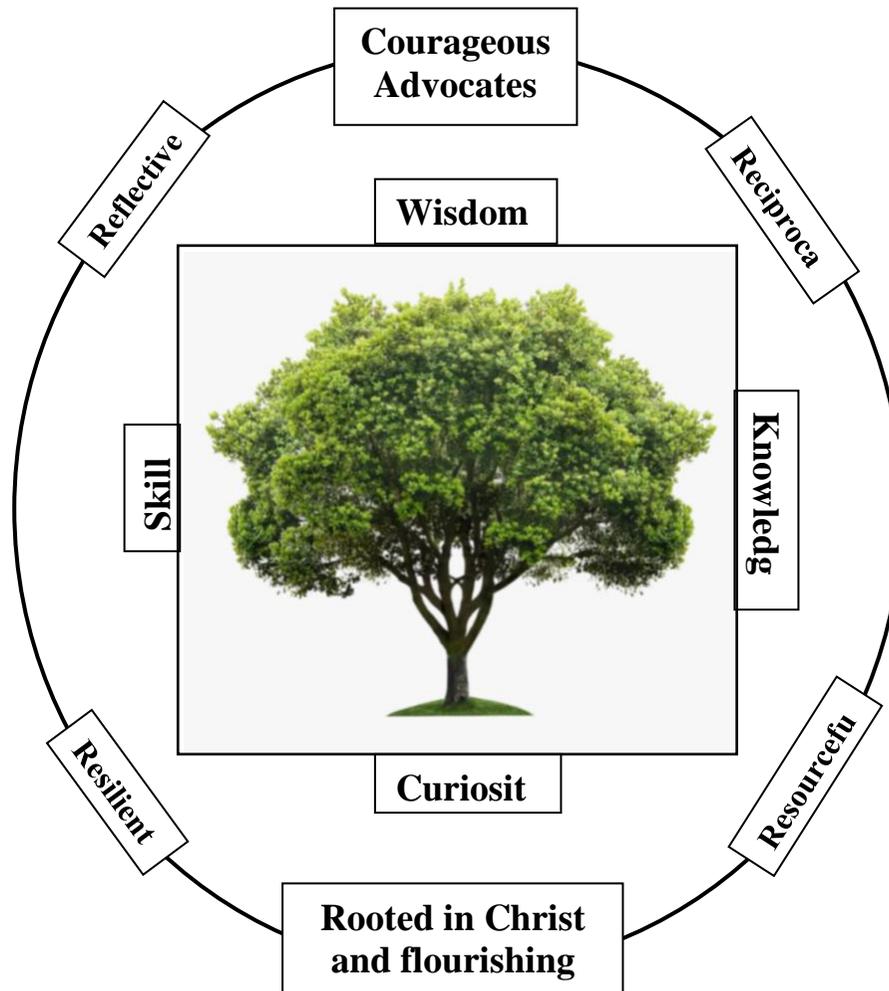


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

PSHE



PSHE Intent

Our PSHE curriculum at Whittle-le-Woods aims to:

- Enable children to form successful relationships
- Enable children to lead healthy lives and make healthy choices for their body and mind
- Enable children to know and understand their bodies and emotions
- Understand the scientific aspects of sex and reproduction
- Give children the skills and tools they need to keep themselves safe
- Teach children to become

Celebrate diversity of all kinds, including neurodiversity, as God’s beautifully created and unique beings.

SCARF – PHSE with Protected Characteristics identified

Upper KS2 taught that it is illegal to discriminate against someone because of protected characteristics (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, sexual orientation)

In addition to this is **Kidsafe** (child protection) and **Personal safety** (eg.Railway, Fire, water safety, Electricity...) units are taught, **Y6 First Aid**- St John’s Ambulance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Being My Best	Growing and Changing
	Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help to keep me safe (N) 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!	Changes in Seasons, plants and animals
Reception	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Growing and Changing	Rights and Responsibilities	'Being my Best' <u>Commando Joe's</u> Traditional Tales (KS1 unit adapted) 'Once Upon a Time'
	All about me What makes me special? Me and my special people Who can help me?	Healthy Eating I'm special, you're special Same and different Same and different families	Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be?	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom	

	My feelings	Same and different homes I am caring I am a friend	Listening to my feelings Keeping safe online People who help to keep me safe	Where do babies come from? Getting bigger Me and my body - girls and boys 	Caring for our world Looking after money (1): Looking after money (2):	
Year 1	'Being my Best' Commando Joe's Steve Backshall 'A Walk on the Wildside' 	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Growing and Changing
		Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends I can eat a rainbow	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair	Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private
Year 2	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	'Being my Best' Commando Joe's The Queen 'The Longest Reign' 	Growing and Changing
	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out Disability An act of kindness Solve the problem 	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games		A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3	Me and My Relationships	'Being my Best'	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Growing and Changing
	As a rule	Commando Joe's	Family and friends	Safe or unsafe?	Our helpful volunteers	Relationship Tree

