that friendship is a special kind of relationship; -Identify some of the ways that good friends care for each other.</p> <p>Types of Bullying</p>	<p>and similarities between people; -Know and use words and phrases that show respect for other people.</p> <p>My special people</p> <p>- Identify people who are special to them; -Explain some of the ways those people are special to them.</p> <p>How do we make others feel?</p> <p>- Recognise and explain how a person's behaviour can affect other people.</p> <p>When someone is feeling left out</p> <p>- Explain how it feels to be part of a group; -Explain how it feels to be left out from a group; -Identify groups they are part of; -Suggest and use strategies for helping someone who is feeling left out.</p> <p>An act of kindness</p> <p>- Recognise and describe acts of kindness and</p>	<p>when they're ill; -Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; -Explain simple issues of safety and responsibility about medicines and their use.</p> <p>How safe would you feel?</p> <p>-Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>What should Harold say?</p> <p>- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>I don't like that!</p> <p>-Recognise that body language and facial expression can give clues as to how</p>	<p>When I feel like erupting</p> <p>- Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Feeling safe</p> <p>- Identify special people in the school and community who can help to keep them safe; -Know how to ask for help.</p> <p>Playing games</p> <p>See DfE Relationships Education and Health Education statutory requirements</p> <p>Harold saves for something special</p> <p>- Understand that people have choices about what they do with their money; -Know that money can be saved for a use at a future time; -Explain how they might feel when they spend money on different things.</p> <p>Harold goes camping (OPTIONAL)</p> <p>- Recognise that money can be spent on items which are essential or non-essential; -Know that money can be</p>	<p>-Help themselves and others develop a positive attitude that support their wellbeing; -Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>My day</p> <p>- Understand and give examples of things they can choose themselves and things that others choose for them; -Explain things that they like and dislike, and understand that they have choices about these things; -Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>- Explain how germs can be spread; -Describe simple hygiene routines such as hand washing; -Understand that vaccinations can help to prevent certain illnesses.</p> <p>Harold's bathroom</p> <p>- Explain the importance of good dental</p>	<p>- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Haven't you grown!</p> <p>- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); -Understand and describe some of the things that people are capable of at these different stages.</p> <p>My body, your body</p> <p>- Identify which parts of the human body are private; -Explain that a person's genitals help them to make babies when they are grown up; -Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Respecting privacy</p> <p>- Explain what privacy means; -Know that you are not allowed to touch someone's private belongings without their permission; -Give examples of different types of private information.</p> <p>Some secrets should never be</p>
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	<p>- Explain the difference between bullying and isolated unkind behaviour; -Recognise that that there are different types of bullying and unkind behaviour; -Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Don't do that!</p> <p>-Understand and describe strategies for dealing with bullying; -Rehearse and demonstrate some of these strategies.</p> <p>Bullying or teasing (OPTIONAL)</p> <p>- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; -Identify situations as to whether they are incidents of teasing or bullying.</p>	<p>unkindness; -Explain how these impact on other people's feelings; -Suggest kind words and actions they can show to others; -Show acts of kindness to others in school.</p> <p>Solve the problem</p> <p>-Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); -Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Fun or not?</p> <p>- Recognise that some touches are not fun and can hurt or be upsetting; -Know that they can ask someone to stop touching them; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Should I tell?</p> <p>- Identify safe secrets (including surprises) and unsafe secrets; -Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>saved for a future time and understand the reasons why people (including themselves) might do this.</p> <p>How can we look after our environment?</p> <p>-Identify what they like about the school environment; -Identify any problems with the school environment (e.g. things needing repair); -Make suggestions for improving the school environment; -Recognise that they all have a responsibility for helping to look after the school environment.