

# Firs Primary School Subject Curriculum and Progression

## Personal, Social, Health and Economic (PSHE) education and Relationships, Sex (RSE) and Health Education

By the end of primary school pupils should know (Statutory from September 2020):

### Families and People Who Care For Me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

### Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

|  | <u>EYFS</u>  | <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3/4 Cycle A (Year 3 modules)</u>   | <u>Year 3/4 Cycle B (Year 4 modules)</u>  | <u>Year 5/6 Cycle A (Year 5 modules)</u>   | <u>Year 5/6 Cycle B (Year 6 modules)</u>  |
|--|--|---|--|--|---|--|---|
|  | <p><b>Autumn 1 – Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• What makes me special?</li> <li>• People close to me</li> <li>• Getting help</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Similarities and difference</li> <li>• Celebrating difference</li> <li>• Showing kindness</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Keeping my body safe</li> <li>• Safe secrets and touches</li> <li>• People who help to keep us safe</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Looking after things; friends, environment and money</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Keeping my body healthy; food exercise and sleep</li> <li>• Growth mindset</li> </ul> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Cycles</li> <li>• Life stages</li> </ul> | <p><b>Autumn 1 - Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Getting help</li> <li>• Classroom rules</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising, valuing and celebrating difference</li> <li>• Developing tolerance and respect</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• How our feelings can keep us safe</li> <li>• Keeping healthy</li> <li>• Medicine safety</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <p>Taking care of things:</p> <ul style="list-style-type: none"> <li>• My self</li> <li>• My money</li> <li>• My environment</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Keeping my body healthy</li> </ul> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Getting help</li> <li>• Becoming independent</li> <li>• My body parts</li> </ul> | <p><b>Autumn 1 - Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Bullying and teasing</li> <li>• Our school rules about bullying</li> <li>• Being a good friend</li> <li>• Feelings/self-regulation</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Being kind and helping others</li> <li>• Listening skills</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Safe and unsafe secrets</li> <li>• Appropriate touch</li> <li>• Medicine safety</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Self-regulation</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Looking after my body</li> </ul> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Dealing with loss</li> <li>• Being supportive</li> </ul> | <p><b>Autumn 1- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Caring friendships (including respectful relationships)</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and respecting diversity</li> <li>• Being respectful and tolerant</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Managing risk</li> <li>• Drugs and their risks</li> <li>• Staying safe online</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <p>we need to develop as we grow</p> <p>ng and being helped</p> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Celebrating and developing my skills</li> </ul> | <p><b>Autumn 1 - Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising feelings</li> <li>• Bullying</li> <li>• Assertive skills</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating difference (including religions and cultural difference)</li> <li>• Understanding and challenging stereotypes</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Managing risk</li> <li>• Understanding norms of drug use (cigarette and alcohol use)</li> <li>• Influences</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Making a difference (different ways of helping others or the environment)</li> <li>• Media influence</li> <li>• Decisions about spending money</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Having choices and making decisions about my health</li> <li>• Taking care of my environment</li> </ul> | <p><b>Autumn 1 - Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Friendship skills, including compromise</li> <li>• Assertive skills</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating difference including religions and cultural</li> <li>• Influence and pressure of social media</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Managing risk including staying safe online</li> <li>• Norms around use of legal drugs (tobacco and alcohol)</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities relating to my health</li> <li>• Decisions about lending, borrowing and spending</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Growing independence and taking responsibility</li> <li>• Media awareness and safety</li> </ul> | <p><b>Autumn 1 - Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Cooperation</li> <li>• Safe/unsafe touches</li> </ul> <p><b>Autumn 2 – Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and reflecting on prejudice-based bullying</li> <li>• Understanding bystander behaviour</li> </ul> <p><b>Spring 1 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Emotional needs</li> <li>• Staying safe online</li> <li>• Drugs: norms and risks (including the law)</li> </ul> <p><b>Spring 2 – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Understanding media bias including social media</li> <li>• Caring: communities and the environment</li> <li>• Earning and saving money</li> </ul> <p><b>Summer 1 – Being My Best</b></p> <ul style="list-style-type: none"> <li>• Aspirations and goal setting</li> <li>• Managing risk</li> </ul> |
|  |  |   |  | <p><b>Year 3 only</b></p> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Keeping safe</li> </ul>  | <p><b>Year 4 only</b></p> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Body changes during puberty</li> <li>• Managing difficult feelings</li> <li>• Relationships including marriage</li> </ul>  | <p><b>Year 5 only</b></p> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Managing difficult feelings</li> <li>• Managing change</li> <li>• Getting help</li> </ul>   | <p><b>Year 6 only</b></p> <p><b>Summer 2 – Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Body image</li> <li>• Self esteem</li> </ul> <p><b><u>Year 6 Sex and Relationships Education</u></b></p>   |