	<p>My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special</p>	<p>Ed Stafford 'Walking the Amazon' </p>	<p>LGBT/marriage My community R/Belief Respect and challenge Our friends and neighbours Racism R/Belief Let's celebrate our differences Disability Racism</p>	<p>Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm? Derek cooks dinner! (healthy eating)</p>	<p>Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money </p>	<p>Body space Secret or surprise? My changing body Basic first aid Making clear efficient call to emergency services and Head injury</p>
Year 4	Keeping Myself Safe	Valuing Difference	<p>'Being my Best' <u>Commando Joe's</u> Bear Grylls 'Survival'  </p>	Me and My Relationships	Rights and responsibilities	Growing and Changing
	<p>Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2) Keeping Myself Safe</p>	<p>Can you sort it? Islands Friend or acquaintance? What would I do? Disability Racism The people we share our world with R/Belief/Age That is such a stereotype! Stereotypes</p>		<p>An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure Basic first aid </p>	<p>Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?</p>	<p>Moving house My feelings are all over the place! All change! Preparing for periods (formerly Period positive) Secret or surprise? Together LGBT</p>
Year 5	Me and My Relationships	Valuing Difference	Keeping Myself Safe	<p>'Being my Best' <u>Commando Joe's</u> Tim Peake 'Blast Off'</p>	Rights and responsibilities	Growing and Changing
	<p>Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive</p>	<p>Qualities of friendship Kind conversations Happy being me Racism The land of the Red People Racism R/Belief</p>	<p>'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false?</p>			

	Our emotional needs Communication	Is it true? LGBT It could happen to anyone Disability /Age 	Smoking: what is normal? Would you risk it?		Local councils Basic first aid, including Sepsis Awareness	Growing up and changing bodies It could happen to anyone Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes
Year 6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Growing and Changing	'Being my Best' Commando Joe's Amelia Earhart 'Final flight' Two-day experience.  Basic first aid, including Sepsis Awareness St John's Ambulance 
	Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me LGBT /Marriage Acting appropriately It's a puzzle	OK to be different Disability /Age/Neurodiversity We have more in common than not R/Belief Respecting differences Tolerance and respect for others Racism Advertising friendships! Boys will be boys? - challenging gender stereotypes Stereotypes	Think before you click! Traffic lights 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) Joe's story (part 2)	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies LGBT Pregnancy and maternity What is HIV?	

Nursery

Term	Unit Name	Unit Learning Outcomes	Lesson Learning Outcomes	Key Vocabulary	Evidenced
Autumn 1	<u>Marvellous Me!</u>	-Recognise that we are unique. -Describe different feelings and use this skill to manage relationships. -Understand that some families are different from theirs, but these families also love and care for one another.	-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. -Speak positively about themselves. -Name different feelings and possible causes. -Name some key adults who can help them when feeling sad/worried/scared. -Talk about their families and special people. -Name those who care for them and keep them safe.	Special Family	Learning Journey

			-Describe the different types of homes.	
Autumn 2	<u>Valuing Difference</u>	-Recognise that there are differences and similarities between themselves. -Celebrate their friends and include them. -Understand people have different cultures and religions.	-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. -Understand that having differences between us is a good thing -Notice and talk about differences in nature -Recognise the differences within and amongst families -Show kindness by including their friends -Talk about how to help those who are in need	different family feelings friend friendship helping kind sharing similar
Spring 1	<u>Keeping Myself Safe</u>	-Explain what they should do if they feel unsafe. -Recognise potential dangers and how to stay safe, inside and outside. -Learn the importance of keeping safe around medicines and unknown products.	-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. -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	careful cleaning products clothing fresh air grown up labels medicines safe safety signs scissors tummy feelings unsafe
Spring 2	<u>Rights and Responsibilities</u>	Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Talk about how healthy food and keeping clean can help our bodies Name some healthy foods Try new experiences 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 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	care classroom clean different family feelings friends fruit germs healthy snacks helping look after similar sugar

				tidy vegetables wash hands	
Summer 1	<u>Being My Best</u>	Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge	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 Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves 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	challenge encourage energy exercise food get better at keep trying practice sleep water	
Summer 2	<u>Growing and Changing</u>	Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like	Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal 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 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	Spring Summer Autumn Winter Hot cold	
<u>Reception</u>					

Term	Unit Name	Unit Learning Outcomes	Lesson Learning Outcomes	Key Vocabulary	Visitor Trips and other opportunities
Autumn 1	<u>Me and My Relationships</u>	<p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>Talk about their own interests.</p> <p>Talk about their families.</p> <p>Talk about how they are the same or different to others.</p> <p>Share their favourite interests and objects.</p> <p>Talk about themselves positively.</p> <p>Listen to what others say and respond.</p> <p>Talk about the important people in their lives.</p> <p>Understand that we have different special people.</p> <p>Name key people outside of families that care for them.</p> <p>Talk about when they might feel unsafe or unhappy.</p> <p>Name the people who will help them.</p> <p>Notice when a friend is in need at school and help them.</p> <p>Describe different emotions.</p> <p>Explore how we feel at certain times or events.</p> <p>Identify ways to change feelings and calm down.</p> <p>Identify events that can make a person feel sad.</p> <p>Suggest ways in which they can help a friend who is sad.</p> <p>Choose ways to help themselves when they feel sad.</p>	<p>different</p> <p>effort</p> <p>emojis</p> <p>family</p> <p>favourite</p> <p>feelings</p> <p>friends</p> <p>happy</p> <p>help</p> <p>helpful</p> <p>kind</p> <p>practice</p> <p>sad</p> <p>same</p> <p>special</p> <p>special people</p>	Learning Journey
Autumn 2	<u>Valuing Difference</u>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Describe their own positive attributes.</p> <p>Share their likes and dislikes.</p> <p>Listen to and respect the ideas of others.</p> <p>Recognise the similarities and differences amongst their peers.</p> <p>Discuss why differences should be celebrated.</p> <p>Retell a story.</p> <p>Talk about their family, customs and traditions.</p> <p>Listen to others talk about their experiences.</p> <p>Compare their own experiences with those of others.</p> <p>Recognise the similarities and differences between their home and those of others.</p> <p>Talk about what makes their home feel special and safe.</p> <p>Be sensitive towards others.</p> <p>Suggest ways in which we can be kind towards others.</p> <p>Demonstrate skills in cooperation with others.</p> <p>Show friendly behaviour towards a peer.</p> <p>Build relationships with others.</p>	<p>different</p> <p>dislikes</p> <p>family</p> <p>favourite</p> <p>friendship</p> <p>home</p> <p>kind</p> <p>kindness</p> <p>likes</p> <p>new friend</p> <p>same</p> <p>special</p> <p>unkind</p>	