</p>	<p>hygiene; -Describe simple dental hygiene routines.</p> <p>What does my body do?</p> <p>- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); -Describe how food, water and air get into the body and blood.</p> <p>My body needs... (OPTIONAL)</p> <p>- Understand that the body gets energy from food, water and oxygen; -Recognise that exercise and sleep are important to health</p> <p>Basic first aid</p> <p>See DfE Relationships Education and Health Education statutory requirements</p>	<p>kept</p> <p>- Identify how inappropriate touch can make someone feel; -Understand that there are unsafe secrets and secrets that are nice surprises; -Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>
Year 3	<p>As a rule</p> <p>-Explain why we</p>	<p>Respect and challenge</p>	<p>Safe or unsafe?</p>	<p>Helping each other to stay safe</p>	<p>Derek cooks dinner! (healthy eating)</p>	<p>Relationship Tree</p> <p>-Identify</p>

	<p>have rules; -Explore why rules are different for different age groups, in particular for internet-based activities; -Suggest appropriate rules for a range of settings; -Consider the possible consequences of breaking the rules.</p> <p>Looking after our special people -Identify people who they have a special relationship with; -Suggest strategies for maintaining a positive relationship with their special people.</p> <p>How can we solve this problem?</p> <p>-Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Tangram team challenge (OPTIONAL)</p> <p>-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</p>	<p>-Reflect on listening skills; -Give examples of respectful language; -Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Family and friends</p> <p>-Recognise that there are many different types of family; -Understand what is meant by 'adoption' and 'same-sex relationships.'</p> <p>My community</p> <p>-Define the term 'community'; -Identify the different communities that they belong to; -Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Our friends and neighbours</p> <p>-Recognise the factors that make people similar to and different from each other; -Recognise</p>	<p>-Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe; -Suggest strategies for keeping safe.</p> <p>Danger or risk?</p> <p>-Define the words danger and risk and explain the difference between the two; -Demonstrate strategies for dealing with a risky situation.</p> <p>The Risk Robot</p> <p>-Identify risk factors in given situations; -Suggest ways of reducing or managing those risks.</p> <p>Super Searcher</p> <p>-Evaluate the validity of statements relating to online safety; -Recognise potential risks associated with browsing online; -Give examples of strategies for safe browsing online.</p> <p>Help or harm?</p> <p>-Understand that</p>	<p>-Identify key people who are responsible for them to stay safe and healthy; -Suggest ways they can help these people.</p> <p>Recount task</p> <p>-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.</p> <p>Our helpful volunteers</p> <p>-Define what a volunteer is; -Identify people who are volunteers in the school community; -Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Can Harold afford it?</p> <p>-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;</p>	<p>-Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; -Explain what is meant by the term 'balanced diet'; -Give examples what foods might make up a healthy balanced meal.</p> <p>Poorly Harold</p> <p>-Explain how some infectious illnesses are spread from one person to another; -Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; -Suggest medical and non-medical ways of treating an illness.</p> <p>Body team work</p> <p>-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.</p> <p>For or against?</p> <p>-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</p>	<p>different types of relationships; -Recognise who they have positive healthy relationships with.</p> <p>Body space</p> <p>-Understand what is meant by the term body space (or personal space); -Identify when it is appropriate or inappropriate to allow someone into their body space; -Rehearse strategies for when someone is inappropriately in their body space.</p> <p>None of your business!</p> <p>-Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; -Recognise and describe appropriate behaviour online as well as offline; -Identify what constitutes personal information and when it is not appropriate or safe to share this; -Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Secret or surprise?</p> <p>-Define the</p>