| Early Years   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---|---|---|--|--|---|---|
| <b>Me and My Relationships</b>  |   |   |  |  |   |   |
| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>ELG: Building Relationships</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> | <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>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> <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>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> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</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> </ul> | <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>Take part in creating and agreeing classroom rules</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>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</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> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</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>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> </ul> | <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>Explain some of the feelings someone might have when they lose something important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation.</li> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</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>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>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>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> </ul> | <ul style="list-style-type: none"> <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>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>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</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>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</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> </ul> | <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>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</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>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> | <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>Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</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>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>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>Describe the consequences of reacting to others in a positive or negative way;</li> <li>Suggest ways that people can respond more positively to others.</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</li> </ul> |

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|  |   |   | <ul style="list-style-type: none"> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>  |   |  | <ul style="list-style-type: none"> <li>choose who and whether to marry.</li> <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>Identify strategies for keeping personal information safe online;</li> <li>Describe safe and respectful behaviours when using communication technology.</li> </ul>  |
| <b>Valuing Difference</b>  |   |   |  |   |  |  |
| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> | <ul style="list-style-type: none"> <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;</li> <li>Understand that bullying is usually quite rare.</li> <li>Explain some of their school rules and how those rules help to keep everybody safe.</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 and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul> | <ul style="list-style-type: none"> <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> | <ul style="list-style-type: none"> <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> <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>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</li> </ul> | <ul style="list-style-type: none"> <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>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> <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>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</li> </ul> | <ul style="list-style-type: none"> <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.</li> <li>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,</li> </ul> | <ul style="list-style-type: none"> <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</li> </ul> |
| <p><b>ELG: Building Relationships</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>  |   |   |  |   |  |  |
| <p><b>ELG: People, Culture and Communities</b><br/>Children at the expected level of development will:</p>   |   |   |  |   |  |  |

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| <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</li> </ul>   |   |   | <p>(including talking to a trusted adult).</p> <ul style="list-style-type: none"> <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>  | <p>ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> <li>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>  | <p>gender identity, gender expression and sexual orientation.</p> <ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>  | <p>(e.g. neighbour, parent/carer, relative).</p> <ul style="list-style-type: none"> <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>Keeping Myself Safe</b>   |   |   |   |   |  |   |
| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</li> </ul> | <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <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>Recognise the range of feelings that are associated with loss.</li> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</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> </ul> | <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.</li> <li>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> <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> </ul> | <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 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> <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>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> </ul> | <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>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>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>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>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people</li> </ul> | <ul style="list-style-type: none"> <li>Explain what a habit is, giving examples;</li> <li>Describe why and how a habit can be hard to change.</li> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> <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>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>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>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences</li> </ul> | <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>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> <li>Know that it is illegal to create and share sexual images of children under 18 years old;</li> <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> </ul> |

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| <p>understanding the importance of healthy food choices</p> |  | <ul style="list-style-type: none"> <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>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> | <ul style="list-style-type: none"> <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>Demonstrate strategies for assessing risks;</li> <li>Understand and explain decision-making skills;</li> <li>Understand where to get help from when making decisions.</li> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul> | <p>drink alcohol (Social Norms theory).</p> <ul style="list-style-type: none"> <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> </ul> | <p>of not keeping personal information private;</p> <ul style="list-style-type: none"> <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> <li>Know how to protect personal information online;</li> <li>Recognise disrespectful behaviour online and know how to respond to it.</li> <li>Understand some of the complexities of categorising drugs;</li> <li>Know that all medicines are drugs but not all drugs are medicines;</li> <li>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</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> </ul> | <ul style="list-style-type: none"> <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>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional need met.</li> <li>Understand and give examples of conflicting emotions;</li> <li>Understand and reflect on how independence and responsibility go together.</li> </ul> |
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**Rights and Responsibilities**