<p>Spring 1</p>	<p><u>Keeping Myself Safe</u></p>	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults). Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others. Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent. Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online. Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment.</p>	<p>address adult chemist cuddle detective doctor food fresh air grown up keep clean keep safe medicine safe sleep tell unsafe water worried</p>	
<p>Spring 2</p> 	<p><u>Growing and Changing</u></p>	<p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>	<p>Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different.</p>	<p>adult autumn baby care child cycle family grow growing life cycles love old age private parts/places seasons spring summer teenager</p>	

			<p>Talk about similarities and differences between themselves and others.</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that we are all unique.</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary.</p> <p>Explain which parts of their body are kept private and safe and why.</p> <p>Tell or ask an appropriate adult for help if they feel unsafe.</p>	Winter
<p>Summer 1</p>	<p><u>Rights and Responsibilities</u></p>	<p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Name the special people in their lives.</p> <p>Understand that our special people can be different to those of others.</p> <p>Talk about why friends are important and how they help us.</p> <p>Identify ways to care for a friend in need.</p> <p>Identify ways to help others in their community.</p> <p>Identify ways in which they help at home.</p> <p>Recognise the importance of taking care of a shared environment.</p> <p>Name ways in which they can look after their learning environment.</p> <p>Think about what makes the world special and beautiful.</p> <p>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.</p> <p>Talk about what can happen to living things if the world is not cared for.</p> <p>Recognise coins and other items relating to money.</p> <p>Identify the uses of money.</p> <p>Talk about why it's important to keep money safe.</p> <p>Identify ways to save money.</p> <p>Talk about why we save money.</p>	<p>buy</p> <p>caring</p> <p>cost</p> <p><i>electricity</i></p> <p><i>environment</i></p> <p>family</p> <p>friends</p> <p>helpful</p> <p>litter</p> <p>look after</p> <p>money</p> <p>pay</p> <p><i>pollution</i></p> <p><i>recycling</i></p> <p><i>responsibility</i></p> <p>safe place</p> <p>save</p>
<p>Summer 2</p> 	<p><u>Commando Joe's</u></p>	<p>Feel resilient and confident in their learning.</p> <p>Learn and use strategies or skills in approaching challenges.</p>	<p>Share an experience where they haven't achieved their goal.</p> <p>Develop their confidence and resilience towards having a growth mindset.</p> <p>Name a strategy to overcome a hurdle.</p> <p>Recognise that some skills take time to learn.</p> <p>Plan and review an achievable goal.</p> <p>Celebrate the successes of their peers.</p>	

Year 1

Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor trips and other opportunities
Autumn 1 	<u>Commando Joe's</u>	Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel.	Know that learning a new skill requires practice and the opportunity to fail, safely; Know how a person's behaviour (including their own) can affect other people.		
Autumn 2	<u>Me and My Relationships</u>	Explain their classroom rules and be able to contribute to making these. Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Suggest strategies for someone experiencing 'not so good' feelings to manage these. Suggest ways of dealing with different kinds of hurt. 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. Suggest simple strategies for making up. Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel. Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch	Know that classroom rules help everyone to learn and be safe Know how others might be feeling by reading body language/facial expressions Know a range of feelings Know how feelings might make us behave Know that people's bodies and feelings can be hurt Know simple qualities of friendship Know 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.	behaviour <i>body language</i> emotions family feelings friendship heal hurt listening making up responsibility rules safe special people support work together	
Spring 1	<u>Valuing Difference</u>	Identify the differences and similarities between people	Know the difference between unkindness, teasing and bullying Know that bullying is usually quite rare.	behaviour bully bullying	

		<p>Empathise with those who are different from them</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Recognise and explain what is fair and unfair, kind and unkind</p> <p>Suggest ways they can show kindness to others.</p>	<p>Know some of the people who are special to them</p> <p>Know and name some of the qualities that make a person special to them.</p>	<p>difference</p> <p>different</p> <p>fair</p> <p>feelings</p> <p>qualities</p> <p>respect</p> <p>rules</p> <p>safe</p> <p>same</p> <p>special people</p> <p>tease</p> <p>teasing</p> <p>unkind</p> <p>unkindness</p>	
Spring 2	<u>Keeping Myself Safe</u>	<p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>Know that the body gets energy from food, water and air (oxygen)</p> <p>Know that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Know the importance of sleep in maintaining a healthy, balanced lifestyle</p> <p>Know simple bedtime routines that promote healthy sleep.</p> <p>Know that medicines can sometimes make people feel better when they're ill</p> <p>Know and learn the PANTS rules</p> <p>Know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Know that they have the right to say "no" to unwanted touch;</p>	<p>air</p> <p>cereal</p> <p>dairy</p> <p>emotions</p> <p>energy</p> <p>exercise</p> <p>feelings</p> <p>food</p> <p>fruit</p> <p>grow</p> <p>healthy</p> <p>meat</p> <p>nervous</p> <p>oxygen</p> <p>Private places</p> <p>privates</p>	
Summer 1	<u>Rights and Responsibilities</u>	<p>Recognise the importance of regular hygiene routines</p> <p>Sequence personal hygiene routines into a logical order.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant)</p> <p>List some of the things that money may be spent on in a family home.</p>	<p>Know what they like about the school environment</p> <p>Know who cares for and looks after the school environment.</p> <p>Know the importance of looking after things that belong to themselves or to others.</p> <p>Know where people get money from</p> <p>Know that different notes and coins have different monetary value</p> <p>Know the importance of keeping money safe</p> <p>Know safe places to keep money</p>	<p>accident</p> <p>afford</p> <p>bank</p> <p>bills</p> <p>burn</p> <p>clean</p> <p>Coin notes</p> <p>cost</p> <p>danger</p> <p>emergency</p> <p>environment</p>	