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	<p>everyone to achieve success.</p> <p>Friends are special</p> <ul style="list-style-type: none"> -Identify qualities of friendship; -Suggest reasons why friends sometimes fall out; -Rehearse and use, now or in the future, skills for making up again. <p>Thunks</p> <ul style="list-style-type: none"> -Express opinions and listen to those of others; -Consider others' points of view; -Practise explaining the thinking behind their ideas and opinions. <p>Dan's dare</p> <ul style="list-style-type: none"> -Explain what a dare is; -Understand that no-one has the right to force them to do a dare; -Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <p>My special pet (OPTIONAL)</p> <ul style="list-style-type: none"> -Explain some of the feelings someone might have when they lose something important to them; -Understand 	<p>that repeated name calling is a form of bullying;</p> <ul style="list-style-type: none"> -Suggest strategies for dealing with name calling (including talking to a trusted adult). <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> -Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult). <p>Zeb</p> <ul style="list-style-type: none"> -Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is. 	<p>medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Alcohol and cigarettes: the facts (OPTIONAL)</p> <ul style="list-style-type: none"> -Identify some key risks from and effects of cigarettes and alcohol; -Know that most people choose not to smoke cigarettes; (Social Norms message) -Define the word 'drug' and understand that nicotine and alcohol are both drugs. <p>Raisin challenge (1) (OPTIONAL)</p> <ul style="list-style-type: none"> -Demonstrate strategies for assessing risks; -Understand and explain decision-making skills; -Understand where to get help from when making decisions. 	<ul style="list-style-type: none"> -Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p>Earning money</p> <ul style="list-style-type: none"> -Explain that people earn their income through their jobs; -Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>Harold's environment project</p> <ul style="list-style-type: none"> -Define what is meant by the environment; -Evaluate and explain different methods of looking after the school environment; -Devise methods of promoting their priority method. <p>Let's have a tidy up (OPTIONAL)</p> <ul style="list-style-type: none"> -Explain whose responsibility it is to look after the local environment; -Plan and carry out an event which will benefit the local environment. 	<p>points;</p> <ul style="list-style-type: none"> -Make recommendations, based on their research. <p>I am fantastic!</p> <ul style="list-style-type: none"> -Identify their achievements and areas of development; -Recognise that people may say kind things to help us feel good about ourselves; -Explain why some groups of people are not represented as much on television/in the media. <p>Top talents</p> <ul style="list-style-type: none"> -Explain some of the different talents and skills that people have and how skills are developed; -Recognise their own skills and those of other children in the class. <p>Getting on with your nerves! (OPTIONAL)</p> <ul style="list-style-type: none"> -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>terms 'secret' and 'surprise' and know the 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. <p>My changing body</p> <ul style="list-style-type: none"> -Recognise that babies come from the joining of an egg and sperm; -Explain what happens when an egg doesn't meet a sperm; -Understand that for girls, periods are a normal part of puberty. <p>Basic first aid</p> <p>See DfE Relationships Education and Health Education statutory requirements</p>
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	that these feelings are normal and a way of dealing with the situation.					
Year 4	<p>Human machines</p> <ul style="list-style-type: none"> -Demonstrate strategies for working on a collaborative task; -Define successful qualities of teamwork and collaboration. <p>Ok or not ok? (part 1)</p> <ul style="list-style-type: none"> -Explain what we mean by a 'positive, healthy relationship'; -Describe some of the qualities that they admire in others. <p>Ok or not ok? (part 2)</p> <ul style="list-style-type: none"> -Recognise that there are times when they might need to say 'no' to a friend; -Describe appropriate assertive strategies for saying 'no' to a friend. <p>An email from Harold!</p> <ul style="list-style-type: none"> -Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; -Explain how different words can express the intensity of feelings. 	<p>Can you sort it?</p> <ul style="list-style-type: none"> -Define the terms 'negotiation' and 'compromise'; -Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>What would I do?</p> <ul style="list-style-type: none"> -List some of the ways that people are different to each other (including differences of race, gender, religion); -Recognise potential consequences of aggressive behaviour; -Suggest strategies for dealing with someone who is behaving aggressively. <p>The people we share our world with</p> <ul style="list-style-type: none"> -List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and 	<p>Danger, risk or hazard?