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| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</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> </ul> | <ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> <li>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>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 they all have a responsibility for helping</li> </ul> | <ul style="list-style-type: none"> <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>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> </ul> | <ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <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-</li> </ul> | <ul style="list-style-type: none"> <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>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</li> </ul> | <ul style="list-style-type: none"> <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> </ul> |
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| <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• 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> | <p>to look after the school environment.</p> <ul style="list-style-type: none"> <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>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul> | <ul style="list-style-type: none"> <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> <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> </ul> | <p>making process in school (e.g. through pupil voice/school council);</p> <ul style="list-style-type: none"> <li>• Recognise that everyone can make a difference within a democratic process.</li> <li>• Define the word <i>influence</i>;</li> <li>• Recognise that reports in the media can influence the way they think about an 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>• Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>• Understand and explain the value of this work.</li> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</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> | <p>community if responsibilities are not carried out.</p> <ul style="list-style-type: none"> <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>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> <li>• Explain some of the areas that local councils have responsibility for;</li> <li>• Understand that local councillors are elected to represent their local community.</li> </ul> | <ul style="list-style-type: none"> <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>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> |
| <b>Being My Best</b>   |   |   |  |  |   |   |
| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards</li> </ul>   | <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> </ul>                                | <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</li> </ul>   | <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> </ul>   | <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> </ul>  | <ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Understand the actual norms around smoking and</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</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</li> </ul>   |

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| <p>simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> | <ul style="list-style-type: none"> <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>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> <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>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul> | <p>line in a given activity and apply its positive mindset strategies to their own learning.</p> <ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <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>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health</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> </ul> | <ul style="list-style-type: none"> <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>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>Empathise with different viewpoints;</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>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>Understand and explain how the brain sends and receives messages through the nerves.</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>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> </ul> | <ul style="list-style-type: none"> <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> <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> </ul> | <p>the reasons for common misperceptions of these.</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> </ul> | <p>be implemented in people's lives.</p> <ul style="list-style-type: none"> <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>Recognise what risk is;</li> <li>Explain how a risk can be reduced;</li> <li>Understand risks related to growing up and explain the need to be aware of these;</li> <li>Assess a risk to help keep themselves safe.</li> </ul> |
| <b>Growing and Changing</b>  |  |   |   |  |   |  |
| <p><b>ELG: Self-Regulation</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards</li> </ul>   | <ul style="list-style-type: none"> <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> <li>Understand some of the tasks required to look after a baby;</li> </ul>   | <ul style="list-style-type: none"> <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> </ul>  | <ul style="list-style-type: none"> <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</li> </ul>  | <ul style="list-style-type: none"> <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> </ul>   | <ul style="list-style-type: none"> <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> </ul>  | <ul style="list-style-type: none"> <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> <li>Identify people who can support someone who is</li> </ul>  |