			Know the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	first aid hazard hygiene money responsibility scald	
Summer 2	<u>Growing and Changing</u>	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them. Identify things they could do as a baby, a toddler and can do now Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation. Identify situations as being secrets or surprises 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.	Know some of the tasks required to look after a baby Know how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Know the difference between a secret and a nice surprise Know who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	attention bully bullying digested experience growing heart hygiene <i>intestines</i> lungs organ oxygen <i>penis</i> stomach surprise tease	
Other opportunities					

Year 2

Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor trips and other opportunities
Autumn 1	<u>Me and My Relationships</u>	Suggest actions that will contribute positively to the life of the classroom	Know that people have different ways of expressing their feelings	regular repeated rules	

		<p>Make and undertake pledges based on those actions.</p> <p>Take part in creating and agreeing classroom rules.</p> <p>Use a range of words to describe feelings</p> <p>Describe strategies for dealing with bullying:</p> <p>Rehearse and demonstrate some of these strategies.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Know helpful ways of responding to other's feelings.</p> <p>Know what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</p> <p>Know situations as to whether they are incidents of teasing or bullying.</p> <p>Know the difference between bullying and isolated unkind behaviour</p> <p>Know that there are different types of bullying and unkind behaviour</p> <p>Know that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Know that friendship is a special kind of relationship</p> <p>Know some of the ways that good friends care for each other.</p>	<p>safe teasing</p>	
<p>Autumn 2</p> 	<p><u>Valuing Difference</u></p>	<p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Explain how it feels to be part of a group</p> <p>Explain how it feels to be left out from a group</p> <p>Identify groups they are part of</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness</p> <p>Suggest kind words and actions they can show to others</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>Know some of the physical and non-physical differences and similarities between people</p> <p>Know and use words and phrases that show respect for other people.</p> <p>Know people who are special to them</p> <p>Know some of the ways those people are special to them.</p> <p>Know how these impact on other people's feelings;</p>	<p>aggressive behaviour</p> <p>cooperate</p> <p>respect</p> <p>solve</p> <p>unique</p> <p>unkind</p>	
<p>Spring 1</p>	<p><u>Keeping Myself Safe</u></p>	<p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Know that medicines can sometimes make people feel better when they're ill</p> <p>Know situations in which they would feel safe or unsafe</p>	<p><i>Consent</i></p> <p><i>permission</i></p> <p>feelings</p> <p><i>genitals</i></p> <p>medicines</p>	

		<p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p>	<p>Know 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. Know that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation Know the types of touch they like and do not like Know who they can talk to if someone touches them in a way that makes them feel uncomfortable. Know that some touches are not fun and can hurt or be upsetting Know that they can ask someone to stop touching them Know who they can talk to if someone touches them in a way that makes them feel uncomfortable. Know safe secrets (including surprises) and unsafe secrets Know the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Know how inappropriate touch can make someone feel Know that there are unsafe secrets and secrets that are nice surprises Know that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>penis private private parts safe safety secret uncomfortable unsafe</p>	
<p>Spring 2</p>	<p><u>Rights and Responsibilities</u></p>	<p>Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Make suggestions for improving the school environment</p>	<p>Know special people in the school and community who can help to keep them safe Know how to ask for help. Know what they like about the school environment Know any problems with the school environment (e.g. things needing repair) Know that they all have a responsibility for helping to look after the school environment.</p>	<p>control environment erupt responsibility Safe unsafe saving share spending</p>	

			<p>Know that people have choices about what they do with their money</p> <p>Know that money can be saved for a use at a future time</p> <p>Know how they might feel when they spend money on different things.</p> <p>Know that money can be spent on items which are essential or non-essential</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>		
<p>Summer 1</p> 	<u>Commando Joe's</u>	<p>Help themselves and others develop a positive attitude that support their wellbeing</p> <p>Identify and describe where they are on the learning line in each activity and apply its positive mindset strategies to their own learning.</p> <p>them</p>	<p>Know the stages of the learning line showing an understanding of the learning process</p>		
Summer 2	<u>Growing and Changing</u>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Identify which parts of the human body are private</p> <p>Give examples of different types of private information.</p>	<p>Know the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Know different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Know and describe some of the things that people are capable of at these different stages.</p> <p>Know that a person's genitals help them to make babies when they are grown up</p> <p>Know that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Know what privacy means</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p>	<p>Consent</p> <p>permission</p> <p>danger</p> <p>emergency</p> <p>first aid</p> <p>genitals</p> <p>hazard</p> <p>nervous</p> <p>nipples</p> <p>penis</p> <p>privacy</p> <p>private</p> <p>scald</p> <p>special</p> <p><i>testicles</i></p> <p>unique</p> <p><i>vulva</i></p>	
Other opportunities	Kidsafe sessions				

