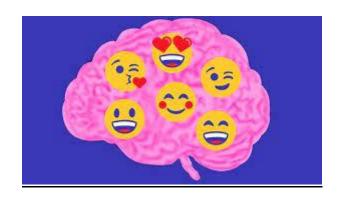


# Eden Park PHSE Intent and Progression Statements



## **PHSE**

# **Eden Park Intent**

Growing hearts and minds – together

PSHE at Eden Park runs through our whole curriculum. It will equip our children with the knowledge and skills to make informed empowered choices, so that they have a greater understanding of themselves as individuals, as well as the part they play in their community (linked to Character Education). Eden Park children will develop a healthy and safe attitude, whilst managing and appreciating risk in their ever changing world. Our children will develop their voice to express opinions, value difference and challenge viewpoints, showing compassion and tolerance.

Through the discrete teaching of PSHE and opportunities across the wider curriculum, Eden Park children will develop a growing sense of humanity. Through rich and varied opportunities, they will experience and appreciate diversity and difference, developing an outward looking attitude to their 21<sup>st</sup> Century world.

At Eden Park, our children will develop a knowledge and skill-based toolkit to make fulfilling life choices towards their health, well-being and prosperity. Their sense of social justice, compassion and moral responsibility will be enhanced through Pupil Voice and citizenship opportunities and an understanding that they can act as change agents to affect local, national and global issues. Eden Park children will gain a deep understanding of British values such as democracy, a sense of community, human rights and justice.

We want Eden Park children to see the complexities of PSHE and appreciate how relationships are impacted by the choices they make. For example, for our KS1 children to develop a sense of curiosity about who they are and why they act in the way they do. This is built on in KS2 with the focus on how differences should be celebrated rather than feared.

At Eden Park we actively teach our children to use precise technical and emotional vocabulary, empowering them to communicate their feelings and emotions at a progressive, age appropriate level, building on previous learning.

### Eden Park School PSHE thematic long term overview

Year/Half- termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Growing and Changing	6 Being my Best
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Cycles Life stages	Keeping by body healthy – food, exercise, sleep Growth Mindset
Y1	Feelings Friendships Getting Help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance Families Bullying	How our feelings can keep us safe Keeping healthy Medicine safety	Taking care of things: Growth mindset Keeping healthy	Getting help Becoming independent Body Parts	Growth Mindset Healthy eating
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Stereotypes Listening skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Life cycles  Dealing with loss  Physical changes  Being supportive	Looking after my body  Growth mindset
Y3	Cooperation Friendships Family Children around the world	Recognising and respecting diversity  Being respectful and tolerant	Managing risk  Drugs and their risks  Staying safe online	Skills we need to develop as we grow up  Helping and being helped  Rights/values	Relationships Life cycles puberty Keeping safe	Keeping myself healthy and well  Celebrating and developing my skills
Y4	Recognising feelings Types of relationships and families Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)  Bullying	Managing risk  Understanding the norms of drug use (cigarette and alcohol use)  Influences	Making a difference (different ways of helping others or the environment)  Media influence  Decisions about spending money	Body changes during puberty  Managing difficult feelings	Having choices and making decisions about my health  Taking care of my environment  Target setting

		Understanding and challenging stereotypes			M	
Y5	Feelings Friendship skills, including compromise Assertive skills Interacting online	Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media  (Equality Act)	Managing risk, including online safety  Healthy bodies and brains  Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities relating to my health  Decisions about lending, borrowing and spending	Managing difficult feelings  Managing change  Puberty  Getting help	Growing independence and taking responsibility Future careers Media awareness and safety
Y6	Assertiveness Cooperation Mental health Safe/unsafe touches	on prejudice-based bullying	Physical and emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Children's rights Caring: communities and the environment Earning and saving money	Coping with changes Keeping safe Puberty Body Image Self-esteem	Aspirations and goal setting  Managing risk

# <u>Year 1</u>

Unit	Social / emotional skills by the end of this unit they can/ will)	Key Themes	Progression Statements	MA	Key vocabulary
Me and My Relationships	<ul> <li>Can express how it feels to be part of a family and to care for family members</li> <li>Can say what being a good friend means</li> </ul>	Feelings	To name a variety of different feelings and explain how these might make me behave.  To think of some different ways of dealing with 'not so good' feelings.	To give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring,

	<ul> <li>Can show skills of friendship</li> <li>Can identify forms of physical contact they prefer</li> <li>Can say no when they</li> </ul>	Friendships	To discuss ways to make a friend  To understand the difference between a one-off incident and bullying	To understand and give examples of the characteristics of healthy and safe friends	Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings,
	receive a touch they don't like  • Can praise themselves and others  • Can recognise some of their personal qualities	Getting help	To recognise when you need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that To turn to, when needed.	Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special,
	Can say why they appreciate a special relationship	Classroom rules	To understand and explain some different classroom rules.	To tell you a range of classroom rules and explain why we have them.	Appreciate.
Valuing Difference	<ul> <li>Recognise ways in which they are the same as their friends and ways they are different</li> <li>Identify what is bullying and what isn't</li> </ul>	Recognising, valuing and celebrating difference	To explain ways in which people are similar as well as different.	To give examples of differences that are something to be valued and celebrated.	Empathy, Similarity, Same as, Different from, Difference, Bullying,
	<ul> <li>Understand how being bullied might feel</li> <li>Know ways to help a person who is being bullied</li> </ul>	Families	To know that everyone's family is different (covered in difference & diversity)  To know that there are lots of different types of families (covered in difference & diversity)  To understand that families are founded on belonging, love and care	To understand and give examples of the characteristics family relationships	Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations,

	<ul> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	Developing tolerance	To say why things sometimes seem unfair, even if they are not.	To explain why sometimes things seem unfair to other people.	Special, Unique.
Keeping Myself Safe	<ul> <li>Realise that they are special</li> <li>Keep themselves safe</li> <li>Recognise ways to look after themselves if they feel poorly</li> </ul>	How our feelings can keep us safe	To say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	To recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping
	Recognise when they feel frightened and know how to ask for help  Recognise how being healthy helps them to feel happy	Keeping healthy	To give examples of how I keep myself healthy.	To say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).	clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe,
	Feel good about themselves when they make healthy choices	Medicine safety	To say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	To explain why medicines need to be kept out of reach and sight of children.	Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.
Rights and Responsibilities	<ul> <li>Understanding that they are special</li> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Identify what it's like to feel proud of an achievement</li> </ul>	Looking after things	To give some examples of how I look after myself and my environment - at school or at home.  To also say some ways that we look after money.	To give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities , Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

	<ul> <li>Recognise feelings associated with positive and negative consequences</li> <li>Understand that they have choices</li> </ul>				
Being my Best	<ul> <li>Recognise things that they do well</li> <li>Explain how they learn best</li> <li>Celebrate an achievement with a friend</li> <li>Recognise their own feelings when faced with a challenge</li> <li>Recognise their own feelings when they are faced with an obstacle</li> <li>Recognise how they feel when they overcome an obstacle</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	Growth Mindset  Keeping healthy	To discuss different ideas for what you can do if you find something difficult.  To say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	To give examples of how these ideas have helped me when I have found something difficult.  To explain about different food groups and why we need to choose and eat food from these different groups.	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping- stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.
Growing and Changing	Understand and accepts that change is a natural part of getting older	Getting help	To identify an adult I can talk to at both home and school if I need help.	To identify a range of adults in my life that I can trust and ask for help.	Changes, Life cycles, Baby, Adult, Adulthood,

Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)	Becoming independent	To discuss some things I can do now that I couldn't do when I was a toddler.	To discuss a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.	Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New,
<ul> <li>Can express why they enjoy learning</li> <li>Can suggest ways to manage change e.g. moving to a new class</li> </ul>	Body parts	To understand what some of my body parts do.	To tell you which body parts girls and boys have that are the same and which body parts are different.	Grow, Feelings, Anxious, Worried, Excited, Coping.

Unit	Social / emotional skills (by the end of this unit they can/ will)	Key Themes	Progression Statements	MA	Key vocabulary
Me and My Relationships	Can identify the different roles and responsibilities in their family  • Can recognise the value that	Bullying and teasing	To know ways that I can get help, if I am being bullied and what I can do if someone teases me.	To tell you some ways that To help someone else who is being bullied, if this happens.	Family, Different, Similarities, Special, Relationship, Important, Co- operate, Touch,
	families can bring  • Can recognise and talk about the types of physical contact that is acceptable or unacceptable	Our school rules about bullying	To suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.	To give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. To explain that most people do not bully	Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem

	<ul> <li>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> </ul>		To be able to explain some classroom rules we have made together.	and that bullying is not very common. (Understands norms of bullying).	solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,
	<ul> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</li> </ul>	Being a good friend	To offer ideas about what makes a good friend and also tell you how I try to be a good friend.	To give examples of ways that I have tried to help others be good friends to each other.	Appreciate.
	<ul> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	Feelings/self- regulation	To have the vocabulary to express feelings in a safe, controlled way.	Almost always, To express my feelings in a safe controlled way, and help others to do the same.	
Valuing Difference	<ul> <li>Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>Explain how being bullied can make someone feel</li> </ul>	Being kind and helping others	To say how I could help myself if I was being left out.  To understand the difference between a one-off incident and bullying	To tell you how I recognise if someone else is being left out, and To say some ways I could help them.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind,
	<ul> <li>Can choose to be kind to someone who is being bullied</li> <li>Know how to stand up for themselves when they need to</li> </ul>	Stereotypes	To know there are stereotypes about boys and girls  To know that it is OK not to conform to gender stereotypes	To give examples to when stereotypes can be harmful	Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.
	Recognise that they shouldn't judge people because they are different	Listening Skills	To give a few examples of good listening skills and to explain why listening skills help to understand a different point of view.	To use listening skills to help solve disagreements by showing that I have heard another person's point of view	