</p> <ul style="list-style-type: none"> -Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; -Identify situations which are either dangerous, risky or hazardous; -Suggest simple strategies for managing risk. <p>How dare you!</p> <ul style="list-style-type: none"> -Define what is meant by the word 'dare'; -Identify from given scenarios which are dares and which are not; -Suggest strategies for managing dares. <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> -Describe stages of identifying and managing risk; -Suggest people they can ask for help in managing risk. <p>Raisin challenge (2)</p>	<p>Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> -Explain how different people in the school and local community help them stay healthy and safe; -Define what is meant by 'being responsible'; -Describe the various responsibilities of those who help them stay healthy and safe; -Suggest ways they can help the people who keep them healthy and safe. <p>It's your right</p> <ul style="list-style-type: none"> -Understand that humans have rights and also responsibilities; -Identify some rights and also responsibilities that come with these. <p>How do we make a difference?</p> <ul style="list-style-type: none"> - Understand the reason we have rules; -Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); 	<p>What makes me ME!</p> <ul style="list-style-type: none"> -Identify ways in which everyone is unique; -Appreciate their own uniqueness; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Making choices</p> <ul style="list-style-type: none"> -Give examples of choices they make for themselves and choices others make for them; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>SCARF Hotel</p> <ul style="list-style-type: none"> -Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; -Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). <p>Harold's Seven Rs</p>	<p>Moving house</p> <ul style="list-style-type: none"> -Describe some of the changes that happen to people during their lives; -Explain how the Learning Line can be used as a tool to help them manage change more easily; -Suggest people who may be able to help them deal with change. <p>My feelings are all over the place!</p> <ul style="list-style-type: none"> -Name some positive and negative feelings; -Understand how the onset of puberty can have emotional as well as physical impact -Suggest reasons why young people sometimes fall out with their parents; -Take part in a role play practising how to compromise. <p>All change!</p> <ul style="list-style-type: none"> -Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens. <p>Preparing for changes at puberty (formerly Period</p>

	<p>Different feelings</p> <ul style="list-style-type: none"> -Identify a wide range of feelings; -Recognise that different people can have different feelings in the same situation; -Explain how feelings can be linked to physical state. <p>When feelings change (OPTIONAL)</p> <ul style="list-style-type: none"> -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. <p>Under pressure</p> <ul style="list-style-type: none"> -Give examples of strategies to respond to being bullied, including what people can do and say; -Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<p>festivals);</p> <ul style="list-style-type: none"> -Define the word respect and demonstrate ways of showing respect to others' differences. <p>That is such a stereotype!</p> <ul style="list-style-type: none"> -Understand and identify stereotypes, including those promoted in the media. <p>Friend or acquaintance?</p> <ul style="list-style-type: none"> - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); -Give examples of features of these different types of relationships, including how they influence what is shared. <p>Islands</p> <ul style="list-style-type: none"> -Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people 	<ul style="list-style-type: none"> -Understand that we can be influenced both positively and negatively; -Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Picture wise</p> <ul style="list-style-type: none"> -Identify images that are safe/unsafe to share online; -Know and explain strategies for safe online sharing; -Understand and explain the implications of sharing images online without consent. <p>Medicines: check the label</p> <ul style="list-style-type: none"> -Understand that medicines are drugs; -Explain safety issues for medicine use; -Suggest alternatives to taking a medicine when unwell; -Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Know the</p>	<ul style="list-style-type: none"> -Recognise that everyone can make a difference within a democratic process. <p>In the news!