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| <p>simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>ELG: Building Relationships</b><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul> | <ul style="list-style-type: none"> <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>• 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> </ul> | <p>inappropriate to allow someone into their body space;</p> <ul style="list-style-type: none"> <li>• Rehearse strategies for when someone is inappropriately in their body space.</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>•</li> </ul> | <ul style="list-style-type: none"> <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> <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> | <ul style="list-style-type: none"> <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 how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</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> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</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>• 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> | <p>dealing with a challenging time of change.</p> <ul style="list-style-type: none"> <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>• 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>• Know where someone could get support if they were concerned about their own or another person's safety.</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 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> |
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| Me and My Relationships |                   |            |               |                    |                                |                        |                     |
|-------------------------|-------------------|------------|---------------|--------------------|--------------------------------|------------------------|---------------------|
| Vocabulary              | Same              | Rules      | happy         | rules              | positive, healthy relationship | unhealthy relationship | teamwork            |
|                         | Different         | Safe       | safe          | responsibility     | respect                        | verbal abuse           | Cooperation         |
| Family                  | Feelings          | caring     | cooperate     | responsibilities   | physical abuse                 | Achievement            | Conflict resolution |
| Friends                 | Body language     | friendly   | friendship    | qualities          | sexual abuse                   | Negotiation            | Agreement           |
| Alone                   | Facial expression | rules      | conflict      | excluded           | uncomfortable touching         | unsafe                 | Compromise          |
| Special                 | Emotions          | feelings   | dare          | assertive          | unsafe                         | assertive              | Dispute             |
| Interests               | Physical reaction | help       | continuum     | aggressive         | assertive                      | passive                | Criticism           |
| Skills                  | Behave            | bullying   | strategies    | negotiate          | aggressive                     | aggressive             | Assertiveness       |
| Favourite               | Behaviour         | teasing    | safety        | feelings           | emotions                       | emotional needs        | Respect             |
| Relatives               | Strategy          | repeated   | care          | physical effects   | collaborate                    | collaborate            | Self-esteem         |
| Help                    | Hurt              | regular    | collaborate   | sad                | negotiation                    | negotiation            | Responsibility      |
| School                  | Harm              | friendly   | falling out   | unhappy            | conflict                       | conflict               | Body language       |
| Home                    | Community         | friendship | point of view | devastated         | resolution                     | resolution             | Influence           |
| Network                 | Family            |            | persuade      | miserable          | insensitive                    | insensitive            | Pressure            |
| Unhappy                 | Help              |            | opinions      | distressed         | sensitive                      | sensitive              | Embarrassed         |
| Upset                   | Friendship        |            | loss          | lonely             | non-verbal                     | non-verbal             | Empathy             |
| Sad                     | Making up         |            | making up     | alone              | body language                  | body language          | Strategies          |
| Happy                   | Attentive         |            | feelings      | ignored            | tone of voice                  | tone of voice          | Pressure            |
| Cross                   | Resolve           |            | respectful    | isolated           | face-to-face                   | face-to-face           | Peer pressure       |
| Excited                 | Conflict          |            | calm          | abandoned          |                                |                        | Marriage            |
| Angry                   | Positive          |            | feelings      | apologetic         |                                |                        | Law                 |
| Worried                 | Feedback          |            | compromise    | regretful          |                                |                        | Diversity           |
| Scared                  |                   |            | courteous     | remorseful         |                                |                        | LGBT                |
| Feelings                |                   |            | apologise     | rueful             |                                |                        | Civil partnership   |
|                         |                   |            | challenging   | repentant          |                                |                        | Commitment          |
|                         |                   |            | listen        | aching             |                                |                        | Inappropriate touch |
|                         |                   |            |               | sore               |                                |                        | Illegal             |
|                         |                   |            |               | excruciating       |                                |                        | Cyber safety        |
|                         |                   |            |               | agonising          |                                |                        | Collaboration       |
|                         |                   |            |               | painful            |                                |                        | Balanced friendship |
|                         |                   |            |               | happy              |                                |                        |                     |
|                         |                   |            |               | delighted          |                                |                        |                     |
|                         |                   |            |               | ecstatic           |                                |                        |                     |
|                         |                   |            |               | joyful             |                                |                        |                     |
|                         |                   |            |               | calm               |                                |                        |                     |
|                         |                   |            |               | untroubled         |                                |                        |                     |
|                         |                   |            |               | assured            |                                |                        |                     |
|                         |                   |            |               | confident          |                                |                        |                     |
|                         |                   |            |               | peaceful           |                                |                        |                     |
|                         |                   |            |               | scared             |                                |                        |                     |
|                         |                   |            |               | frightened         |                                |                        |                     |
|                         |                   |            |               | petrified          |                                |                        |                     |
|                         |                   |            |               | terrified          |                                |                        |                     |
|                         |                   |            |               | bothered           |                                |                        |                     |
|                         |                   |            |               | friendly           |                                |                        |                     |
|                         |                   |            |               | rude               |                                |                        |                     |
|                         |                   |            |               | aggressive         |                                |                        |                     |
|                         |                   |            |               | consequences       |                                |                        |                     |
|                         |                   |            |               | face-to-face       |                                |                        |                     |
|                         |                   |            |               | assertive          |                                |                        |                     |
|                         |                   |            |               | compromise         |                                |                        |                     |
|                         |                   |            |               | respectful         |                                |                        |                     |
|                         |                   |            |               | collaborate        |                                |                        |                     |
|                         |                   |            |               | teamwork           |                                |                        |                     |
|                         |                   |            |               | facial expressions |                                |                        |                     |
|                         |                   |            |               | body language      |                                |                        |                     |
|                         |                   |            |               | unkind             |                                |                        |                     |
|                         |                   |            |               | tease              |                                |                        |                     |
|                         |                   |            |               | bully              |                                |                        |                     |