Keeping	Understand that     everyone's differences     make them special and     unique			and then putting forward other ideas, or a compromise.	
Myself safe	<ul> <li>Desire to make healthy lifestyle choices</li> <li>Identify when a feeling is weak and when a feeling is strong</li> </ul>	Safe and unsafe secrets	To give some examples of safe and unsafe secrets and to think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, To say some things that I could do to help them to keep safe.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe,
	<ul> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> <li>Express how it feels to</li> </ul>		To give other examples of touches that are ok or not ok (even if they haven't happened to me) and to identify a safe person to tell if I felt 'not OK' about something.	To say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.	Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.
	share healthy food with their friends	Medicine safety	To explain that they can be helpful or harmful, and say some examples of how they can be used safely.	To give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).	
Rights and Responsibiliti es	<ul> <li>Recognise own feelings and know when and where to get help</li> <li>Know how to make their class a safe and fair place</li> <li>Recognise the feeling of being worried</li> </ul>	Cooperation and self- regulation	To understand the terms 'self regulation' and 'cooperation'  To give examples of when I've used some of these ideas to help me when I am not settled.	To help other people to understand what they can do to help them settle in the classroom and To always or almost always do these things myself.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.

	Be able to work cooperatively				
Being my Best	<ul> <li>Be able to describe their own achievements and the feelings linked to this</li> <li>Recognise their own strengths as a learner</li> <li>Recognise how working with others can be helpful</li> </ul>	Looking after my body	To name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.	To give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.
	<ul> <li>Be able to work effectively with a partner</li> <li>Be able to choose a partner with whom they work well</li> <li>Be able to work as part of a group</li> <li>Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	Growth Mindset	To explain how setting a goal or goals will help me to achieve what I want to be able to do.	To give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.	
Growing and Changing	Can appreciate that changes will happen and that	Life cycles	To know that life cycles exist in nature  To know that ageing is a natural process including old-age	To tell you what I am looking forward to when I am older (at ten years and again at 21)	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up,

some can be controlled and others not  • Can recognise the independence and responsibilities they have now compared to being a baby or toddler		To understand that some changes are out of an individual's control  To know how their bodies have changed from when they were a baby and that they will continue to change as they age		Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities,
<ul> <li>Can say what greater responsibilities and freedoms they may have in the future</li> <li>Can say who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable/uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul>	Physical change	To know the physical differences between male and female bodies  To be able to label the correct names for private body parts  To understand that private body parts are special and that no one has the right to hurt these  To know now there are different types of touch and that some are acceptable and some are unacceptable		Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.
Can say what they are looking forward to in the next year	Dealing with loss	To give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	To suggest ways of keeping in touch with someone if they move away.	
	Being supportive	To give examples of how to give feedback to someone.	To explain the difference between positive feedback and constructive support.	

Unit	Social / emotional skills (by the end of this unit they can/ will)	Key themes	Progression statements	MA	Key vocabulary
Me and My Relationship s		Cooperation	To accept the views of others and understand that we don't always agree with each other.	To find ways of helping others to resolve arguments or disputes.	Community, Responsibilities, Respect, Differences, Similarities, Conflict,Resolution Win- win, Solution, Risky, Global, Communication,
	<ul> <li>Know how to access help if they are concerned about anything on social media or the internet</li> <li>Can empathise with people from other countries who may not have a fair job/ less fortunate</li> </ul>	Friendships	To offer ideas about what I do to be a good friend  To discuss a range of strategies for how I make up with a friend if we've fallen out.  To know some strategies for keeping myself safe online	To give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.	Fair trade, Inequality, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate. Upstander, Bystander
	Understand that they are connected to the global community in many different ways     Can identify similarities in children's rights around the world	Family	To know that different family members carry out different roles or have different responsibilities within the family	To discuss how gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc	
	Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Children around the world	To know that they and all children have rights (UNCRC)  To know the lives of children around the world can be different from their own	To give examples of how their lives are different to children around the world	

Valuing Difference	<ul> <li>Be able to show appreciation for their families, parents and carers</li> <li>Empathise with people who are bullied</li> <li>Employ skills to support</li> </ul>	and	To give examples of different community groups and what is good about having different groups.	Fo explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). To say some ways that prejudice can be safely challenged.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness,
	Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary  Be able to recognise, accept and give compliments  Recognise feelings associated with receiving a compliment	and tolerant	To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.  To know that conflict is a normal part of relationships	To give examples of when I have helped people to be more respectful and tolerant, by setting a good example.	Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.
Keeping Myself Safe	<ul> <li>Recognise self-worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of</li> </ul>	Managing risk	Го say what I could do to make a situation less risky or not risky at all.	To say why some people might take risks and why others choose to avoid risky situations.	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries,
	happiness, sadness, worry and fear in themselves and others  • Make other people feel valued	Drugs and their risks	To say why medicines can be helpful or harmful.	To explain why things other than drugs can be nelpful and harmful to a person's health, and what can influence a person to take risks.	Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions,
	<ul> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	Staying safe online	personal details safe online. To explain	To give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.	Fairness, Choices, Co- Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.

Rights and Responsibiliti es	<ul> <li>Recognise other people's achievements in overcoming difficulties</li> <li>Imagine how it will feel when they achieve their dream / ambition</li> <li>Can break down a goal into small steps</li> </ul>	need to develop as we grow up	To name some ways of checking whether something is a fact or just an opinion.  To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.	To explain some of the ways that people online might try to trick people by presenting 'false facts' and say what To do to keep myself safe from being tricked.	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated,
	<ul> <li>Recognise how other people can help them to achieve their goals</li> <li>Can manage feelings of frustration linked to facing obstacles</li> </ul>	Helping and being helped	la alia isaa	To give a few examples of how I've helped people who help me and how To help myself.	Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
	<ul> <li>Can share their success with others</li> <li>Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	Rights/ values	To know why rules are needed and how these relate to choices and consequences  To know that the school has a shared set of values		
Being my best	<ul> <li>Able to set themselves a fitness challenge</li> <li>Recognise what it feels like to make a healthy choice</li> <li>Identify how they feel about</li> </ul>	healthy	To give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this.	To give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy,
	<ul> <li>Identify how they feel about drugs</li> <li>Can express how being anxious or scared feels</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Respect their own bodies and appreciate what they do</li> </ul>	Celebrating and developing my skills	To explain and give an example of a skill or talent that I've developed and the goalsetting that I've already done (or plan to do) in order to improve it.  To name specific people who have overcome difficult challenges to achieve success	To tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.	Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

			To know what an obstacle is and how they can hinder achievement  To be able to evaluate their own learning progress and identify how it can be better next time		
Growing and Changing	Can describe the emotions that a new baby can bring to	Relationships	Fo name a few things that make a positive relationship and some things that make a negative relationship.	To explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus,
	a family  Can express how they feel about puberty  Can say who they can talk to about puberty if they have any worries  Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry		To know that in animals and humans lots of changes happen between conception and growing up  To know that in nature it is usually the female that carries the baby  To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops	To know that babies need love and care from their parents/carers and explain why	Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.
	Can identify changes they are looking forward to in the next year     Can suggest ways to help them manage feelings during		To tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	To tell you some of the correct words for the parts of the woman's body that are involved in menstruation.	
	changes they are more anxious about		To identify when someone hasn't been invited into my body space and show how to be assertive in asking them to leave it if I feel uncomfortable.	To identify unsafe secrets that make me feel uncomfortable and who To talk to about it.	