Year 3

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor trips other opportunities
Autumn 1	<u>Me and My Relationships</u>	<p>Explore why rules are different for different age groups, in particular for internet-based activities</p> <p>Suggest appropriate rules for a range of settings</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Demonstrate cooperation and collaboration</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Express opinions and listen to those of others</p> <p>Consider others' points of view</p> <p>Practise explaining the thinking behind their ideas and opinions.</p> <p>Identify qualities of friendship</p> <p>Suggest reasons why friends sometimes fall out</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>	<p>Know why we have rules</p> <p>Know some of the feelings someone might have when they lose something important to them</p> <p>Know that these feelings are normal and a way of dealing with the situation.</p> <p>Know the different skills that people can bring to a group task</p> <p>Know people who they have a special relationship with</p> <p>Know what a dare is;</p> <p>Know that no-one has the right to force them to do a dare;</p>	<p>apologise</p> <p>Collaborate</p> <p>(reciprocity)</p> <p>cooperate</p> <p>compromise</p> <p>conflict</p> <p>courteous</p> <p>dare</p> <p>falling out</p> <p>feelings</p> <p>opinions</p> <p>persuade</p> <p>point of view</p> <p>respectful</p> <p>responsibility</p> <p>rules</p> <p>safety</p> <p>strategies</p>	
Autumn 2	<u>Commando Joe's</u>	<p>Identify their achievements and areas of development</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p>	<p>Know some of the different talents and skills that people have and how skills are developed</p> <p>Know their own skills and those of other children in the class.</p>		
Spring 1	<u>Valuing Difference</u>	<p>Reflect on listening skills</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>Know that there are many different types of family</p> <p>Know what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Know the term 'community'</p> <p>Know the different communities that they belong to</p>	<p>adoption</p> <p>belonging</p> <p>blended family</p> <p>bullying</p> <p>community</p> <p>cooperation</p> <p>courtesy</p> <p>differences</p> <p>disability</p>	

		Explore why people have prejudiced views and understand what this is.	<p>Know the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Know examples of respectful language</p> <p>Know examples of how to challenge another's viewpoint, respectfully.</p> <p>Know that people living in the UK have different origins</p> <p>Know the factors that make people similar to and different from each other</p> <p>Know that repeated name calling is a form of bullying</p> <p>Know and explain some of the reasons why different people are bullied;</p>	<p>fostering manners</p> <p>name calling</p> <p>politeness</p> <p>prejudice</p> <p>race</p> <p>respect</p> <p>Similarities</p> <p>differences</p>	
Spring 2	<u>Keeping Myself Safe</u>	<p>Identify situations which are safe or unsafe</p> <p>Identify people who can help if a situation is unsafe</p> <p>Suggest strategies for keeping safe.</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol</p> <p>Evaluate the validity of statements relating to online safety</p> <p>Recognise potential risks associated with browsing online</p> <p>Give examples of strategies for safe browsing online.</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this</p> <p>Demonstrate strategies for assessing risks</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them</p>	<p>Know the words danger and risk and explain the difference between the two</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Know the word 'drug' and understand that nicotine and alcohol are both drugs.</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</p> <p>Know and describe appropriate behaviour online as well as offline</p> <p>Know and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Know and explain decision-making skills</p> <p>Know where to get help from when making decisions.</p> <p>Know that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Know how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body</p> <p>Know what is meant by the term 'balanced diet'</p> <p>Know exam</p>	<p><i>alcohol</i></p> <p><i>browsing</i></p> <p><i>cigarettes</i></p> <p><i>consequence</i></p> <p><i>danger</i></p> <p><i>(dangerous)</i></p> <p><i>decisions</i></p> <p><i>drugs</i></p> <p><i>fake news</i></p> <p><i>instructions</i></p> <p><i>medicines</i></p> <p><i>nicotine</i></p> <p><i>personal information</i></p> <p><i>phishing</i></p> <p><i>private profile</i></p> <p><i>public risks</i></p> <p><i>search engine</i></p> <p><i>strategies</i></p> <p><i>trust</i></p> <p><i>unsafe</i></p>	
Summer 1	<u>Rights and Responsibilities</u>	Identify people who are volunteers in the school community	Know what a volunteer is	<p>earning</p> <p>environment</p>	