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|   |  |   |  |  | pressure independent  |  |  |
| <b>Valuing Difference</b>   |  |   |  |  |   |  |  |
| Special<br>Likes<br>Dislikes<br>Same<br>Different<br>Sad<br>Happy<br>Unkind<br>Friend<br>Families<br>Brothers<br>Sisters<br>Parents<br>Pets<br>Houses<br>Kind<br>Caring   | Similarities<br>Differences<br>Empathise<br>Empathy<br>Positive<br>Unkindness<br>Teasing<br>Bullying<br>Rules<br>Safe<br>Special<br>Qualities<br>Fair<br>Unfair<br>Kind<br>Unkind<br>Rare  | unique<br>respect<br>feelings<br>behaviour<br>calm<br>aggressive<br>solve<br>help<br>special people<br>feelings<br>cooperate<br>kind<br>kindness<br>unkind<br>feelings<br>listening<br>problem  | family<br>community<br>respect<br>similarities<br>prejudice<br>adoption<br>belonging<br>cooperation<br>differences<br>disability<br>fostering<br>listening skills<br>identity name calling<br>gender<br>same-sex couple<br>politeness<br>respect<br>bullying<br>race<br>blended family<br>courtesy<br>colour<br>manners<br>sexuality                   | negotiation<br>body space<br>sharing<br>aggressive<br>similarities<br>stereotype<br>compromise<br>invade<br>acquaintances<br>apologise<br>differences<br>respect   | Friendship<br>listening skills<br>excluded<br>metaphor<br>sex<br>embarrassed<br>talking<br>respect<br>discrimination<br>diverse<br>sexual orientation<br>reactions<br>listening<br>prejudice<br>multicultural society<br>gender identify<br>consequences<br>gender expression           | witness<br>bystander<br>unique<br>positive feedback<br>confidence<br>self-esteem<br>unique<br>diversity<br>biological sex<br>sexual orientation<br>gender identity<br>gender expression<br>stereotype<br>point of view<br>cultural norms<br>respect<br>disrespect<br>body language<br>empathy<br>identity<br>prejudice<br>respect<br>diversity<br>tolerance<br>relationships<br>friend<br>acquaintance<br>stereotype<br>gender stereotype<br>media influence<br>assumption |  |
| <b>Keeping Myself Safe</b>  |  |   |  |  |   |  |  |
| Onto<br>Body<br>Clothes<br>Hurt<br>Good<br>Unpleasant<br>Ok<br>Not good<br>Soap<br>Water<br>Into<br>Medicines<br>Packets<br>Bottles<br>Plasters<br>Ill/poorly<br>Sick<br>Swallow<br>Rest<br>Sleep<br>fresh air<br>healthy food<br>cuddle<br>doctor<br>harmful<br>harm<br>safety | Body<br>Energy<br>Food<br>Water<br>Air<br>Oxygen<br>Exercise<br>Sleep<br>Healthy<br>Lifestyle<br>Bedtime<br>Routine<br>Emotions<br>Physical feelings<br>Unsafe<br>Feelings<br>Loss<br>Medicines<br>Safety<br>Responsibility<br>Rules<br>Private<br>Appropriate<br>Inappropriate<br>Touch<br>Rights<br>Unwanted | Sleep<br>Medicines<br>Safety<br>Unsafe<br>Safe<br>Feelings<br>Getting help<br>Touch<br>Uncomfortable<br>Hurt<br>Surprise<br>Secret<br>Tell<br>genitals<br>penis<br>vulva<br>private<br>private parts<br>consent<br>permission<br>secret<br>uncomfortable<br>unsafe<br>tell<br>someone you trust | trust<br>danger (dangerous)<br>risk<br>internet safety<br>decisions<br>medicines<br>safe<br>risk (risky)<br>safer<br>drugs<br>browsing<br>private<br>unsafe<br>feelings<br>cigarettes<br>phishing<br>public<br>harmful<br>strategies<br>nicotine<br>search engine<br>profile<br>helpful<br>consequence<br>alcohol<br>fake news<br>personal information | danger<br>privacy<br>dare<br>medicine<br>choices<br>persevere<br>influence<br>dangerous<br>privacy settings<br>assertive<br>drug<br>social norm<br>consequences<br>risk<br>security<br>hazard<br>hazardous | habit<br>pros<br>bullying<br>dare<br>assessing risk<br>personal information<br>drugs<br>norms<br>risk taking<br>addiction<br>cons<br>cyberbullying<br>pressure<br>privacy settings<br>cigarettes<br>perception<br>assertive<br>weigh up risk<br>resist pressure<br>influence<br>alcohol | privacy<br>right to privacy<br>habit<br>drug<br>drug laws<br>alcohol<br>physical needs<br>independence<br>personal information<br>sharing online<br>addiction<br>legal<br>age restrictions<br>short-term effects<br>emotional needs<br>responsibility<br>online safety<br>permission<br>emotional needs<br>illegal<br>possess<br>long-term effects<br>conflicting emotions<br>medical supply<br>risks<br>sexual images<br>non-medical                                      |  |