Unit	Social / emotional skills by the end of this unit they can/ will)	Key themes	Progression Statements	Exceeding	Key vocabulary
Me and My Relationshi ps	elationshi emotions that accompany	Recognising feelings	To give examples of how to tell that a person is feeling worried just by their body language.  To know some reasons why people feel jealousy and to understand that jealousy can be damaging to relationships	To give examples of body language from a range of different emotions.	Assertive, Collaborative Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock,
		Types of relationships and families	To understand that there are many types of positive healthy relationships and families  EG same sex relationships/ single parent families/ adoption & fostering/ blended families	To show a deeper understanding of the core qualities of a meaningful relationship / family EG mutual respect/ healthy boundaries/ unconditional love & support	Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate,
		Assertive skills	To explain what being 'assertive' means and give a few examples of ways of being assertive.	To give different examples of when (and why) I might need to be assertive.	Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.
Valuing Difference	<ul> <li>Try to accept people for who they are</li> <li>Identify influences that have made them think or</li> </ul>	Recognising and celebrating difference (including	To discuss that people are different, including religious or cultural differences.	To say how differences sometimes cause conflict but can also be something to celebrate.	Character, Assumption, Judgement, Surprised, Different, Appearance,

	feel positively/negatively about a situation  • Identify feelings that a bystander might feel in a bullying situation  • Identify reasons why a bystander might join in with bullying  • Identify when a first impression they had was right or wrong  • Be non-judgemental about others who are different	religions and cultural difference)  Bullying	To understand sometimes people make assumptions about a person because of the way they look or act  To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying  To know what to do if they think bullying is, or might be taking place  To say what I could do if someone was upsetting me or if I was being bullied.	To discuss the reasons why witnesses sometimes join in with bullying and don't tell anyone	Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.
		Understandi ng and challenging stereotypes	To explain why it's important to challenge stereotypes that might be applied to me or others.  To know that first impressions can change	To explain how stereotyping can limit some people's thinking about what they can do or pecome (aspirations) and why it's important for me and others to challenge this.	
Keeping Myself Safe	<ul> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise how different people and groups they interact with impact on</li> </ul>	Managing risk	To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.	To work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value,
	them  • Identify which people they most want to be friends with	Understanding the norms of drug use	To say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.	Fo explain why smoking and drinking alcohol is particularly harmful for a young person's body.  (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).	Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver,

	<ul> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner</li> </ul>	(cigarette and alcohol use)	To know the facts about smoking and its effects on health and some of the reasons some people start to smoke.  To know the facts about alcohol and its effects on health, particularly the liver and to understand some of the reasons some people drink alcohol		Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.
	strength and knowhow to be assertive	Influences	To give examples of positive and negative influences, including things that could influence me when I am making decisions.  To know ways to resist when people are putting pressure on them	To give examples of consequences of decisions and explain how these can be either positive or negative.	
Rights and Responsibili ties	<ul> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to</li> </ul>	Making a difference (different ways of helping others or the environment)	To have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.  To understand how to contribute towards the democratic process	To tell you what an active bystander is and give an example of when I might be able to be an active bystander, or when I have done this.	Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility,
cared for and welco • Recognise the fee	<ul> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or</li> </ul>	Media influence	To explain how these reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.	To give an example of this and talk about the different sides of a news story.	Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority,
		Decisions about spending money	To give examples of decisions regarding money and saving and how they might change as we grow.	o give examples of how these decisions might affect communities including schools or the wider community	Contribution, Observer

Being my Best  Can talk about their hopes and dreams and the feelings associated with these  Can identify the feeling of disappointment	Having choices and making decisions about my health	To give a few examples of different things that I do already that help me keep healthy.	To explain the benefits of looking after myself both now and in the future.	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment,	
	<ul> <li>Be able to cope with disappointment</li> <li>Help others to cope with disappointment</li> <li>Can identify what resilience is</li> <li>Have a positive attitude</li> <li>Enjoy being part of a group challenge</li> </ul>	Target setting	To know what their own hopes and dreams are  To understand that hopes and dreams don't always come true  To be able to work out the steps they need to take to achieve a goal  To know how to work as part of a successful group and to to share in the success of a group	To know how to make a new plan and set new goals even if they have been disappointed  To know that reflecting on positive and happy experiences can help them to counteract disappointment	Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.
		Faking care of my environment	Fo give different examples of some of the things that I do already to help look after my environment.	To explain the benefits of looking after my invironment both now and in the future, and for future generations.	
Growing and Changing	<ul> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express how they feel about having children when they are grown up</li> </ul>	Body changes during puberty	To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm  To understand that babies are made by	To talk about how some parts of the body change during puberty.	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb /

a sperm joining with an ovum

needed to make a baby

To know the names of the different

internal and external body parts that are

Can express any

puberty

concerns they have about

uterus, Ovaries,

Making love,

Having sex,

Sexual

intercourse,

t t • •	Can say who they can talk to about puberty if they are worried  Can apply the circle of change model to themselves to have strategies for managing		To understand how the female and male body change at puberty  To know that personal hygiene is important during puberty and as an adult		Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance,
• •	change  Have strategies for managing the emotions relating to change	Managing difficult feelings	To list some of the reasons why a eenager might have difficult feelings (e.g. conflict with parents).  Know that change can bring about a range of different emotions	Γο suggest some good ways to compromise to reduce conflict.	Looking forward, Excited, Nervous, Anxious, Happy.

Unit	Social / emotional skills (by the end of this unit they can/ will)	Key themes	Progression Statements	MA	Key vocabulary
Me and my Relation ships	<ul> <li>Can suggest strategies for building self-esteem of themselves and others</li> <li>Can identify when an online community / social media</li> </ul>	Feelings	To give a range of examples of our emotional needs and explain why they are important.	To name many of our emotional needs, explain their importance and give examples of how understanding them can help me.	Personal attributes, Qualities, Characteristics, Selfesteem, Unique,
	group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity	Interacting online  (Covered through e-safety computing unit)	To know that belonging to an online community can have positive and negative consequences  To understand rights and responsibilities in an online community or social network	To discuss the impact of too much screen time on our mental and physical health	esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming,

<ul> <li>Can identify when an online game is safe or unsafe</li> <li>Can suggest ways to monitor and reduce screen time</li> <li>Can suggest strategies for managing unhelpful pressures online or in social</li> </ul>		Know that there are rights and responsibilities when playing a game online  To know how to stay safe when using technology to communicate with friends		Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information,	
	networks	Friendship skills, including compromise	To explain why the qualities of compromise, negotiation, being assertive and being collaborative are important.	To give examples of these qualities in action and the difference they make.	Passwords, Privacy, Settings, Profile
		Assertive skills	To give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	To explain why assertiveness is more effective than other ways of reacting to pressure or nfluence (i.e. aggressive or passive responses).	
Valuing Differenc e	<ul> <li>Identify their own culture and different cultures within their class community</li> <li>Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>Identify a range of strategies for managing their own feelings in bullying situations</li> <li>Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>Be able to support children who are being bullied</li> </ul>	Recognising and celebrating difference, including religions and cultural	To give examples of different faiths and cultures and positive things about having these differences.  To know what racism is and why it is unacceptable  To know what culture means and understand that differences in culture can sometimes be a source of conflict  To understand the role and importance of the equality act.( https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/EqualityAct_Advice_Final.pdf)  To explain how people sometimes aim	To describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)  To give examples of why posting an inaccurate	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.
	<ul> <li>Appreciate the value of happiness regardless of material wealth</li> </ul>	pressure of social media	to create an impression of themselves in what they post online that is not real and what might make them do this.	or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	

	Develop respect for cultures different from their own		To know that rumour spreading is a form of bullying on and offline		
Keeping Myself Safe	decisions about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older  Recognise strategies for resisting pressure  Can identify ways to keep themselves calm in an emergency  Can reflect on their own body image and know how important it is that this is positive  Accept and respect themselves for who they are  Respect and value their own bodies  Be motivated to keep	Managing risk, including staying safe online  Healthy bodies and brains	To give examples of things that might influence a person to take risks online.  To explain that I have a choice.  To know the health risks of smoking  To understand how smoking tobacco affects the lungs, liver and heart  To know basic emergency procedures including the recovery position	To give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).  To understand the different roles food can play in people's lives and know that people can	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating
		Z. a.i.i.e	Know how to get help in emergency situations  To know that the media, social media and celebrity culture promotes certain body types  To know what makes a healthy lifestyle	develop eating problems / disorders related to body image pressure	disorder, Respect, Debate, Opinion, Fact, Motivation.
themselves happy	•	Norms around use of legal drugs (tobacco, alcohol)	Fo understand the percentage of people aged 11-15 years old that smoke in the UK (3%) and to give reasons why some people think it's a lot more than this.	To explain how knowing the real norms about smoking can influence people to choose not to smoke. To express how this might be the case for other drugs, including alcohol and illegal drugs.	
Rights and	Be able to identify what they value most about school	Rights and responsibiliti es	To give examples of some of the rights and related responsibilities I have as I grow older, at home and	To explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	Challenge, Goal, Attitude, Actions, Rights and Responsibilities,

Respons ibilities	<ul> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Understand how the school community interacts with the wider community</li> </ul>	Rights and responsibiliti es relating to my health	school. To also give real examples of each that relate to me.  To know about children's universal rights (United Nations Convention on the Rights of the Child)  To provide different examples of things that I am responsible for to keep myself healthy.	To explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.	United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.
	Be able to help friends make positive choices	Decisions about lending, borrowing and spending	To explain that local councils have to make decisions about how money is spent on things we need in the community.  To give an example of some of the things they have to allocate money for.	To give an example of how this spending might be popular or unpopular with different people in the community.	
Being my Best	<ul> <li>Verbalise what they would like their life to be like when they are grown up</li> <li>Appreciate the contributions made by people in different jobs</li> <li>Appreciate the opportunities learning and</li> </ul>	Growing independence and taking responsibility	To give an example of when I have had increased independence and how that has also helped me to show responsibility.	To predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination,
	education can give them  Reflect on the differences between their own learning goals and those of someone from a different culture  Appreciate the differences between themselves and	Future careers	To know about a range of jobs that are carried out by people I know  To understand that different jobs pay more money than others	To begin thinking about the types of job they might like to do when they are older	Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

	someone from a different culture  • Understand why they are motivated to make a positive contribution to supporting others	Media awareness and safety	To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	To also explain why media images of celebrities (and sometimes of friends) can make some people feel.	
Growing and Changing	Can celebrate what they like about their own and others' self- image and body-image      Can suggest ways to boost	Managing difficult feelings	can be developed.	To list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how To develop my confidence/resilience.	Body-image, Self- image, Characteristics, Looks, Personality, Perception, Self- esteem, Uterus,
	<ul> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an</li> </ul>	Puberty	To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally  To understand that sexual intercourse can lead to conception  To know that becoming a teenager involves various changes and also brings growing responsibility	To know that some people need help to conceive and might use IVF	Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair,
	<ul> <li>Can express how they feel about having children when they are an adult</li> </ul>	Managing change	To list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	To suggest ways to cope with strong emotions in response to change.	Hormones, Testosteron e, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Sexual intercourse,
	<ul> <li>Can express how they feel about becoming a teenager</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	Getting help	To identify when I need help and can dentify trusted adults in my life who can help me.	To recognise when others may need to get help and can advise them to talk to a trusted adult.	Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene,

