



# Ettington Primary School Progression Document

## PSHE - Personal, Social, Health and Economic



### INTENT

At Ettington CE Primary School our PSHE Curriculum intends to enable children to develop the understanding, skills and qualities they need to manage their lives, now and in the future. It aims to help children understand how they are developing personally, socially and emotionally, whilst enabling them to understand and value how they fit in and contribute to Ettington School and to wider society. Our PSHE learning equips children with relevant and meaningful content which is supported through a strong emphasis on emotional literacy, building resilience and nurturing children's physical and mental health. It also allows us to consider the needs of individual children and support their needs.

Our children learn to understand and respect their similarities and differences, as well as celebrating diversity. Other aspects of PSHE, such as British values, are constantly worked on and intertwined across the curriculum and supported by our school rules and values. Our children are given the opportunity to explore, clarify and challenge their own and others attitudes, beliefs, rights and responsibilities. During PSHE lessons the children will learn to recognise their own worth, work with others and become more responsible for their own learning and development. They will be able to reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. Our Relationships and Sex Education equips children with the information, skills and values to understand, and to be able to cope with, the physical and emotional changes that happen to them. It also enables them to learn how to be safe and to understand and develop healthy relationships, both now and in their future lives. The skills that they learn within PSHE lessons support them to become life-long learners.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><b>Personal, social, health and economic</b></p> <ul style="list-style-type: none"> <li>· Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.</li> <li>· PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.</li> <li>· However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</li> </ul>					

	<ul style="list-style-type: none"> <li>· Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</li> </ul> <p><b>Relationships and sex education</b></p> <ul style="list-style-type: none"> <li>· Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils</li> </ul>
	At Ettington CE Primary School, we use the CORAM Scheme of Work. We also teach Protective Behaviours as part of our Safeguarding Programme in the Autumn Term.

	Autumn Term	Spring Term	Summer Term
Year Reception	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 1	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 2	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 3	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 4	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 5	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing
Year 6	Me and my relationships, valuing difference	Keeping safe, rights and respect	Being my best, growing and changing

Key Unit Autumn – Year Reception	Knowledge	Skills	Vocabulary
<p>Me and my relationships, valuing difference</p>	<p>What makes me special            People close to me            Getting help            Similarities and difference            Celebrating difference            Showing kindness</p>	<ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Name special people in their lives.</li> <li>• Describe different feelings.</li> <li>• Identify who can help if they are sad, worried or scared.</li> <li>• Identify ways to help others or themselves if they are sad or worried.</li> <li>• Talk about their own interests.</li> <li>• Talk about their families.</li> <li>• Talk about how they are the same or different to others.</li> <li>• Share their favourite interests and objects.</li> <li>• Talk about themselves positively.</li> <li>• Listen to what others say and respond.</li> <li>• Talk about the important people in their lives.</li> <li>• Understand that we have different special people.</li> <li>• Name key people outside of families that care for them.</li> <li>• Describe different emotions.</li> <li>• Explore how we feel at certain times or events.</li> <li>• Identify ways to change feelings and calm down.</li> <li>• Talk about when they might feel unsafe or unhappy.</li> <li>• Name the people who will help them.</li> <li>• Notice when a friend is in need at school and help them.</li> <li>• Identify events that can make a person feel sad.</li> <li>• Suggest ways in which they can help a friend who is sad.</li> <li>• Choose ways to help themselves when they feel sad.</li> <li>• Be sensitive towards others and celebrate what makes each person unique.</li> <li>• Recognise that we can have things in common with others.</li> <li>• Use speaking and listening skills to learn about the lives of their peers.</li> <li>• Know the importance of showing care and kindness towards others.</li> <li>• Demonstrate skills in building friendships and cooperation.</li> <li>• Describe their own positive attributes.</li> <li>• Share their likes and dislikes.</li> <li>• Listen to and respect the ideas of others.</li> <li>• Recognise the similarities and differences amongst their peers.</li> <li>• Discuss why differences should be celebrated.</li> </ul>	<p>Similarities, differences, feelings, interests, families, positive, special, emotions, unsafe, unhappy, sensitive, celebrate, unique, friendships, cooperation, attributes, relationships</p>