</p> <ul style="list-style-type: none"> -Define the word influence; -Recognise that reports in the media can influence the way they think about a topic; -Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>Safety in numbers</p> <ul style="list-style-type: none"> -Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; -Recognise that they can play a role in influencing outcomes of situations by their actions. <p>Harold's expenses (OPTIONAL)</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); -Suggest ways the Seven Rs recycling methods can be applied to different scenarios. <p>My school community (1)</p> <ul style="list-style-type: none"> -Define what is meant by the word 'community'; -Suggest ways in which different people support the school community; -Identify qualities and attributes of people who support the school community. <p>Basic first aid Volunteering is cool (OPTIONAL)</p> <ul style="list-style-type: none"> -Define what a volunteer is; -Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. 	<p>positive/ preparing for periods)</p> <ul style="list-style-type: none"> -Know the key facts of the menstrual cycle; -Understand that periods are a normal part of puberty for girls; -Identify some of the ways to cope better with periods. <p>Secret or surprise?</p> <ul style="list-style-type: none"> -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; -Recognise how different surprises and secrets might make them feel; -Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>Together</p> <ul style="list-style-type: none"> -Understand that marriage is a commitment to be entered into freely and not against someone's will; -Recognise that marriage includes same sex and opposite sex partners; -Know the legal age for marriage in England or Scotland; -Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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		<p>are close to their body space; -Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p>norms (OPTIONAL)</p> <p>-Understand some of the key risks and effects of smoking and drinking alcohol; -Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Traffic lights (OPTIONAL)</p> <p>-Identify strategies for keeping personal information safe online; -Describe safe behaviours when using communication technology.</p>	<p>the home from most essential to least essential.</p> <p>Why pay taxes?</p> <p>-Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; -Understand how a payslip is laid out showing both pay and deductions; -Prioritise public services from most essential to least essential.</p> <p>Logo quiz (OPTIONAL)</p> <p>-Understand some of the ways that various national and international environmental organisations work to help take care of the environment; -Understand and explain the value of this work.</p>		
Year 5	<p>Collaboration Challenge!</p> <p>-Explain what collaboration means; -Give examples of how they have worked collaboratively; -Describe the attributes needed to work collaboratively.</p> <p>Give and take</p> <p>-Explain what is meant by the terms negotiation and</p>	<p>Qualities of friendship</p> <p>-Define some key qualities of friendship; -Describe ways of making a friendship last; -Explain why friendships sometimes end.</p> <p>Kind conversations</p> <p>-Rehearse active</p>	<p>Spot bullying</p> <p>-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</p>	<p>What's the story?</p> <p>-Identify, write and discuss issues currently in the media concerning health and wellbeing; -Express their opinions on an issue concerning health and wellbeing; -Make recommendations on an issue concerning health and wellbeing.</p>	<p>It all adds up!</p> <p>-Know the basic functions of the four systems covered and know they are inter-related. -Explain the function of at least one internal organ. -Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Different skills</p>	<p>How are they feeling?</p> <p>-Use a range of words and phrases to describe the intensity of different feelings -Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; -Explain strategies they can use to build resilience.</p>

	<p>compromise; -Describe strategies for resolving difficult issues or situations.</p> <p>Communication (OPTIONAL)</p> <p>-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.</p> <p>How good a friend are you?</p> <p>-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.</p> <p>Relationship cake recipe</p> <p>-Identify what things make a relationship unhealthy; -Identify who they could talk to if they needed help.</p> <p>Our emotional needs</p> <p>-Recognise basic emotional needs, understand that they change according to circumstance; -Identify risk factors in a</p>	<p>listening skills: -Demonstrate respectfulness in responding to others; -Respond appropriately to others.</p> <p>Happy being me</p> <p>-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.</p> <p>The land of the Red People</p> <p>-Identify and describe the different groups that make up their school/wider community/other parts of the UK; -Describe the benefits of living in a diverse society; -Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>bullying.</p> <p>Play, like, share</p> <p>-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.