Unit	(by the end of this unit they can/ will)		Progression Statement	MA	Key vocabulary
Me and My Relationship s	<ul> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can help themselves and others when worried about a mental health problem</li> </ul>	Assertiveness	To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander and to give examples of how these two different behaviours have an impact on a situation where someone is being bullied.	Mental health,, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Emotions,, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure,
	<ul> <li>Recognise when they are feeling grief and have strategies to manage them</li> <li>Demonstrate ways they could stand up for themselves and their friends in situations where</li> </ul>	Mental health	To know that it is important to take care of their own mental health  To know ways that they can take care of their own mental health	To be able to discuss their own strategies for promoting positive mental health and be able to identify situations when these strategies are useful	Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety bystander, upstander, compromise,
	others are trying to gain power or control  • Can resist pressure to do something online that might hurt themselves or others	Cooperation	To give examples of negotiation and compromise.	To explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.	negotiate, assertive, collaborative

	<ul> <li>Can take responsibility for their own safety and well- being</li> </ul>	Safe/unsafe touches	To explain what inappropriate touch is and give example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	
Valuing Difference	Empathise with people who are different and be aware of my own feelings towards them      Identify feelings associated with being excluded      Be able to recognise when someone is exerting power negatively in a relationship      Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict      Identify different feelings of the bully, bullied and bystanders in a bullying scenario      Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens	Recognising and reflecting on prejudice-based bullying	To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.  To understand the role and importance of The Equality Act.(	To describe how empathy can help people to be more tolerant and understanding of those who are different from them.  To know that people can hold power over others individually or in a group	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

	they are • Show empathy	Understanding Bystander behaviour	To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	To give some different examples of what bystanders might do and how their behaviour affects a bullying situation. To give examples of when it might be safe or unsafe to be an active bystander.	
Keeping Myself Safe	<ul> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different</li> </ul>	Physical and Emotional needs	To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.  To know how to take responsibility for their own health  To know how to make choices that benefit their own health and well-being  To know what it means to be emotionally well	To give an example of how I have been able to get one (or more) of my emotional needs met.	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies,
		Staying safe online	To explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	To give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.	Managing stress, Pressure.
	strategies to manage stress and pressure	Drugs: norms and risks (including the law)	To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).  To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.	To explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).	

Appreciate people for who

Rights and Responsibilit ies	<ul> <li>Be able to make others feel welcomed and valued</li> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> </ul>	Understanding media bias, including social media	To explain why people might do this (why they are showing certain aspects of hemselves) and how social media can affect how people feel about themselves.	To give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.	United Nations Convention on the Rights of the Child  Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards,
	<ul> <li>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role model</li> <li>Can take positive action to help others</li> <li>Be able to contribute towards a group task</li> </ul>	Children's rights	To know about children's universal rights (United Nations Convention on the Rights of the Child)  To know about the lives of children in other parts of the world  To understand how democracy and having a voice benefits the school community	To understand how to contribute towards the democratic process	Consequences, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.
		Caring: communities and the environment	o explain what 'environmentally sustainable' iving means and give an example of how we can live in a more 'sustainable' way.	To give examples of some things we can do to help the environment and sustainability, and some of the organisations that work to improve this.	
Being My Best	The second and the street of the second seco		To know their own learning strengths  To set realistic and challenging goals  To now what their classmates like and admire about them  To explain how to overcome problems and hallenges on the way to achieving my goals.	To give examples of ways that I've overcome challenges and barriers to achieving my goals.	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship,

	world who are suffering or living in difficult circumstances  • Empathise with people who are suffering or living in difficult situations  • Be able to give praise and compliments to other people when they recognise that person's achievements	Managing risk	To give examples of an emotional risk and a physical risk.	To tell you about the things I (and others) can do to reduce or remove risk in different situations.	Admire, Respect, Praise, Compliment, Contribution, Recognition.
Growing and Changing	Recognise how they feel when they reflect on the development and birth of a baby	Keeping safe	To give an example of a secret that should be shared with a trusted adult.	To offer advice about whether a secret should be kept or shared, and who it should be shared with.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative
	<ul> <li>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>Can celebrate what they like about their own and</li> </ul>	Puberty	To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally  To understand how a baby develops from conception through the nine months of pregnancy and how it is born	To recognise ways they can develop their own self-esteem  To express how they feel about the changes that will happen to them during puberty	body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation,
	others' self- image and body-image  • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school	Body Image	To tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.  To understand the importance of self-esteem and what they can do to develop it	To suggest ways in which a person can feel better about their body changing and see it in a positive way.	Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg

consider people in the

Empathy, Motivation,

		Self esteem	To give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities).	To give examples of things that To do a say to myself that can help me feel good about myself.	(Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement.
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# **Progression Statements, Key Themes and Vocabulary across Year Groups**

### Me and my relationships

	<u>Year 1</u>	Year 2	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Social /	<ul> <li>Can express how it</li> </ul>		<ul> <li>Can identify the</li> </ul>	<ul> <li>Can identify feelings</li> </ul>	Can suggest	<ul> <li>Recognise that</li> </ul>
emotional	feels to be part of a	Can identify the	responsibilities they	and emotions that	strategies for building	people can get
skills (by the	family and to care for	different roles and	have within their	accompany jealousy	self-esteem of	problems with their
end of this unit	family members	responsibilities in their	family			mental health and
they can/ will)	<ul> <li>Can say what being a good friend means</li> <li>Can show skills of friendship</li> </ul>	Can recognise the value that families can bring	Can use Solve-it- together in a conflict scenario and find a win-win outcome	<ul> <li>Can suggest positive strategies for managing jealousy</li> <li>Can identify people who are special to</li> </ul>	<ul> <li>Can identify when an online community</li> <li>/ social media group</li> </ul>	that it is nothing to be ashamed of  • Can help themselves and others when
	Пенизтр	<ul> <li>Can recognise and talk about the types of physical contact that is</li> </ul>	<ul> <li>Know how to access help if they are concerned about</li> </ul>	them and express why	uncomfortable, or	worried about a mental health problem

	<ul> <li>Can identify forms</li> </ul>	acceptable or	anything on social	• Can identify the		Recognise when
	of physical contact	unacceptable unacceptable	media or the internet	feelings and emotions	<ul> <li>Can suggest</li> </ul>	they are feeling grief
	they prefer			that accompany loss	strategies for staying	and have strategies to
		<ul> <li>Can use positive problem-solving techniques (Mending Friendships or Solve-ittogether) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify the feelings associated with trust</li> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</li> <li>Can give and receive compliments</li> </ul>	<ul> <li>Can empathise with people from other countries who may not have a fair job/less fortunate</li> <li>Understand that they are connected to the global community in many different ways</li> <li>Can identify similarities in children's rights around the world</li> <li>Can identify their own wants and needs and how these may be similar or different from other children in school and the global</li> </ul>	_		
Key Themes  Progression Statements	<ul> <li>Feelings</li> <li>Friendships</li> <li>Getting help</li> <li>Classroom rules</li> </ul> Feelings	<ul> <li>Can say who they would go to for help if they were worried or scared</li> <li>Bullying and teasing</li> <li>Our school rules about bullying</li> <li>Being a good friend</li> <li>Feelings/ self-regulation</li> </ul> Bullying and teasing To know ways that I	<ul> <li>Cooperation</li> <li>Friendships</li> <li>Family</li> <li>Children around the world</li> </ul> Cooperation To accept the views of	<ul> <li>Recognising feelings</li> <li>Types of relationships and families</li> <li>Assertive skills</li> <li>Recognising feelings         To give examples of     </li> </ul>	<ul> <li>Feelings</li> <li>Interacting online (covered through e-safety computing unit)</li> <li>Friendship skills, including compromise</li> <li>Assertive skills</li> <li>Feelings</li> <li>To give a range of</li> </ul>	<ul> <li>Assertiveness</li> <li>Mental health</li> <li>Cooperation</li> <li>Safe/ unsafe touches</li> </ul> Assertiveness To explain bystander
	T	•	•			
and more able	To name a variety of	can get help, if I am	others and understand	how to tell that a	examples of our	behaviour by giving
	different feelings and	being bullied and what	i	person is feeling	emotional needs and	examples of what

explain how these might make me behave.

To think of some different ways of dealing with 'not so good' feelings.

To give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.

### **Friendships**

To discuss ways to make a friend

To understand the difference between a one-off incident and bullying

To understand and give examples of the characteristics of healthy and safe friends

### **Getting help**

To recognise when you need help and who to go to for help.