		<ul style="list-style-type: none"> <li>• Retell a story. Talk about their family, customs and traditions.</li> <li>• Listen to others talk about their experiences.</li> <li>• Compare their own experiences with those of others.</li> <li>• Recognise the similarities and differences between their home and those of others.</li> <li>• Talk about what makes their home feel special and safe.</li> <li>• Be sensitive towards others.</li> <li>• Suggest ways in which we can be kind towards others.</li> <li>• Demonstrate skills in cooperation with others.</li> <li>• Show friendly behaviour towards a peer.</li> <li>• Build relationships with others.</li> </ul>	
<b>Key Unit Spring– Year Reception</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Keeping safe, rights and respect	Keeping my body safe Safe secrets and touches People who help to keep us safe Looking after things: friends, environment, money	<ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe.</li> <li>• Name ways to stay safe around medicines.</li> <li>• Know how to stay safe in their home, classroom and outside.</li> <li>• Know age-appropriate ways to stay safe online.</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> <li>• Name things that keep their bodies safe.</li> <li>• Name things that keep their bodies clean and protected.</li> <li>• Think about how to recognise things that might not be safe.</li> <li>• Name some hazards and ways to stay safe inside.</li> <li>• Name some hazards and ways to stay safe outside.</li> <li>• Show how to care for the safety of others.</li> <li>• Name the adults who they can ask for help from, and will keep them safe.</li> <li>• Recognise the feelings they have when they are unsafe.</li> <li>• Talk about keeping themselves safe, safe touches and consent.</li> <li>• Share ideas about activities that are safe to do on electronic devices.</li> <li>• What to do and who to talk to if they feel unsafe online.</li> <li>• Name the people in their lives who help to keep them safe.</li> <li>• Name people in their community who help to keep them safe.</li> <li>• Talk about ways to keep themselves safe in their environment.</li> <li>• Understand that they can make a difference.</li> </ul>	Healthy, medicine, online, community, protected, hazard, safety, touches, consent, electronic devices, community, impact, natural world, relationships, special, recycling, energy, waste, money, environment,

		<ul style="list-style-type: none"> <li>• Identify how they can care for their home, school and special people.</li> <li>• Talk about how they can make an impact on the natural world.</li> <li>• Talk about similarities and differences between themselves.</li> <li>• Demonstrate building relationships with friends.</li> <li>• Name the special people in their lives.</li> <li>• Understand that our special people can be different to those of others.</li> <li>• Talk about why friends are important and how they help us.</li> <li>• Identify ways to care for a friend in need.</li> <li>• Identify ways to help others in their community.</li> <li>• Identify ways in which they help at home.</li> <li>• Recognise the importance of taking care of a shared environment.</li> <li>• Name ways in which they can look after their learning environment.</li> <li>• Think about what makes the world special and beautiful.</li> <li>• Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.</li> <li>• Talk about what can happen to living things if the world is not cared for.</li> <li>• Recognise coins and other items relating to money.</li> <li>• Identify the uses of money.</li> <li>• Talk about why it's important to keep money safe.</li> <li>• Identify ways to save money.</li> <li>• Talk about why we save money;</li> </ul>	
<b>Key Unit Summer – Year Reception</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Being my best, growing and changing</b>	<p>Keeping my body healthy – food, exercise, sleep</p> <p>Growth Mindset</p> <p>Cycles</p> <p>Life stages</p> <p>Girls and boys – similarities and difference</p>	<ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning.</li> <li>• Name and discuss different types of feelings and emotions.</li> <li>• Learn and use strategies or skills in approaching challenges.</li> <li>• Understand that they can make healthy choices.</li> <li>• Name and recognise how healthy choices can keep us well.</li> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Recognise that some skills take time to learn.</li> <li>• Plan and review an achievable goal.</li> </ul>	<p>Resilient, confident, emotions, feelings, challenges, healthy, unhealthy, goals, growth mindset, strategy, skills, success, wellbeing, mental health, exercise, routine, seasons, unique, private</p>