		<p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy</p> <p>Suggest ways they can help these people.</p> <p>Plan, draft and publish a recount using the appropriate language.</p> <p>Evaluate and explain different methods of looking after the school environment</p> <p>Devise methods of promoting their priority method.</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p>	<p>Know the difference between 'fact' and 'opinion'</p> <p>Know how an event can be perceived from different viewpoints</p> <p>Know what is meant by the environment</p> <p>Know the terms 'income', 'saving' and 'spending'</p> <p>Know that there are times we can buy items we want and times when we need to save for items</p> <p>Know that people earn their income through their jobs</p> <p>Know that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>fact</p> <p>income</p> <p>opinion</p> <p>responsible</p> <p>safe</p> <p>saving</p> <p>spending</p> <p>volunteer</p> <p>waste</p> <p>wellbeing</p>	
<p>Summer 2</p>	<p><u>Growing and Changing</u></p>	<p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>This will be taught in Y3 or delayed to Y4 (Cohort specific)</p>	<p>Know different types of relationships</p> <p>Know who they have positive healthy relationships with.</p> <p>Know what is meant by the term body space (or personal space);</p> <p>Know when it is appropriate or inappropriate to allow someone into their body space</p> <p>Know the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Know how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>(Babies come from the joining of an egg and sperm</p> <p>Know what happens when an egg doesn't meet a sperm</p> <p>Know that for girls, periods are a normal part of puberty.)</p>	<p>invade</p> <p>personal space</p> <p>Positive relationships</p> <p>Respect, (period</p> <p>Period/ Menstruation</p> <p>tampon</p> <p>puberty</p> <p>Lining, ovary</p> <p>breasts</p> <p>egg</p> <p>fallopian tube</p> <p>uterus (womb)</p> <p>vagina)</p>	
<p>Other opportunities</p>	<p>Kidsafe sessions</p>				

Year 4

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor trips and other opportunities
Autumn 1	<u>Keeping Myself Safe</u>	<p>Identify situations which are either dangerous, risky or hazardous</p> <p>Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online</p> <p>Suggest strategies for managing dares.</p> <p>Suggest alternatives to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Describe stages of identifying and managing risk</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Know the terms 'danger', 'risk' and 'hazard' and explain the difference between them</p> <p>Know and explain strategies for safe online sharing</p> <p>Know and explain the implications of sharing images online without consent.</p> <p>Know what is meant by the word 'dare'</p> <p>Know, from given scenarios, which are dares and which are not</p> <p>Know that medicines are drugs</p> <p>Know safety issues for medicine use</p> <p>Know some of the key risks and effects of smoking and drinking alcohol</p> <p>Know that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Know that we can be influenced both positively and negatively;</p>	<p>assertive</p> <p>choices</p> <p>consequences</p> <p>danger</p> <p>dangerous</p> <p>dare</p> <p>drug</p> <p>hazard</p> <p>hazardous</p> <p>influence</p> <p>medicine</p> <p>persevere</p> <p>privacy</p> <p>privacy settings</p> <p>risk</p> <p>risky</p> <p>security</p> <p>social norm</p>	
Autumn 2	<u>Valuing Difference</u>	<p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion)</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p>	<p>Know the terms 'negotiation' and 'compromise'</p> <p>Know the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Know that they have the right to protect their personal body space</p> <p>Know that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p> <p>Know the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Know and identify stereotypes, including those promoted in the media.</p>	<p>negotiation</p> <p>compromise</p> <p>body space</p> <p>invade</p> <p>sharing</p> <p>acquaintances</p> <p>aggressive</p> <p>apologise</p> <p>similarities</p> <p>differences</p> <p>respect</p> <p>stereotype</p>	

<p>Spring 1</p> 	<p><u>Commando Joe's</u></p>	<p>Identify ways in which everyone is unique Appreciate their own uniqueness Give examples of choices they make for themselves, and choices others make for them.</p>	<p>Know that there are times when they will make the same choices as their friends and times when they will choose differently.</p>		
<p>Spring 2</p> 	<p><u>Me and My Relationships</u></p>	<p>Explain how different words can express the intensity of feelings. Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task Recognise that different people can have different feelings in the same situation Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language 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>	<p>Know 'good' and 'not so good' feelings and how feelings can affect our physical state Know what we mean by a 'positive, healthy relationship' Know successful qualities of teamwork and collaboration. Know a wide range of feelings Know that their feelings might change towards someone or something once they have further information.</p>	<p>Words to describe feelings Positive healthy relationship collaboration</p>	
<p>Summer 1</p>	<p><u>Rights and Responsibilities</u></p>	<p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion) Recognise potential consequences of aggressive behaviour</p>	<p>Know the terms 'negotiation' and 'compromise' Know the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Know that they have the right to protect their personal body space Know that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances) Know the word respect and demonstrate ways of showing respect to others' differences. Know and identify stereotypes, including those promoted in the media.</p>	<p>negotiation compromise body space invade sharing acquaintances aggressive apologise similarities differences respect stereotype</p>	

		Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)			
Summer 2	<u>Growing and Changing</u>	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. Suggest reasons why young people sometimes fall out with their parents Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different Identify some of the ways to cope better with periods. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	Know some positive and negative feelings Know how the onset of puberty can have emotional as well as physical impact Know the correct terminology for their genitalia Know and explain why puberty happens Know the key facts of the menstrual cycle Know that periods are a normal part of puberty for girls Know the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Know 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. Know that marriage is a commitment to be entered into freely and not against someone's will Know that marriage includes same sex and opposite sex partners Know the legal age for marriage in England or Scotland	breasts civil partnership clitoris compromise eggs forced marriage hormones labia marriage menstrual cycle menstruation ovaries penis period periods practice puberty pubic hair sperm surprise tampons testicles vagina vulva wet dreams womb	
Other opportunities	Kidsafe sessions				