I know the signs of needing help and can identify a range of I can do if someone teases me.

To tell you some ways to help someone else who is being bullied, if this happens.

# Our school rules about bullying To suggest rules that

will help to keep us happy and friendly and what will help me keep to these rules.
To be able to explain some classroom rules we have made together.

To give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. To explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).

### Being a good Friend

To offer ideas about what makes a good friend and also tell you how I try to be a good friend.

that we don't always agree with each other.

To find ways of helping others to resolve arguments or disputes.

### Friendships

To offer ideas about what I do to be a good friend

To discuss a range of strategies for how I make up with a friend if we've fallen out.

To know some

strategies for keeping myself safe online

To give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.

### Family

To know that different family members carry out different roles or have different responsibilities within the family

To discuss how gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc worried just by their body language.

To know some reasons why people feel jealousy and to understand that jealousy can be damaging to relationships

To give examples of body language from a range of different emotions.

### <u>Types of relationships</u> <u>and families</u>

To understand that there are many types of positive healthy relationships and families

EG same sex relationships/ single parent families/ adoption & fostering/ blended families

To show a deeper understanding of the core qualities of a meaningful relationship / family EG mutual respect/ healthy boundaries/ unconditional love & support

**Assertive skills** 

explain why they are important.

To name many of our emotional needs, explain their importance and give examples of how understanding them can help me.

### **Interacting online**

To know that belonging to an online community can have positive and negative consequences

To understand rights and responsibilities in an online community or social network

Know that there are rights and responsibilities when playing a game online

To know how to stay safe when using technology to communicate with friends

To discuss the impact of too much screen time on our mental and physical health

<u>Friendship skills,</u> <u>including compromise</u> someone is being bullied.

I know the difference between an active and passive bystander and to give examples of how these two different behaviours have an impact on a situation where someone is being

bystanders do when

### Mental health

bullied.

To know that it is important to take care of their own mental health

To know ways that they can take care of their own mental health

To be able to discuss their own strategies for promoting positive mental health and be able to identify situations when these strategies are useful

### Cooperation

To give examples of negotiation and compromise.

To explain how to help other people to use negotiation and compromise skills, and give positive feedback

	adults to turn to, when needed.	To give examples of ways that I have tried to help others be good	Children around the world	To explain what being 'assertive' means and	To explain why the qualities of compromise,	during tasks needing these skills.
	Classroom rules  To understand and	friends to each other.  Feelings/ self-	To know that they and all children have rights	give a few examples of ways of being assertive.	negotiation, being assertive and being collaborative are	Safe/ unsafe touches  To explain what
	explain some different classroom rules.  To tell you a range of classroom rules and explain why we have them.	regulation To have the vocabulary to express feelings in a safe, controlled way.  Almost always express my feelings in a safe controlled way, and help others to do the same.	(UNCRC)  To know the lives of children around the world can be different from their own  To give examples of how their lives are different to children around the world	To give different examples of when (and why) I might need to be assertive.	important.  To give examples of these qualities in action and the difference they make.  Assertive skills  To give examples of how to stand up for	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
					myself (be assertive) and say when I might need to use assertiveness skills.  To explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).	
Key Vocabulary	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate,	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem	Community, Responsibilities, Respect, Differences, Similarities, Conflict, Resolution Win-win, Solution, Risky, Global, Communication, Fair trade, Inequality, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations,	Relationship, Close, Jealousy, Problem- solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate,	Personal attributes, Qualities, Characteristics, Selfesteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence,	Mental health,, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Emotions,, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue,

Relationships, Special,	solving, Secret,	Equality, Deprivation,	Compromise, Trust,	Grooming, Troll,	Assertiveness,
Appreciate.	Surprise, Good secret,	Hardship,	Loyal, Empathy,	Gambling, Betting,	Judgement,
	Worry secret, Telling,	Appreciation,	Betrayal, Amicable,	Trustworthy,	Communication,
	Adult, Trust, Happy,	Gratitude, Celebrate.	Appreciation, Love.	Appropriate, Screen	Technology, Power,
	Sad, Frightened, Trust,	Upstander, Bystander		time, Physical health,	Cyber-bullying, Abuse,
	Trustworthy, Honesty,			Mental health, Off-line,	Safety bystander,
	Reliability,			Social, Peer pressure,	upstander,
	Compliments,			Influences, Personal	compromise,
	Celebrate, Appreciate			information,	negotiate, assertive,
				Passwords, Privacy,	collaborative
				Settings, Profile	

### **Valuing Difference**

	Year 1	Year 2	Year 3	Year 4	Year 5	<u>Year 6</u>
Social /	<ul> <li>Recognise ways in</li> </ul>		Be able to show	<ul> <li>Try to accept people</li> </ul>		<ul> <li>Empathise with</li> </ul>
emotional	which they are the	Understand that boys	appreciation for their	for who they are	Identify their own	people who are
skills (by the	same as their friends	and girls can be	families, parents and		culture and different	different and be
end of this	and ways they are	similar in lots of	carers	Identify influences	cultures within their	aware of my own
unit they can/ will)	different	ways and that is OK	Empathise with people	that have made them think or feel	class community	feelings towards them
	<ul> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul> <li>Explain how being bullied can make someone feel</li> <li>Can choose to be kind to someone who is being bullied</li> <li>Know how to stand up for themselves when they need to</li> <li>Recognise that they shouldn't judge people because they are different</li> <li>Understand that everyone's differences make them special and unique</li> </ul>	<ul> <li>Employ skills to support someone who is bullied</li> <li>Be able to 'problemsolve' a bullying situation accessing appropriate support if necessary</li> <li>Be able to recognise, accept and give compliments</li> <li>Recognise feelings associated with receiving a compliment</li> </ul>	a bystander might feel in a bullying situation	<ul> <li>Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>Identify a range of strategies for managing their own feelings in bullying situations</li> <li>Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>Be able to support children who are being bullied</li> <li>Appreciate the value of happiness regardless of material wealth</li> <li>Develop respect for cultures different from their own</li> </ul>	<ul> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>Appreciate people for who they are</li> <li>Show empathy</li> </ul>

Key Themes	<ul> <li>Recognising, valuing and celebrating difference</li> <li>Families</li> <li>Developing tolerance</li> </ul>	<ul> <li>Being kind and helping others</li> <li>Stereotypes</li> <li>Listening skills</li> </ul>	<ul> <li>Recognising and respecting diversity</li> <li>Being respectful and tolerant</li> </ul>	<ul> <li>Recognising and celebrating difference (including religions and cultural difference)</li> <li>Bullying</li> <li>Understanding and challenging stereotypes</li> </ul>	<ul> <li>Recognising and celebrating difference, including religions and cultural</li> <li>Influence and pressure of social media</li> </ul>	<ul> <li>Recognising and reflecting on prejudice-based bullying</li> <li>Understanding bystander behaviour</li> </ul>
Progression	Recognising, valuing	Being kind and helping	Recognising and	Recognising and	Recognising and	Recognising and
Statements	and celebrating	<u>others</u>	respecting diversity	celebrating difference	celebrating difference,	reflecting on
and more able	<u>difference</u>	To say how I could help	To give examples of	(including religions	including religions and	prejudice-based
	To explain ways in	myself if I was being	different community	and cultural	<u>cultural</u>	bullying
	which people are	left out.	groups and what is	<u>difference)</u>	To give examples of	
	similar as well as		good about having		different faiths and	To reflect on and give
	different.	To understand the	different groups.	To discuss that people	cultures and positive	reasons for why some
		difference between a		are different, including	things about having	people show
	To give examples of	one-off incident and		religious or cultural	these differences.	prejudiced behaviour
	differences that are	bullying	To explain how	differences.		and sometimes bully
	something to be valued		different families and		To know what racism is	for this reason.
	and celebrated.	To tell you how I	communities can	To understand	and why it is	To understand the role
		recognise if someone	experience prejudice	sometimes people	unacceptable	
	<u>Families</u>	else is being left out,	and why this can	make assumptions		and importance of The Equality Act.(
	To know that	and To say some ways I	happen (fear,	about a person	To know what culture	https://assets.publishi
	everyone's family is	could help them.	ignorance, media-	because of the way	means and understand	ng.service.gov.uk/gov
	different (covered in		fuelled etc).	they look or act	that differences in culture can sometimes	ernment/uploads/syst
	difference & diversity)	Storootupos	To say some ways that	To say how differences	be a source of conflict	em/uploads/attachme
	difference & diversity)	<u>Stereotypes</u>	prejudice can be safely	sometimes cause	be a source of conflict	nt data/file/315587/E
	To know that there are	To know there are	challenged.	conflict but can also be	To understand the role	quality Act Advice Fi
	lots of different types	stereotypes about	chanenged.	something to	and importance of the	nal.pdf) and to be able
	of families (covered in	boys and girls	Being respectful and	celebrate.	equality act.	to give examples of
	difference & diversity)		tolerant	55.6574161	https://assets.publishi	protected
		To know that it is OK	To talk about examples	Bullying	ng.service.gov.uk/gov	characteristics.
	To understand that	not to conform to	in our classroom where	To know that some	ernment/uploads/syst	
	families are founded	gender stereotypes	respect and tolerance	forms of bullying are	em/uploads/attachme	To know that there are
	on belonging, love and		have helped to make it	harder to identify e.g.	nt data/file/315587/E	different perceptions
	care	To give examples to	a happier, safer place.	tactical ignoring, cyber-	quality Act Advice Fi	of 'being normal' and
		when stereotypes can		hullving	nal ndf	where these might

bullying

when stereotypes can

be harmful

To understand and give

examples of the

nal.pdf

come from

characteristics family relationships	
Developing tolerance To say why things sometimes seem unfair, even if they are not.	
To explain why sometimes things seem unfair to other people.	