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| <p>hot<br/>boiling<br/>electricity<br/>matches<br/>fire<br/>safe<br/>unsafe<br/>poisonous<br/>trust/ed<br/>adult<br/>danger<br/>tummy/stomach<br/>nervous<br/>happy<br/>sad<br/>online<br/>uniform<br/>police<br/>fire fighter<br/>doctor<br/>nurse</p>  | <p>Trust</p>  |   | <p>instructions</p>  |  |  | <p>produce norms<br/>penalties</p>   |
| <b>Rights and Responsibilities</b>   |   |   |  |  |  |  |
| <p>Family<br/>Pets<br/>Feelings<br/>Friends<br/>Tidy<br/>Help<br/>Respect<br/>Take care of<br/>Look after<br/>Chores<br/>Teamwork<br/>Monitors<br/>Special<br/>World<br/>Water<br/>Precious<br/>Environment<br/>Litter<br/>Bins<br/>Rubbish<br/>Graffiti<br/>Money<br/>Coins<br/>Safe<br/>Not safe</p> | <p>Personal<br/>Hygiene<br/>Routine<br/>Environment<br/>Care<br/>Responsibility<br/>Belong<br/>Money<br/>Care<br/>Notes<br/>Spend<br/>Value<br/>Safe<br/>Saving</p> | <p>responsibility<br/>help<br/>share<br/>take turns<br/>listen<br/>feelings<br/>control<br/>erupt<br/>safe<br/>unsafe<br/>uniform<br/>ask for help<br/>environment<br/>responsibility<br/>money<br/>spending<br/>saving</p> | <p>Volunteer<br/>helper<br/>fact<br/>environment<br/>income<br/>earning<br/>wellbeing<br/>responsible<br/>opinion<br/>waste<br/>saving<br/>safe<br/>spending<br/>healthy</p> | <p>being responsible<br/>reliable<br/>trustworthy<br/>safe<br/>healthy<br/>rules<br/>laws<br/>rights<br/>responsibility<br/>United Nations<br/>rules<br/>democracy<br/>influence<br/>opinion<br/>respectful<br/>courteous<br/>anti-social behaviour<br/>witness<br/>environment<br/>conservation<br/>income<br/>expenditure<br/>essential<br/>income tax<br/>national insurance<br/>VAT<br/>deductions<br/>public services</p> | <p>responsibility<br/>fact<br/>opinion<br/>biased<br/>unbiased<br/>rights<br/>duties<br/>voluntary group<br/>community group<br/>pressure (action) group<br/>costs<br/>wages<br/>salaries<br/>rent<br/>Fair Trade<br/>borrow<br/>loan<br/>credit<br/>debit<br/>interest<br/>public services<br/>council<br/>vote<br/>elections<br/>councillors</p> | <p>Media influences<br/>Stereotypes<br/>Biased / unbiased<br/>Fact<br/>Opinion<br/>Self-esteem<br/>Consent<br/>Emotional needs<br/>Gender identity<br/>Fake news<br/>Social media<br/>Misleading<br/>Legal age<br/>Money<br/>Saving<br/>Junior ISA<br/>Qualifications<br/>Interest<br/>Experience<br/>Responsibility<br/>PAYE income tax<br/>VAT<br/>Public services<br/>Community<br/>Voluntary<br/>Project<br/>environmentally sustainable<br/>democracy<br/>election<br/>candidates<br/>constituencies<br/>House of Commons<br/>House of Lords<br/>Royal Assent<br/>debate<br/>proposal<br/>democracy<br/>election<br/>manifesto<br/>candidate<br/>voting</p> |