</p> <p>Decision dilemmas</p> <p>-Recognise which situations are risky; -Explore and share their views about decision making when faced with a risky situation; -Suggest what someone should do when faced with a risky situation.</p> <p>Ella's diary</p>	<p>Fact or opinion?</p> <p>-Understand the difference between a fact and an opinion; -Understand what biased reporting is and the need to think critically about things we read.</p> <p>Mo makes a difference</p> <p>-Explain what we mean by the terms voluntary, community and pressure (action) group; -Give examples of voluntary groups, the kind of work they do and its value.</p> <p>Rights, responsibilities and duties</p> <p>-Define the differences between responsibilities, rights and duties; -Discuss what can make them difficult to follow; -Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>Spending wisely</p> <p>-State the costs involved in producing and selling an item; -Suggest questions a consumer should ask before buying a</p>	<p>-Identify their own strengths and talents; -Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>My school community (2)</p> <p>-State what is meant by community; -Explain what being part of a school community means to them; Suggest ways of improving the school community.</p> <p>Independence and responsibility</p> <p>-Identify people who are responsible for helping them stay healthy and safe; -Identify ways that they can help these people.</p> <p>Star qualities?</p> <p>-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> <p>Basic first aid, including Sepsis awareness</p> <p>See DfE Relationships Education and Health Education</p>	<p>Taking notice of our feelings</p> <p>-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.</p> <p>Dear Ash</p> <p>-Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Growing up and changing bodies</p> <p>-Identify some products that they may need during puberty and why; -Know what menstruation is and why it happens.</p> <p>Changing bodies and feelings</p> <p>-Know the correct words for the external sexual organs; -Discuss some of the myths associated with puberty.</p> <p>Help! I'm a teenager - get me out of here!</p>
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	<p>given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Being assertive</p> <p>-Identify characteristics of passive, aggressive and assertive behaviours; -Understand and rehearse assertiveness skills.</p>	<p>Is it true?</p> <p>-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.</p> <p>Stop, start, stereotypes</p> <p>-Recognise that some people can get bullied because of the way they express their gender; -Give examples of how bullying behaviours can be stopped.</p> <p>It could happen to anyone (OPTIONAL)</p> <p>-Identify the consequences of positive and negative behaviour on themselves and others; -Give</p>	<p>dilemma</p> <p>-Define what is meant by a dare; Explain why someone might give a dare; -Suggest ways of standing up to someone who gives a dare.</p> <p>Vaping: healthy or unhealthy?</p> <p>-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.</p> <p>Would you risk it?</p> <p>-Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; -Understand the actual</p>	<p>product.</p> <p>Lend us a fiver!</p> <p>-Define the terms loan, credit, debt and interest; -Suggest advice for a range of situations involving personal finance.</p> <p>Local councils (OPTIONAL)</p> <p>-Explain some of the areas that local councils have responsibility for; -Understand that local councillors are elected to represent their local community.</p>	<p>statutory requirements</p>	<p>-Recognise how our body feels when we're relaxed; -List some of the ways our body feels when it is nervous or sad; -Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Dear Hetty (OPTIONAL)</p> <p>-Explain how someone might feel when they are separated from someone or something they like; -Suggest ways to help someone who is separated from someone or something they like.</p>
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		<p>examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>'Thinking' about habits (OPTIONAL)</p> <p>-Explain what a habit is, giving examples; -Describe why and how a habit can be hard to change.</p> <p>Drugs: true or false? (OPTIONAL)</p> <p>-Understand some of the complexities of categorising drugs; -Know that all medicines are drugs but not all drugs are medicines; -Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Smoking: what is normal? (OPTIONAL)</p> <p>-Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>			
Year 6	<p>Working together</p> <p>-Demonstrate a collaborative approach to a task;</p>	<p>OK to be different</p> <p>-Recognise that bullying and discriminatory</p>	<p>Think before you click!</p> <p>-Accept that responsible and respectful</p>	<p>Two sides to every story</p> <p>-Define the terms 'fact', 'opinion', 'biased' and</p>	<p>This will be your life!</p> <p>-Identify aspirational goals; -Describe the actions needed to</p>	<p>I look great!</p> <p>-Understand that fame can be short-lived; -Recognise that photos can be</p>