### nily <u>Listening skills</u>

To give a few examples of good listening skills and to explain why listening skills help to understand a different point of view.

To use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.

To know that conflict is a normal part of relationships

To give examples of when I have helped people to be more respectful and tolerant, by setting a good example.

To know what to do if they think bullying is, or might be taking place

To say what I could do if someone was upsetting me or if I was being bullied.

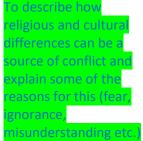
To discuss the reasons why witnesses sometimes join in with bullying and don't tell anyone

# Understanding and challenging stereotypes

To explain why it's important to challenge stereotypes that might be applied to me or others.

To know that first impressions can change

To explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.



### Influence and pressure of social media

To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

#### To know that rumour spreading is a form of bullying on and offline

To give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)

To know that being different could affect someone's life and that power can play a part in a bullying or conflict situation

To begin to understand why some people choose to bully others

To understand and think of examples where people with disabilities can lead amazing lives

# To fully appreciate that difference can be a source of celebration as well as conflict

To describe how empathy can help people to be more tolerant and understanding of those who are different from them.

To know that people can hold power over others individually or in a group

### Understanding bystander behaviour

To explain the difference between a passive bystander and an active bystander

						and give an example of how active bystanders can help in bullying situations.
						To give some different examples of what bystanders might do and how their behaviour affects a bullying situation. To give examples of when it might be safe or unsafe to be an active bystander.
Key Vocabulary	Empathy, Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

### Keeping myself safe

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social / emotional skills (by the end of this unit they	<ul><li>Realise that they are special</li><li>Keep themselves</li></ul>	Desire to make healthy lifestyle choices	<ul><li>Recognise self-worth</li><li>Identify personal strengths</li></ul>	Can identify the feelings that they have about their friends and different	Can make informed decisions about whether or not they choose to smoke when	•Are motivated to care for their own physical and emotional health
can/ will)	<ul> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Recognise how being healthy helps them to feel happy</li> <li>Feel good about themselves when they make healthy choices</li> </ul>	<ul> <li>Identify when a feeling is weak and when a feeling is strong</li> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> <li>Express how it feels to share healthy food with their friends</li> </ul>	<ul> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>Make other people fee valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	<ul> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and knowhow to be assertive</li> </ul>	<ul> <li>Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>Recognise strategies for resisting pressure</li> <li>Can identify ways to keep themselves calm in an emergency</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Accept and respect themselves for who they are</li> <li>Respect and value their own bodies</li> <li>Be motivated to keep themselves healthy</li> </ul>	<ul> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul>
Key Themes	<ul> <li>How our feelings can keep us safe</li> <li>Keeping healthy</li> </ul>	<ul> <li>Safe and unsafe secrets</li> <li>Appropriate touch</li> </ul>	<ul> <li>Managing risk</li> <li>Drugs and their risks</li> <li>Staying safe online</li> </ul>	<ul> <li>Managing risk</li> <li>Understanding the norms of drug use</li> </ul>	Managing risk,     including     staying safe     online	<ul> <li>Physical and Emotional needs</li> <li>Staying safe online</li> </ul>

	Medicine safety	Medicine safety		(cigarette and alcohol use)  Influences	<ul> <li>Healthy bodies and brains</li> <li>Norms around use of legal drugs (tobacco, alcohol)</li> </ul>	<ul> <li>Drugs: norms and risks (including the law)</li> </ul>
Progression	How our feelings can	Safe and unsafe	Managing risk	Managing risk	Managing risk,	Physical and
Statements and	keep us safe	secrets	To say what I could do	To give examples of	including staying safe	Emotional needs
more able	To say what I can do if I	To give some examples	to make a situation less	people or things that	online	To explain why
	have strong, but not so	of safe and unsafe	risky or not risky at all.	might influence	To give examples of	emotional needs are as
	good feelings, to help	secrets and to think of	risky or risk risky de din	someone to take risks	things that might	important as physical
	me stay safe (e.g. sad -	safe people who can		(e.g. friends, peers,	influence a person to	needs and what might
	talk to someone).	help if something feels	To say why some	media, celebrities), but	take risks online.	happen if a person
	tank to someoney.	wrong.	people might take risks	that people have	take risks omine.	doesn't get their
	To recognise signs of	Wrong.	and why others choose	choices about whether	To explain that I have a	emotional needs met.
	feelings in other	If someone came to	to avoid risky	they take risks.	choice.	emotional needs met.
	people (friends or	me with an unsafe	situations.	they take Hokor	CHOICE.	To know how to take
	family) and can suggest	secret they had been	Sicuations	To work through	To know the health	responsibility for their
	ways that I might be	asked to keep, To say	Drugs and their risks	examples of risky	risks of smoking	own health
	able to help them.	some things that I	To say why medicines	situations and explain		• · · · · · · · · · · · · · · · · · · ·
		could do to help them	can be helpful or	the steps that a person	To understand how	To know how to make
	Keeping healthy	to keep safe.	harmful.	might want to think	smoking tobacco	choices that benefit
	To give examples of	to keep sale!	To explain why things	about to reduce or	affects the lungs, liver	their own health and
	how I keep myself	Appropriate touch	other than drugs can	remove the risk.	and heart	well-being
	healthy.	To give other examples	be helpful and harmful	Terriore the riski	and near	Well bellig
	The dietry:	of touches that are ok	to a person's health,	Understanding the	To give an example of a	To know what it means
	To say how and why	or not ok (even if they	and what can influence	norms of drug use	risk that I've	to be emotionally well
	these different things	haven't happened to	a person to take risks.	(cigarette and alcohol	experienced relating to	to be emercially men
	are important to	me) and to identify a		use)	this and how I've	To give an example of
	keeping healthy (e.g.	safe person to tell if I	Staying safe online	To say a few of the	managed to reduce or	how I have been able
	food - gives energy so	felt 'not OK' about	To tell you a few things	risks of smoking or	remove the risk	to get one (or more) of
	that we can move our	something.	about keeping my	drinking alcohol on a	(applying skills and	my emotional needs
	body).		personal details safe	person's body and give	knowledge).	met.
		To say ways of getting	online. To explain why	reasons for why most	3 3 3 7	
	Medicine safety	an adult's attention if a	information, I see	people choose not to	Healthy bodies and	Staying safe online
		'not OK' touch was	online might not	smoke, or drink too	brains	To explain some ways
	To say when medicines	happening to me, or to	always be true.	much alcohol.	To know basic	of making sure that I
	might be harmful (e.g.	someone I know, even	To give examples of		emergency procedures	keep myself safe when
	overdose, if not	if the adults that I go to	how sometimes people	To know the facts	including the recovery	using a mobile phone,
	needed, another	for help are very busy.	try to find out personal	about smoking and its	position	including safety around
	person's medicine,	Medicine safety	information through	effects on health and	'	sharing personal
	etc.)		online communication	some of the reasons		information or images,

To explain why medicines need to be	To explain that they can be helpful or	and the problems this can lead to.	S
kept out of reach and sight of children.	harmful, and say some examples of how they		Т
	can be used safely.		а
			е
			р
	To give some examples		a
	of other things that		S
	people can do to help		S
	themselves get better if they are ill, as well		а
	as, or instead of taking		Т
	medicine (e.g. rest and		S
	sleep, drinking water,		a
	eating the right kind of		h
	food).		p
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some people start to smoke.

To know the facts about alcohol and its effects on health, particularly the liver and to understand some of the reasons some people drink alcohol

To explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).

#### Influences

To give examples of positive and negative influences, including things that could influence me when I am making decisions.

To know ways to resist when people are putting pressure on them

To give examples of consequences of decisions and explain how these can be either positive or negative.

Know how to get help in emergency situations

To know that the media, social media and celebrity culture promotes certain body types

To know what makes a healthy lifestyle

To understand the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure

# Norms around use of legal drugs (tobacco, alcohol)

To understand the

percentage of people aged 11-15 years old that smoke in the UK (3%) and to give reasons why some people think it's a lot more than this.

To explain how knowing the real norms about smoking can influence people to choose not to smoke.

To express how this

might be the case for

other drugs, including

### and that there are laws relating to this.

To give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.