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|  |  |   |   |   |  | policies<br>voting booth<br>ballot slip<br>ballot box<br>environmentally sustainable<br>composting<br>recycling<br>energy<br>materials<br>waste<br>transport<br>shop local<br>food miles<br>Fair Trade<br>reuse  |
| <b>Being My Best</b>   |  |   |   |   |  |  |
| Shy<br>Encourage<br>Give up<br>Inspired<br>Set-back<br>Overcome<br>Failure<br>Quit<br>Try<br>Challenging<br>Practice<br>Goal<br>Food<br>Grow<br>Strong<br>Energy<br>Live<br>Eatwell Plate<br>Muscles<br>Bones<br>Teeth<br>Vegetables<br>Fruit<br>Cereals<br>Meat<br>Dairy<br>Proteins<br>Sugar<br>Fat<br>Exercise<br>Sleep<br>Routine<br>Germs | Fruit<br>Vegetables<br>Diet<br>Portion<br>Health<br>Healthy<br>Tastes<br>Diseases<br>Spread<br>Skill<br>Practice<br>Fail<br>Safely<br>Learning line<br>Process<br>Challenges<br>Overcome<br>Attentive listening<br>Resolve<br>Conflict<br>Positive feedback<br>Behaviour | practice<br>encourage<br>goal<br>achieve<br>challenge<br>choose<br>choices<br>healthy<br>unhealthy<br>vaccination<br>injection<br>disease<br>hygiene<br>germs<br>teeth<br>dental<br>hygiene<br>oxygen<br>water<br>food<br>exercise<br>rest<br>brain<br>heart<br>lungs<br>stomach<br>small intestine<br>large intestine<br>food<br>water | balanced diet<br>infection<br>debate<br>goals<br>collaboration<br>goal-setting<br>proteins<br>cleanliness<br>discussion<br>ambitions<br>cooperation<br>talents<br>hygiene<br>continuum<br>improve<br>teamwork<br>skills<br>dairy<br>rest<br>courteous<br>achieve<br>intelligence<br>teeth<br>sleep<br>respectful<br>bones<br>water<br>justify<br>starchy<br>carbohydrates<br>medicine<br>energy<br>drug<br>fruit & veg<br>dose<br>healthy<br>safety<br>instructions | first aid<br>injury<br>minor<br>accident<br>emergency<br>blood<br>nose bleed<br>choking<br>breathing<br>airway<br>unresponsive<br>casualty<br>burn<br>scald<br>wound<br>recovery<br>refuse<br>reduce<br>re-use<br>rot<br>recycle<br>repair<br>re-think<br>community<br>individual<br>choices<br>balanced diet<br>unique<br>wellbeing<br>mental health | perseverance<br>commitment<br>resilience<br>determination<br>patience<br>interpersonal skills<br>organs<br>body system<br>community<br>independence<br>responsibility<br>personal qualities<br>celebrities | Red Cross<br>first aid<br>emergency<br>999<br>ambulance<br>operator<br>information<br>serious<br>adult<br>scenario<br>script<br>role<br>feelings<br>panic<br>calm<br>responsive<br>unresponsive<br>assessing risk<br>weigh up<br>choices<br>influence<br>assessing risk<br>weigh up<br>dilemma<br>health<br>wellbeing<br>accurate<br>reliable<br>sources<br>aspirations<br>goal setting<br>perseverance<br>wellbeing<br>connect<br>active<br>take notice (mindful)<br>keep learning (get creative)<br>give |
| <b>Growing and Changing</b>  |  |   |   |   |  |  |
| Seasons<br>Spring<br>Summer<br>Autumn<br>Winter  | Internal body parts<br>Heart<br>Lungs<br>Blood<br>Stomach  | first aid<br>risk<br>accident<br>danger<br>hazard   | relationships<br>personal space<br>secret<br>egg<br>positive  | puberty<br>pubic hair<br>eggs<br>sperm<br>penis   | pubic hair<br>clitoris<br>vulva<br>vaginal opening<br>urinary opening  | egg<br>ovaries<br>sperm<br>testicles<br>puberty  |