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|  |  | <ul style="list-style-type: none"> <li>• Celebrate the successes of their peers.</li> <li>• Name and choose healthy foods and drink.</li> <li>• Understand there are some foods that are a “just sometimes” food or drink (eating in moderation).</li> <li>• Explain the jobs of different food groups.</li> <li>• Identify the 5 ways to support their wellbeing.</li> <li>• Name some activities or ideas to promote positive mental health.</li> <li>• Reflect on their mental health and how they can protect it.</li> <li>• Describe the changes in their body during exercise and what is happening to their body.</li> <li>• Explain how exercise can help us stay well - physically and mentally.</li> <li>• Name some ways to keep their body fit and well.</li> <li>• Understand why our body needs sleep.</li> <li>• Talk about their own bedtime routine.</li> <li>• Suggest ways to have a calm evening and bedtime routine.</li> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body.</li> <li>• Know how to keep themselves safe.</li> <li>• Name the different seasons and describe their differences.</li> <li>• Explain the changes that occur as seasons change.</li> <li>• Talk about how they have grown in resilience.</li> <li>• To understand that animals and humans change in appearance over time.</li> <li>• Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>• Make observations and ask questions about living things.</li> <li>• Retell a story and respond to questions about it.</li> <li>• Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>• Talk about their own experience of growing up.</li> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy.</li> <li>• Understand that every family is different.</li> </ul> |  |
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		<ul style="list-style-type: none"> <li>• Talk about similarities and differences between themselves and others.</li> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>	
Links to values and aims	<p><b>Curiosity, Collaboration, Communication and Perseverance</b></p> <p>Mutual respect - working together</p> <p>Tolerance - listening and respecting opinions of others</p>		

Key Unit Autumn – Year 1	Knowledge	Skills	Vocabulary
Me and my relationships, valuing difference	Feelings Getting help Classroom rules Special people Being a good friend Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave:</li> </ul>	Resolve, conflict, strategies, feedback, body language, emotions, feelings, friendship, similarities, differences, friendship, unkindness, teasing, bullying, fair, unfair, unkind, communities,

		<ul style="list-style-type: none"> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> <li>• Explain the difference between unkindness, teasing and bullying, understand that bullying is usually quite rare.</li> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> </ul>	
<b>Key Unit Spring– Year 1</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Keeping safe, rights and respect	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p> <p>Taking care of things:</p> <p>Myself</p> <p>My money</p> <p>My environment</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> </ul>	<p>Healthy, unhealthy, lifestyle, emotions, unsafe, private, inappropriate, trust, medicine, safety, responsibility, environment, monetary value,</p>

		<ul style="list-style-type: none"> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Recognise the range of feelings that are associated with loss.</li> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe and identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>	
<b>Key Unit Summer – Year 1</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Being my best, growing and changing</b>	<p>Growth Mindset  Healthy eating  Hygiene and health  Cooperation  Getting help  Becoming independent  My body parts  Taking care of self and others</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the <b>Eatwell Guide</b> (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into a logical order.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> </ul>	<p>Healthy, unhealthy, hygiene, disease, prevention, challenges, conflict, heart, lungs, stomach, brain, intestines,</p>

		<ul style="list-style-type: none"> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> </ul>	
Links to values and aims		<b>Curiosity, Collaboration, Communication and Perseverance</b> Mutual respect - working together Tolerance - listening and respecting opinions of others	

Key Unit Autumn – Year 2	Knowledge	Skills	Vocabulary
Me and my relationships, valuing difference	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Being kind and helping others Celebrating difference People who help us Listening Skills	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on those actions.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that that there are different types of bullying and unkind behaviour;</li> </ul>	Pledge, feelings, responding, relationships, unkind, bullying, unacceptable, strategies, similarities, differences, respect, impact, negotiation

		<ul style="list-style-type: none"> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Understand and describe strategies for dealing with bullying:</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Identify people who are special to them;</li> <li>• Explain some of the ways those people are special to them.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	
<b>Key Unit Spring– Year 2</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Keeping safe, rights and respect	Safe and unsafe secrets Appropriate touch Medicine safety Cooperation Self-regulation Online safety Looking after money – saving and spending	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• 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.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> </ul>	Medicines, safety, responsibility, comfortable, unsafe, uncomfortable, unsafe, community, choice, environment