### <u>Drugs: norms and risks</u> (including the law)

To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

To explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).

					alcohol and illegal	
					drugs.	
Key Vocabulary	Healthy, Unhealthy,	Healthy choices,	Welcome, Valued,	Friendship, Emotions,	Choices, Healthy	Responsibility, Choice,
	Balanced, Exercise,	Lifestyle, Motivation,	Achievements, Proud,	Healthy, Relationships,	behaviour, Unhealthy	Immunisation,
	Sleep, Choices, Clean,	Relax, Relaxation,	Pleased, Personal Goal,	Friendship groups,	behaviour, Informed	Prevention, Drugs,
	Body parts, Keeping	Tense, Calm, Healthy,	Praise, Acknowledge,	Value, Roles, Leader,	decision, Pressure,	Effects, Motivation,
	clean, Toiletry items	Unhealthy, Dangerous,	Affirm, Emotions,	Follower, Assertive,	Media, Influence,	Prescribed,
	(e.g. toothbrush,	Medicines, Safe, Body,	Feelings, Nightmare,	Agree, Disagree,	Emergency, Procedure,	Unrestricted, Over-the-
	shampoo, soap),	Balanced diet, Portion,	Fears, Worries,	Smoking, Pressure,	Recovery position,	counter, Restricted,
	Hygienic, Safe	Proportion, Energy,	Solutions, Support,	Peers, Guilt, Advice,	Calm, Level headed,	Illegal, Volatile
	Medicines, Trust, Safe,	Fuel, Nutritious.	Rights, Responsibilities,	Alcohol, Liver, Disease,	Body image, Media,	substances, 'Legal
	Safety, Green Cross		Learning Charter,	Anxiety, Fear, Believe,	Social media, Celebrity,	highs', Exploited,
	Code, Eyes, Ears, Look,		Dream, Behaviour,	Assertive, Opinion,	Altered, Self-respect,	Vulnerable, Criminal,
	Listen, Wait.		Rewards,	Right, Wrong.	Comparison, Eating	Gangs, Pressure,
			Consequences,		problem, Eating	Strategies, Reputation,
			Actions, Fairness,		disorder, Respect,	Anti-social behaviour,
			Choices, Co-Operate,		Debate, Opinion, Fact,	Crime, Mental health,
			Group Dynamics, Team		Motivation.	Emotional health,
			Work, View Point, Ideal			Mental illness,
			School, Belong.			Symptoms, Stress,
						Triggers, Strategies,
						Managing stress,
						Pressure.

### Rights and responsibilities

	Year 1	Year 2	Year 3	Year 4	<u>Year 5</u>	<u>Year 6</u>
Social /	<ul> <li>Understanding that</li> </ul>		Recognise other	<ul> <li>Identify the feelings</li> </ul>	Be able to identify	Be able to make
emotional	they are special	Recognise own	people's achievements	associated with being	what they value	others feel welcomed
skills (by the		feelings and know	in overcoming	included or excluded	most about school	and valued
end of this unit	Understand that	when and where to get	difficulties			
end of this unit they can/ will)	Understand that they are safe in their class     Identifying helpful behaviours to make the class a safe place     Identify what it's like to feel proud of an achievement     Recognise feelings associated with positive and negative consequences     Understand that they have choices	when and where to get help  • Know how to make their class a safe and fair place  • Recognise the feeling of being worried  • Be able to work cooperatively	difficulties  Imagine how it will feel when they achieve their dream / ambition  Can break down a goal into small steps  Recognise how other people can help them to achieve their goals  Can manage feelings of frustration linked to facing obstacles  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time	<ul> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> </ul>	<ul> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Understand how the school community interacts with the wider community</li> <li>Be able to help friends make positive choices</li> </ul>	<ul> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> <li>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role model</li> <li>Can take positive action to help others</li> <li>Be able to contribute towards a group task</li> </ul>
Key Themes	Looking after things	Cooperation and self-regulation	<ul> <li>Skills we need to develop as we grow up</li> <li>Helping and being helped</li> <li>Rights/ values</li> </ul>	<ul> <li>Making a difference (different ways of helping others or the environment)</li> <li>Media influence</li> <li>Decisions about spending money</li> </ul>	<ul> <li>Rights and responsibilities</li> <li>Rights and responsibilities relating to my health</li> <li>Decisions about lending, borrowing and spending</li> </ul>	<ul> <li>Understanding media bias, including social media</li> <li>Children's rights</li> <li>Caring: communities and the environment</li> </ul>
Progression	Looking after things	Cooperation and self-	Skills we need to	Making a difference	Rights and	Understanding media
Statements	To give some examples	<u>regulation</u>	develop as we grow up	(different ways of	<u>responsibilities</u>	bias, including social
and more able	of how I look after					<u>media</u>

myself and my environment - at school or at home. To also say some ways that we look after money.

To give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.

To understand the terms 'self regulation' and 'cooperation'

To give examples of when I've used some of these ideas to help me when I am not settled.

To help other people to understand what they can do to help them settle in the classroom and To always or almost always do these things myself.

To name some ways of checking whether something is a fact or just an opinion.

To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

To explain some of the ways that people online might try to trick people by presenting 'false facts' and say what To do to keep myself safe from being tricked.

### Helping and being helped

To describe how to help the people who help me,.

To give a few examples of how I've helped people who help me and how To help myself.

#### Rights/ values

To know why rules are needed and how these relate to choices and consequences

### helping others or the environment)

To have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.

To understand how to contribute towards the democratic process

To tell you what an active bystander is and give an example of when I might be able to be an active bystander, or when I have done this.

#### Media influence

To explain how these reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.

To give an example of this and talk about the different sides of a news story.

### Decisions about spending money

To give examples of decisions regarding money and saving and

To give examples of some of the rights and related responsibilities I have as I grow older, at home and school. To also give real examples of each that relate to me.

To know about children's universal rights (United Nations Convention on the Rights of the Child)

To explain some of the wider rights and responsibilities that we have, such as to the community or the environment.

# Rights and responsibilities relating to my health

To provide different examples of things that I am responsible for to keep myself healthy.

To explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.

To explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how people feel about themselves.

To give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.

#### Children's rights

To know about children's universal rights (United Nations Convention on the Rights of the Child) To know about the lives of children in other parts of the world

To understand how democracy and having a voice benefits the school community

To understand how to contribute towards the democratic process

Caring: communities and the environment

			To know that the school has a shared set of values	how they might change as we grow.  To give examples of how these decisions might affect communities including schools or the wider community	Decisions about lending, borrowing and spending To explain that local councils have to make decisions about how money is spent on things we need in the community.  To give an example of some of the things they have to allocate money for.  To give an example of how this spending might be popular or unpopular with different people in the	To explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.  To give examples of some things we can do to help the environment and sustainability, and some of the organisations that work to improve this.
Key Vocabulary	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co- Operate, Problem- Solving.	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Contribution, Observer	community.  Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.	United Nations Convention on the Rights of the Child Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

### **Growing and Changing**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social /	<ul> <li>Understand and</li> </ul>		• Can express how they	Can appreciate their	Can celebrate what	Recognise how they
emotional	accepts that change is	<ul> <li>Can appreciate that</li> </ul>	feel about babies	own uniqueness and	they like about their	feel when they reflect
skills (by the	a natural part of	changes will happen		that of others	own and others' self-	on the development
end of this	getting older				image and body-image	and birth of a baby
	a natural part of getting older  • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)  • Can express why they enjoy learning  • Can suggest ways to manage change e.g. moving to a new class	<ul> <li>changes will happen and that some can be controlled and others not</li> <li>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>Can say what greater responsibilities and freedoms they may have in the future</li> <li>Can say who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable/uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>Can say what they are looking forward to in the next year</li> </ul>	<ul> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can identify stereotypical family role and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul> <li>Can express how they feel about having children when they are grown up</li> <li>Can express any concerns they have about puberty</li> <li>Can say who they can talk to about puberty if they are worried</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>		•
		,			about puberty or becoming a	
					teenager/adult	

Key Themes	<ul> <li>Getting help</li> <li>Becoming independent</li> <li>Body parts</li> </ul>	<ul> <li>Life cycles</li> <li>Physical change</li> <li>Dealing with loss</li> <li>Being supportive</li> </ul>	<ul><li>Relationships</li><li>Life cycles</li><li>Puberty</li><li>Keeping safe</li></ul>	<ul> <li>Body changes during puberty</li> <li>Managing difficult feelings</li> </ul>	<ul> <li>Managing difficult feelings</li> <li>Puberty</li> <li>Managing change</li> <li>Getting help</li> </ul>	<ul><li>Keeping safe</li><li>Puberty</li><li>Body Image</li><li>Self esteem</li></ul>
Progression	Getting help	<u>Life cycles</u>	Relationships	Body changes during	Managing difficult	Keeping safe
Statements	To identify an adult I	To know that life	To name a few things	puberty	feelings	To give an example of
and more able	can talk to at both	cycles exist in nature	that make a positive	To know that personal	To explain what	a secret that should be
	home and school if I		relationship and some	characteristics are	resilience is and how it	shared with a trusted
	need help.	To know that ageing is	things that make a	inherited from birth	can be developed.	adult.
		a natural process	negative relationship.	parents and this is		
	To identify a range of	including old-age		brought about by an	To list a range of good	To offer advice about
	adults in my life that I			ovum joining with a	and not so good feelings	whether a secret
	can trust and ask for	To understand that	To explain things I have	sperm	people have, how	should be kept or
	help.	some changes are out	done to help	T	having resilience can	shared, and who it
	<b>D</b>	of an individual's	keep/make a healthy	To understand that	help and give a few	should be shared with.
	Becoming	control	relationship (e.g. with a friend or another	babies are made by a	examples of how To	Duboutu
	independent To discuss some things	To know how their		sperm joining with an	develop my confidence/resilience.	Puberty To know how girls' and
	I can do now that I	bodies have changed	special person).	ovum	confidence/resilience.	To know how girls' and boys' bodies change
	couldn't do when I was	from when they were	Life cycles	To know the names of	Puberty	during puberty and
	a toddler.	a baby and that they	To know that in	the different internal	To know how girls' and	understand the
	a toddier.	will continue to change	animals and humans	and external body	boys' bodies change	importance of looking
	To discuss a range of	as they age	lots of changes happen	parts that are needed	during puberty and	after themselves
	things that I can do	40 0.107 480	between conception	to make a baby	understand the	physically and
	now that I couldn't do	To tell you what I am	and growing up		importance of looking	emotionally
	last year and some	looking forward to	1 2 0 2 0 1p	To understand how	after themselves	,
	things that I am still	when I am older (at	To know that in nature	the female and male	physically and	To understand how a
	learning to do.	ten years and again at	it is usually the female	body change at	emotionally	baby develops from
	_	21)	that carries the baby	puberty	To understand that	conception through
					sexual intercourse can	the nine months of
	Body parts	Physical change	To know that in	To know that personal	lead to conception	pregnancy and how it
	To understand what	To know the physical	humans a mother	hygiene is important		is born
	some of my body parts	differences between	carries the baby in her	during puberty and as	To know that becoming	
	do.	male and female	uterus (womb) and this	an adult	a teenager involves	To recognise ways
		bodies	is where it develops	To talk about how	various changes and also	they can develop their
	To tell you which body			some parts of the body		own self-esteem
	parts girls and boys	To be able to label the		change during puberty.	responsibility	
	have that are the same	correct names for	To know that babies			To express how they
		private body parts	need love and care			feel about the changes