Year 5

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor trips and other opportunities
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<p>Autumn 1</p>	<p><u>Me and My Responsibilities</u></p>	<p>Use attributes to work collaboratively Describe strategies for resolving issues or situations. Respond to a wide range of feelings in others Reflect on their own friendship qualities Rehearse assertive skills Recognise basic emotional needs Consider the outcomes of risk taking in a situation, including emotional risks</p>	<p>Know the meaning of collaboration and the attributes needed. Know the definition of the terms: negotiation and compromise Know the key qualities of friendship Know what makes a relationship unhealthy Know the characteristics of passive, aggressive and assertive behaviours Know that online communication can be misinterpreted Know that responsible and respectful behaviour is necessary when interacting with others</p>	<p>aggressive assertive body language collaborate compromise conflict face-to-face insensitive non-verbal physical abuse sensitive sexual abuse uncomfortable verbal abuse</p>	
<p>Autumn 2</p> 	<p><u>Valuing Differences</u></p>	<p>Describe ways of making friendships last Rehearse active listening skills Demonstrate respectfulness Respond appropriately to others Use examples to describe discrimination and injustice Empathise with people who have been, and currently are, subjected to injustice, including through racism Explain the importance of mutual respect for different faiths and beliefs and demonstrate this Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Know the key qualities of friendship Know why friendships end Know discrimination and its injustices Know how discriminatory behaviour can be challenged Know the different groups that make up our school/wider community and other parts of the UK Know the benefits of living in a diverse society Know that the information we see online, either text or images, is not always true or accurate Know that some people post things online about themselves that aren't true, sometimes this is so that people will like them Know the consequences of positive and negative behaviour on themselves and others;</p>	<p>consequences discrimination diverse embarrassed excluded gender expression gender identify listening listening skills metaphor multicultural society prejudice</p>	
<p>Spring 1</p>	<p><u>Keeping myself safe</u></p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Suggest ways of standing up to someone who gives a dare Explore and share their views about decision making when faced with a risky situation</p>	<p>Know what a habit is and know examples Know why and how a habit can be hard to change. Know that there are positive and negative risks Know how to weigh up risk factors when making a decision</p>	<p>addiction alcohol assertive assessing risk bullying cigarettes cons cyberbullying</p>	

		<p>Suggest what someone should do when faced with a risky situation</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks</p>	<p>Know some of the possible outcomes of taking a risk.</p> <p>Know and describe the difference between online and face-to-face bullying.</p> <p>Know what is meant by a dare</p> <p>Know why someone might give a dare</p> <p>Know which situations are risky</p> <p>Know 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</p> <p>Know how to protect personal information online</p> <p>Recognise disrespectful behaviour online and know how to respond to it</p> <p>Know some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Know ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Know the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Know the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>dare</p> <p>drugs</p> <p>habit</p> <p>influence</p> <p>norms</p> <p>perception</p> <p>personal information</p> <p>pressure</p> <p>pressure</p> <p>privacy settings</p> <p>pros</p> <p>resist pressure</p> <p>risk taking</p> <p>risk taking</p> <p>weigh up risk</p>	
<p>Spring 2</p> 	<p><u>Commado Joe's</u></p>	<p>Identify their own strengths and talents</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p>	<p>Know what is meant by community;</p> <p>Know what being part of a school community means to them</p>		
<p>Summer 1</p>	<p><u>Rights and Responsibilities</u></p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing</p> <p>Express their opinions on an issue concerning health and wellbeing</p>	<p>Know the difference between a fact and an opinion</p> <p>Know what biased reporting is and the need to think critically about things we read.</p>	<p>biased</p> <p>borrow</p> <p>community group</p> <p>costs</p> <p>council</p>	

		<p>Make recommendations on an issue concerning health and wellbeing. Discuss what can make them difficult to follow Identify the impact on individuals and the wider community if responsibilities are not carried out. Suggest questions a consumer should ask before buying a product Suggest advice for a range of situations involving personal finance</p>	<p>Know the differences between responsibilities, rights and duties Know what we mean by the terms voluntary, community and pressure (action) group Know examples of voluntary groups, the kind of work they do and its value. Know the costs involved in producing and selling an item Know the terms loan, credit, debt and interest Know some of the areas that local councils have responsibility for Know that local councillors are elected to represent their local community</p>	<p>councillors credit debit duties elections Fair Trade interest loan opinion public services rent responsibility rights salaries <i>unbiased</i> voluntary group vote wages</p>	
<p>Summer 2</p>	<p><u>Growing and Changing</u></p>	<p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these Identify people who can be trusted Suggest ways to help someone who is separated from someone or something they like Discuss some of the myths associated with puberty. Identify the consequences of positive and negative behaviour on themselves and others List some of the ways our body feels when it is nervous or sad Describe and/or demonstrate how to be resilient in order to find someone who will listen to you Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>Know a range of words and phrases to describe the intensity of different feelings Know strategies they can use to build resilience. Know what kinds of touch are acceptable or unacceptable Know strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch Know how someone might feel when they are separated from someone or something they like Know the correct words for the external sexual organs Know some products that they may need during puberty and why Know what menstruation is and why it happens. Know examples of how individual/group actions can impact on others in a positive or negative way. Know how our body feels when we're relaxed</p>	<p>biological sex clitoris compromise confidential consequences crush erection foreskin fostered gender expression gender identity genitalia hormones lips (labia) menstruation penis period period/menstruation pads physical abuse prejudice puberty pubic hair sanitary protection</p>	

			<p>Know the difference between a safe and an unsafe secret</p> <p>Know that some people can get bullied because of the way they express their gender</p> <p>Know examples of how bullying behaviours can be stopped</p>	<p>scrotum</p> <p>semen</p> <p>stretch marks</p> <p>tampon</p> <p>testicles</p> <p>urinary opening</p> <p>vaginal opening</p> <p>vulva</p> <p>wellbeing</p> <p>wet dream</p>	
Other opportunities	Kidsafe sessions				