		<ul style="list-style-type: none"> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe;</li> <li>• Know how to ask for help.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment.</li> </ul>	
<b>Key Unit Summer – Year 2</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Being my best, growing and changing	Growth Mindset Looking after my body Hygiene and health Exercise and sleep Life cycles Dealing with loss Being supportive Growing and changing Privacy	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> </ul>	Wellbeing, mindset, choice, healthy, unhealthy, germs, routine, hygiene, vaccinations, illness, dental, blood, lungs, stomach, brain, intestines, feedback, growth, private, privacy,

		<ul style="list-style-type: none"> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• 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.</li> </ul>	<p><b>genitals, permission, inappropriate, secrets</b></p>
<p>Links to values and aims</p>	<p><b>Curiosity, Collaboration, Communication and Perseverance</b></p>		

	<p>Mutual respect - working together</p> <p>Tolerance - listening and respecting opinions of others</p>
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Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary
<p>Me and my relationships, valuing difference</p>	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p> <p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practise explaining the thinking behind their ideas and opinions.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>	<p>Rules, appropriate, consequences, relationship, resolving, conflict, qualities, future, opinions, dare, respectful, viewpoint, adoption, fostering, community, benefits, mental health, diverse, strategies, prejudiced</p>

		<ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>	
<b>Key Unit Spring– Year 3</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Keeping safe, rights and respect</b>	Managing risk Decision-making skills Drugs and their risks Staying safe online Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	Strategies, danger, risk, medicines, cigarettes, harmful, alcohol, drugs, nicotine, fact, opinion, volunteer, income, saving, spending, earn, environment

		<ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method.</li> </ul>	
<b>Key Unit Summer – Year 3</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Being my best, growing and changing</b>	Keeping myself healthy and well Celebrating and developing my skills Developing empathy Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>Develop skills in discussion and debating an issue;</li> </ul>	Balanced, healthy, unhealthy, balanced, illness, infections, discussion, debating, empathy, achievements, talents, relationships, appropriate, periods, puberty

		<ul style="list-style-type: none"> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• 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;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>	
Links to values and aims	<b>Curiosity, Collaboration, Communication and Perseverance</b>		

	<p>Mutual respect - working together</p> <p>Tolerance - listening and respecting opinions of others</p>
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Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
<p>Me and my relationships, valuing difference</p>	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p> <p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> </ul>	<p>Collaboration, teamwork, healthy relationship, admire, assertive, intensity, bullying, unacceptable, negotiation, compromise, conflict, race, gender, religion, aggression, ethnicity, beliefs, customs, festivals, respect, stereotypes, media, acquaintances, influence</p>

		<ul style="list-style-type: none"> <li>• Understand and identify stereotypes, including those promoted in the media.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	
<b>Key Unit Spring– Year 4</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Keeping safe, rights and respect</b>	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	<ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> </ul>	Danger, risk, hazard, dare, strategies, unacceptable, unhealthy, consent, medicines, drugs, disease, infectious, community, responsible, democratic, influence, media, bullying, anti-social behaviour,

		<ul style="list-style-type: none"> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> <li>• Understand that humans have rights and also responsibilities;</li> <li>• Identify some rights and also responsibilities that come with these.</li> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process. Define the word <i>influence</i>;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> <li>• Prioritise public services from most essential to least essential.</li> </ul>	
<b>Key Unit Summer – Year 4</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Being my best, growing and changing	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p> <p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>	<ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> </ul>	<p>Unique, oxygen, balanced, recycling, community, attributes, change, compromise, genitals, puberty, menstrual, periods, commitment, ceremony, marriage</p>

		<ul style="list-style-type: none"> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate).</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change.</li> <li>• Name some positive and negative feelings;</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Take part in a role play practising how to compromise.</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	
Links to values and aims		<b>Curiosity, Collaboration, Communication and Perseverance</b> Mutual respect - working together Tolerance - listening and respecting opinions of others	

Key Unit Autumn – Year 5	Knowledge	Skills	Vocabulary
Me and my relationships, valuing difference	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	<ul style="list-style-type: none"> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> </ul>	Collaboration, negotiation, compromise, resolving, circumstances, passive, aggressive, assertive, respectfulness, discrimination, injustice, racism, faith, belief, sex, gender, orientation, bullying