<p>-Describe and implement the skills needed to do this.</p> <p>Let's negotiate (OPTIONAL)</p> <p>-Explain what is meant by the terms 'negotiation' and 'compromise';</p> <p>-Suggest positive strategies for negotiating and compromising within a collaborative task;</p> <p>-Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Solve the friendship problem</p> <p>-Recognise some of the challenges that arise from friendships;</p> <p>-Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Dan's day (OPTIONAL)</p> <p>-Describe the consequences of reacting to others in a positive or negative way;</p> <p>-Suggest ways that people can respond more positively to others.</p> <p>Behave</p>	<p>behaviour can result from disrespect of people's differences;</p> <p>-Suggest strategies for dealing with bullying, as a bystander;</p> <p>-Describe positive attributes of their peers.</p> <p>We have more in common than not</p> <p>-Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>-Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>-Demonstrate ways of offering support to someone who has been bullied.</p> <p>Respecting differences</p> <p>-Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Tolerance and respect for others</p> <p>-Understand and explain the term</p>	<p>behaviour is necessary when interacting with others online and face-to-face;</p> <p>-Understand and describe the ease with which something posted online can spread.</p> <p>It's a puzzle (OPTIONAL)</p> <p>-Identify strategies for keeping personal information safe online;</p> <p>-Describe safe and respectful behaviours when using communication technology.</p> <p>To share or not to share?</p> <p>-Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>-Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>-Know how to keep their information private online.</p> <p>Rat Park</p> <p>-Define what is meant by addiction, demonstrating an understanding that addiction</p>	<p>'unbiased', explaining the difference between them;</p> <p>-Describe the language and techniques that make up a biased report;</p> <p>-Analyse a report also extract the facts from it.</p> <p>Fakebook friends</p> <p>-Know the legal age (and reason behind these) for having a social media account;</p> <p>-Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>-Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>What's it worth?</p> <p>-Explain some benefits of saving money;</p> <p>-Describe the different ways money can be saved, outlining the pros and cons of each method;</p> <p>-Describe the costs that go into producing an item;</p> <p>-Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>-Explain what is meant by the term interest.</p>	<p>set and achieve these.</p> <p>Our recommendations</p> <p>-Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>What's the risk? (1)</p> <p>-Identify risk factors in a given situation;</p> <p>-Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>What's the risk? (2)</p> <p>-Recognise what risk is;</p> <p>-Explain how a risk can be reduced;</p> <p>-Understand risks related to growing up and explain the need to be aware of these;</p> <p>-Assess a risk to help keep themselves safe.</p> <p>Basic first aid, including Sepsis Awareness</p> <p>See DfE Relationships Education and Health Education statutory requirements</p> <p>Five Ways to Wellbeing project</p> <p>-Explain what the</p>	<p>changed to match society's view of perfect;</p> <p>-Identify qualities that people have, as well as their looks.</p> <p>Media manipulation</p> <p>-Define what is meant by the term stereotype;</p> <p>-Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>-Recognise that people fall into a wide range of what is seen as normal;</p> <p>-Challenge stereotypical gender portrayals of people.</p> <p>Pressure online</p> <p>-Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>-Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>-Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Helpful or unhelpful? Managing change</p> <p>-Recognise some of the changes they have experienced and their emotional responses to those changes;</p>