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| <p>Cycle<br/>Life cycle<br/>Grow<br/>Change<br/>Family<br/>Siblings<br/>Parents<br/>Grandparents<br/>Old<br/>Young<br/>Grow up<br/>Choices<br/>Babies<br/>Mummy<br/>Tummy<br/>Daddy<br/>Seed<br/>Egg<br/>Toddler<br/>Child<br/>Teenager<br/>Adult<br/>Penis<br/>Testicles<br/>Vagina<br/>Vulva</p> | <p>Intestines<br/>Brain<br/>Bodily<br/>Process<br/>Needs<br/>Baby<br/>eye contact<br/>cuddling<br/>washing<br/>changing<br/>feeding<br/>toddler<br/>help<br/>teasing<br/>bullying<br/>witness<br/>secret<br/>surprise<br/>uncomfortable<br/>private<br/>private parts</p> | <p>kettle<br/>safe<br/>burn<br/>scald<br/>accident<br/>emergency<br/>genitals<br/>penis<br/>vulva<br/>private<br/>privacy<br/>consent<br/>permission<br/>unique<br/>special<br/>penis<br/>testicles<br/>vulva<br/>nipples<br/>growing<br/>food<br/>rest<br/>sleep<br/>care<br/>learning<br/>change<br/>loss<br/>feelings<br/>emotions<br/>frightened<br/>nervous<br/>help<br/>support<br/>supportive</p> | <p>body space<br/>surprise<br/>sperm<br/>healthy<br/>invade<br/>feelings<br/>puberty<br/>trust<br/>uncomfortable<br/>caring<br/>stop<br/>angry<br/>respect<br/>upset<br/>touch<br/>jealous<br/>worried<br/>excited<br/>vagina<br/>scared<br/>talk</p> | <p>testicles<br/>breasts<br/>ovaries<br/>womb<br/>vagina<br/>vulva<br/>clitoris<br/>labia<br/>menstrual cycle<br/>eggs<br/>periods<br/>menstruation<br/>sanitary pads<br/>tampons<br/>menstruation cup<br/>compromise<br/>hormones<br/>learning line<br/>practice<br/>secret<br/>marriage<br/>surprise<br/>live together<br/>uncomfortable feelings<br/>civil partnership<br/>forced marriage</p> | <p>lips (labia)<br/>penis<br/>scrotum<br/>testicles<br/>foreskin<br/>anus<br/>wet dream<br/>erection<br/>stretch marks<br/>crush<br/>wellbeing<br/>resilience<br/>trust<br/>unwanted attention<br/>unwanted touch<br/>separation<br/>fostered<br/>puberty<br/>genitalia<br/>semen<br/>menstruation<br/>period<br/>sanitary towel<br/>tampon<br/>menstruation cup<br/>sanitary protection<br/>prejudice<br/>biological sex<br/>sexual orientation<br/>gender identity<br/>gender expression<br/>verbal abuse<br/>physical abuse<br/>embarrassed<br/>hormones<br/>in confidence<br/>reactions<br/>compromise<br/>break a confidence<br/>consequences<br/>respect<br/>confidential<br/>mood swings</p> | <p>vagina<br/>penis<br/>orgasm<br/>embryo<br/>womb<br/>sexual intercourse<br/>consensual<br/>condom<br/>surrogacy<br/>adoption<br/>IVF<br/>age of consent<br/>sexual contact<br/>condom<br/>prejudice<br/>puberty<br/>physical changes<br/>emotional changes<br/>rights<br/>in confidence<br/>break a confidence<br/>confidential<br/>peer pressure<br/>right to privacy<br/>sharing online<br/>online safety<br/>change<br/>body image<br/>media<br/>manipulation<br/>support<br/>self-esteem<br/>stereotype<br/>conversation<br/>gender stereotype<br/>discuss</p> |
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