		<ul style="list-style-type: none"> <li>• Understand and rehearse assertiveness skills.</li> <li>• Define some key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> <li>• Rehearse active listening skills:</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> <li>• Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> </ul>	
<b>Key Unit Spring– Year 5</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Keeping safe, rights and respect	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	<ul style="list-style-type: none"> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>• 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;</li> </ul>	Bullying, risk, disrespect, dare, vaping, smoking, alcohol, community, pressure, responsibility, consumer, finance, credit, debt

		<ul style="list-style-type: none"><li>• Know how to protect personal information online;</li><li>• Recognise disrespectful behaviour online and know how to respond to it.</li><li>• Recognise which situations are risky;</li><li>• Explore and share their views about decision making when faced with a risky situation;</li><li>• Suggest what someone should do when faced with a risky situation.</li><li>• Define what is meant by a dare;</li><li>• Explain why someone might give a dare;</li><li>• Suggest ways of standing up to someone who gives a dare.</li><li>• Describe some of the health risks caused by vaping;</li><li>• Understand that there are potential health risks of vaping that are not yet fully known;</li><li>• Use critical thinking skills when reading information/media;</li><li>• Understand that companies selling vaping products do so to make money;</li><li>• Describe some of the possible outcomes of taking a risk.</li><li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li><li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li><li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li><li>• Express their opinions on an issue concerning health and wellbeing;</li><li>• Make recommendations on an issue concerning health and wellbeing.</li><li>• Understand the difference between a fact and an opinion;</li><li>• Understand what biased reporting is and the need to think critically about things we read.</li><li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li><li>• Give examples of voluntary groups, the kind of work they do and its value.</li><li>• Define the differences between responsibilities, rights and duties;</li><li>• Discuss what can make them difficult to follow;</li><li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li><li>• State the costs involved in producing and selling an item;</li><li>• Suggest questions a consumer should ask before buying a product.</li></ul>	
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<b>Key Unit Summer – Year 5</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Being my best, growing and changing	<p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p> <p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>	<ul style="list-style-type: none"> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> <li>Use a range of words and phrases to describe the intensity of different feelings</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> <li>Identify people who can be trusted;</li> <li>Understand what kinds of touch are acceptable or unacceptable;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> </ul>	<p>Organs, oxygen, community, improvements, celebrities, reflection, resilience, trust, acceptable, unacceptable, puberty, menstruation, organs, myths,</p>

		<ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	
Links to values and aims		<b>Curiosity, Collaboration, Communication and Perseverance</b> <b>Mutual respect - working together</b> <b>Tolerance - listening and respecting opinions of others</b>	

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
Me and my relationships, valuing difference	Assertiveness Cooperation Safe/unsafe touches Positive relationships Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> </ul>	Collaboration, assertive, patterns, circumstances, pressure, influence, commitment, free choice, discrimination, attributes, offensive, bullying, prejudice, diverse, acquaintance, stereotype

		<ul style="list-style-type: none"> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied .</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>	
<b>Key Unit Spring– Year 6</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Keeping safe, rights and respect	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p> <p>Understanding media bias, including social media</p>	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> </ul>	Respect, illegal, sexual, private, drugs, medical, control, misconceptions, biased, unbiased, balanced, interest,

	<p>Caring: communities and the environment  Earning and saving money  Understanding democracy</p>	<ul style="list-style-type: none"> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term <i>interest</i>.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> </ul>	<p>environment,  community</p>
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<b>Key Unit Summer – Year 6</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Being my best, growing and changing	Aspirations and goal setting Managing risk Looking after my mental health Coping with changes Keeping safe Body Image Sex education Self-esteem	<ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> </ul>	Aspirations, goals, risk, stereotype, normality, gender, pressure, puberty, illegal, consent, fertilise

		<ul style="list-style-type: none"> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>	
Links to values and aims		<p><b>Curiosity, Collaboration, Communication and Perseverance</b>  Mutual respect - working together  Tolerance - listening and respecting opinions of others</p>	