Year 6					
Term	Unit Name PSHE Assoc. Codes	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	<u>Me and My Relationships</u>	<p>Demonstrate a collaborative approach to a task</p> <p>Implement the skills needed to collaborate</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>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Recognise peer influence and pressure</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics</p> <p>Recognise basic emotional needs and understand that they change according to circumstance</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Recognise that some types of physical contact can produce strong negative feelings</p>	<p>Know what is meant by the terms ‘negotiation’ and ‘compromise’</p> <p>Know some of the challenges that arise from friendships</p> <p>Know some assertive behaviours</p> <p>Know the consequences of reacting to others in a positive or negative way</p> <p>Know ways that people can respond more positively to others.</p> <p>Know ways in which people show their commitment to each other</p> <p>Know the ages at which a person can marry, depending on whether their parents agree</p> <p>Know that everyone has the right to be free to choose who and whether to marry.</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Know strategies for keeping personal information safe online;</p>	<p>Negotiation</p> <p>compromise</p> <p>appropriate</p> <p>assertiveness</p> <p>civil partnership</p> <p>collaboration</p> <p>forced marriage</p> <p>identity theft</p> <p>illegal</p> <p>inappropriate</p>	

		Describe safe and respectful behaviours when using communication technology.			
Autumn 2	<u>Valuing Difference</u>	<p>Suggest strategies for dealing with bullying, as a bystander</p> <p>Describe positive attributes of their peers</p> <p>Demonstrate ways of offering support to someone who has been bullied</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe qualities of a strong, positive friendship</p> <p>Describe the benefits of other types of relationship</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>Know that bullying and discriminatory behaviour can result from disrespect of people's differences</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>Know how a bystander can respond to someone being rude, offensive or bullying someone else</p> <p>Know the benefits of living in a diverse society</p> <p>Know the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Know the term prejudice</p> <p>Know the difference between a friend and an acquaintance</p> <p>Know what is meant by the term stereotype;</p>	<p>acquaintance</p> <p>assumption</p> <p>biological sex</p> <p>body language</p> <p>bystander</p> <p>confidence</p> <p>disrespect</p> <p>diversity</p> <p>empathy</p> <p>gender identity</p> <p>gender</p> <p>stereotype</p> <p>prejudice</p> <p>tolerance</p> <p>unique</p> <p>neurodiversity</p> <p>witness</p>	
Spring 1	<u>Keeping Myself Safe</u>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face</p> <p>Describe safe behaviours when using communication technology.</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online</p>	<p>Know the ease with which something posted online can spread.</p> <p>Know strategies for keeping personal information safe online</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old</p> <p>Know how to keep their information private online</p> <p>Know what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</p> <p>Know that all humans have basic emotional needs and explain some of the ways these needs can be met.</p>	<p>addiction</p> <p>age restrictions</p> <p>addiction</p> <p>alcohol</p> <p>habit</p> <p>trolling</p>	
Spring 2	<u>Rights and Responsibilities</u>	<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>Suggest sale prices for a variety of items, taking into account a range of factors</p> <p>Evaluate the different public services and compare their value</p>	<p>Know the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them</p> <p>Know the legal age (and reason behind these) for having a social media account</p> <p>Know why people don't tell the truth and often post only the good bits about themselves, online</p> <p>Know that people's lives are much more balanced in real life, with positives and negatives.</p>	<p>Fact</p> <p>Opinion</p> <p>Biased</p> <p>Unbiased</p> <p>Interest</p> <p>Tax</p> <p>Income tax</p> <p>VAT</p>	

		<p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>Know some benefits of saving money Know the different ways money can be saved, outlining the pros and cons of each method Know the costs that go into producing an item Know what is meant by the term interest Know and explain that different jobs have different levels of pay and the factors that influence this Know the different types of tax (income tax and VAT) which help to fund public services Know what we mean by the terms voluntary, community and pressure (action) group Know what is meant by living in an environmentally sustainable way</p>		
<p>Summer 1</p>	<p><u>Growing and Changing</u></p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes</p> <p>Suggest positive strategies for dealing with change</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Challenge stereotypical gender portrayals of people.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>Know that fame can be short-lived Know that photos can be changed to match society's view of perfect Know what is meant by the term stereotype Know how the media can sometimes reinforce gender stereotypes Know that people fall into a wide range of what is seen as normal Know the risks of sharing images online and how these are hard to control, once shared Know that people can feel pressured to behave in a certain way because of the influence of the peer group Know the norms of risk-taking behaviour and that these are usually lower than people believe them to be Know where someone could get support if they were concerned about their own or another person's safety. Know the difference between a safe and an unsafe secret Know 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 Know how HIV affects the body's immune system</p>	<p>adoption body image embryo gender stereotype HIV immune system infection IVF miscarriage orgasm ovaries peer-pressure prejudice puberty sexual contact sexual intercourse surrogacy transmission vagina virus womb</p>	

			<p>Know that HIV is difficult to transmit Know how a person can protect themselves from HIV.</p>		
<p>Summer 2</p>  	<p><u>Commando Joe's</u></p> <p><u>St John's Ambulance</u></p> <p><u>Basic First Aid</u></p>	<p>Identify aspirational goals Describe the actions needed to set and achieve these. Identify risk factors in a given situation Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Assess a risk to help keep themselves safe.</p>	<p>Know how a risk can be reduced Know risks related to growing up and explain the need to be aware of these</p>		
<p>Other opportunities</p>	<p>Kidsafe sessions Parliament</p>				