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	<p>yourself</p> <ul style="list-style-type: none"> -Recognise and empathise with patterns of behaviour in peer-group dynamics; -Recognise basic emotional needs and understand that they change according to circumstance; -Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <p>Assertiveness skills (formerly Behave yourself - 2)</p> <ul style="list-style-type: none"> -List some assertive behaviours; -Recognise peer influence and pressure; -Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>Don't force me</p> <ul style="list-style-type: none"> -Describe ways in which people show their commitment to each other; -Know the ages at which a person can marry, depending on whether their parents agree; -Understand that everyone has the right to be free to 	<p>prejudice;</p> <ul style="list-style-type: none"> -Identify and describe the different groups that make up their school/wider community/other parts of the UK; -Describe the benefits of living in a diverse society; -Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Advertising friendships!</p> <ul style="list-style-type: none"> -Explain the difference between a friend and an acquaintance; -Describe qualities of a strong, positive friendship; -Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). <p>Boys will be boys? - challenging gender stereotypes</p> <ul style="list-style-type: none"> -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; 	<p>is a form of behaviour;</p> <ul style="list-style-type: none"> -Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>What sort of drug is...?</p> <ul style="list-style-type: none"> -Explain how drugs can be categorised into different groups depending on their medical and legal context; -Demonstrate an understanding that drugs can have both medical and non-medical uses; -Explain in simple terms some of the laws that control drugs in this country. <p>Drugs: it's the law!</p> <ul style="list-style-type: none"> -Understand some of the basic laws in relation to drugs; -Explain why there are laws relating to drugs in this country. <p>Alcohol: what is normal?</p> <ul style="list-style-type: none"> -Understand the actual norms around drinking alcohol and the reasons for common misperception 	<p>Jobs and taxes (OPTIONAL)</p> <ul style="list-style-type: none"> -Recognise and explain that different jobs have different levels of pay and the factors that influence this; -Explain the different types of tax (income tax and VAT) which help to fund public services; -Evaluate the different public services and compare their value. <p>Happy shoppers - caring for the environment</p> <ul style="list-style-type: none"> -Explain what is meant by living in an environmentally sustainable way; -Suggest actions that could be taken to live in a more environmentally sustainable way. <p>Action stations! (OPTIONAL)</p> <ul style="list-style-type: none"> -Explain what we mean by the terms voluntary, community and pressure (action) group; -Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. <p>Project Pitch (parts 1 & 2) (OPTIONAL)</p>	<p>five ways to wellbeing are;</p> <ul style="list-style-type: none"> -Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. 	<ul style="list-style-type: none"> -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change. <p>Is this normal?</p> <ul style="list-style-type: none"> -Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety. <p>Making babies</p> <ul style="list-style-type: none"> -Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means. <p>What is HIV? (OPTIONAL)</p> <ul style="list-style-type: none"> -Explain how HIV affects the
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	<p>choose who and whether to marry.</p> <p>Acting appropriately</p> <ul style="list-style-type: none"> -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal. 	<ul style="list-style-type: none"> -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people. 	<p>s of these;</p> <ul style="list-style-type: none"> -Describe some of the effects and risks of drinking alcohol. <p>Joe's story (part 1) (OPTIONAL)</p> <ul style="list-style-type: none"> -Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; -Explain how these emotional needs impact on people's behaviour; -Suggest positive ways that people can get their emotional need met. <p>Joe's story (part 2) (OPTIONAL)</p> <ul style="list-style-type: none"> -Understand and give examples of conflicting emotions; <p>Understand and reflect on how independence and responsibility go together.</p>	<ul style="list-style-type: none"> -Recognise the relationship between rights and responsibilities. <p>Democracy in Britain 1 - Elections</p> <ul style="list-style-type: none"> -Recognise reasons for rules and laws; consequences of not adhering to rules and laws. <p>Democracy in Britain 2 - How (most) laws are made</p> <ul style="list-style-type: none"> -Recognise reasons for rules and laws; consequences of not adhering to rules and laws. <p>Community art (OPTIONAL)</p> <ul style="list-style-type: none"> -Define the term 'community'; -Recognise the benefits to mental health and wellbeing of being part of community groups; -Understand the value of community members and how they can be valued for contributing to communities. 	<p>body's immune system;</p> <ul style="list-style-type: none"> -Understand that HIV is difficult to transmit; -Know how a person can protect themselves from HIV.
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Progression of Disciplinary Knowledge in *Geography* from Preschool through to Year 6

Do children have opportunities to...

Potential literacy texts to link