	and which body parts		from their	Managing difficult	To know that some	that will happen to
	are different	To understand that	parents/carers and	<u>feelings</u>	people need help to	them during puberty
		private body parts are	explain why	To list some of the	conceive and might use	
		special and that no one		reasons why a	IVF	Body Image
		has the right to hurt	<u>Puberty</u>	teenager might have		To tell you some
		these	To tell you what	difficult feelings (e.g.	Managing change	emotional changes
			happens to the	conflict with parents).	To list ways that I can	associated with
		To know now there are	woman's body when		prepare for changes	'puberty' and how
		different types of	the egg isn't fertilised,	Know that change can	(e.g. to get the facts,	people may feel when
		touch and that some	recognising that it is	bring about a range of	talk to someone).	their bodies change.
		are acceptable and	the lining of the womb	different emotions		
		some are unacceptable	that comes away.		To suggest ways to cope	To understand the
					with strong emotions in	importance of self-
		Dealing with loss		To suggest some good	response to change.	esteem and what they
		To give examples of	To tell you some of the	ways to compromise		can do to develop it
		how it feels when you	correct words for the	to reduce conflict.	Getting help	
		have to say goodbye to	parts of the woman's		To identify when I need	
		someone or something	body that are involved		help and can identify	To suggest ways in
		(e.g. move house).	in menstruation.		trusted adults in my life	which a person can
					who can help me.	feel better about their
		To suggest ways of	Keeping safe			body changing and see
		keeping in touch with	To identify when		To recognise when	it in a positive way.
		someone if they move	someone hasn't been		others may need to get	Calfactaca
		away.	invited into my body		help and can advise	Self esteem
		Daine amanautina	space and show how		them to talk to a trusted	To give examples of
		Being supportive	to be assertive in asking them to leave it		adult.	other ways in which
		To give examples of how to give feedback	if I feel uncomfortable.			the way a person feels about themself can be
		to someone.	in Freel unconfilor table.			affected (e.g. images
		to someone.				of celebrities).
		To explain the	To identify unsafe			or celebrities).
		difference between	secrets that make me			To give examples of
		positive feedback and	feel uncomfortable			things that To do or
		constructive support.	and who To talk to			say to myself that can
			about it.			help me feel good
						about myself.
Key	Changes, Life cycles,	Change, Grow, Control,	Changes, Birth,	Personal, Unique,	Body-image, Self-image,	Body-image, Self-
Vocabulary	Baby, Adult,	Life cycle, Baby, Adult,	Animals, Babies,	Characteristics,	Characteristics, Looks,	image, Characteristics,
	Adulthood, Grown-up,	Fully grown, Growing	Mother, Growing up,	Parents, Sperm, Egg /	Personality, Perception,	Looks, Personality,
	Mature, Male, Female,	up, Old, Young,	Baby, Grow, Uterus,	ovum, Penis, Testicles,	Self-esteem, Uterus,	Perception, Self-
	Vagina, Penis,	Change, Respect,	Womb, Nutrients,	Vagina / vulva, Womb	Womb, Oestrogen,	esteem, Affirmation,
	Testicles, Vulva, Anus,	Appearance, Physical,	Survive, Love,	/ uterus, Ovaries,	Fallopian Tube, Cervix,	Comparison, negative

	Learn, New, Grow,	Baby, Toddler, Child,	Affection, Care,	Making love, Having	Develops, Puberty,	body-talk, mental
	Feelings, Anxious,	Teenager,	Puberty, Control, Male,	sex, Sexual	Breasts, Vagina, Vulva,	health, Uterus, Womb,
	Worried, Excited,	Independent, Timeline,	Female, Testicles,	intercourse, Fertilise,	Hips, Penis, Testicles,	Oestrogen, Fallopian
	Coping.	Freedom,	Sperm, Penis, Ovaries,	Conception, Puberty,	Adam's Apple, Genitals,	Tube, Cervix,
	, 0	Responsibilities, Male,	Egg, Ovum / ova,	Menstruation, Periods,	Hair, Broader, Wider,	Develops, Puberty,
		Female, Vagina, Penis,	Womb / uterus,	Circle, Seasons,	Sperm, Semen, Erection,	Breasts, Vagina, Vulva,
		Testicles, Vulva, Anus,	Vagina, Stereotypes,	Change, Control,	Ejaculation, Urethra,	Hips, Penis, Testicles,
		Public, Private, Touch,	Task, Roles, Challenge,	Emotions, Acceptance,	Wet dream, Growth	Adam's Apple,
		Texture, Cuddle, Hug,	Looking forward,	Looking forward,	spurt, Larynx, Facial hair,	Scrotum, Genitals,
		Squeeze, Like, Dislike,	Excited, Nervous,	Excited, Nervous,	Pubic hair,	Hair, Broader, Wider,
		Acceptable,	Anxious, Happy.	Anxious, Happy	Hormones, Testosterone,	Sperm, Semen,
		Unacceptable,	,		Ovaries, Egg (Ovum),	Erection, Ejaculation,
		Comfortable,			Period, Fertilised,	Urethra, Wet dream,
		Uncomfortable,			Unfertilised,	Growth spurt, Larynx,
		Looking forward,			Conception, Sexual	Facial hair, Pubic hair,
		Excited, Nervous,			intercourse,	Hormones, Scrotum,
		Anxious, Happy.			Contraception,	Testosterone,
					Pregnancy,	Circumcised,
					Menstruation, Sanitary	Uncircumcised,
					products, Tampon, Pad,	Foreskin, Epididymis,
					Towel, Liner, Hygiene,	Ovaries, Egg (Ovum),
						Period, Fertilised,
						Unfertilised,
						Conception, Having
						sex, Sexual
						intercourse, Making
						love, Embryo,
						Umbilical cord, IVF,
						Foetus, Contraception,
						Pregnancy, midwife,
						labour, Menstruation,
						Sanitary products,
						Tampon, Pad, Towel,
						Liner, Hygiene, Age
						appropriateness,
						Legal, Laws,
						Responsible, Teenager,
						Responsibilities,
						Rights, opportunities,
						freedoms,
						responsibilities,
L						attraction,

			relationship, love,
			sexting, transition,
			secondary, looking
			forward, journey,
			worries, anxiety,
			excitement .

#### Being my best

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social / emotional skills (by the end of this unit they can/ will)	• Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future	Pear 2  Be able to describe their own achievements and the feelings linked to this  Recognise their own strengths as a learner  Recognise how working with others can be helpful  Be able to work effectively with a partner  Be able to choose a partner with whom they work well  Be able to work as part of a group  Recognise how it feels to be part of a group that succeeds and store this feeling	• Able to set themselves a fitness challenge  • Recognise what it feels like to make a healthy choice  • Identify how they feel about drugs  • Can express how being anxious or scared feels  • Can take responsibility for keeping themselves and others safe  • Respect their own bodies and appreciate what they do	<ul> <li>Can talk about their hopes and dreams and the feelings associated with these</li> <li>Can identify the feeling of disappointment</li> <li>Can identify a time</li> </ul>	Verbalise what they would like their life to be like when they are grown up      Appreciate the contributions made by people in different jobs      Appreciate the opportunities learning and education can give them      Reflect on the differences between their own learning goals and those of someone from a different culture      Appreciate the differences between themselves and someone from a different culture      Understand why they are motivated to make	• Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements
Key Themes	<ul><li>Growth mindset</li><li>Keeping healthy</li></ul>	<ul><li>Looking after my body</li><li>Growth mindset</li></ul>	<ul> <li>Keeping myself healthy</li> <li>Celebrating and developing my skills</li> </ul>	<ul> <li>Having choices and making decisions about my health</li> </ul>	a positive contribution     to supporting others	<ul> <li>Aspirations and goal setting</li> <li>Managing risk</li> </ul>

				<ul> <li>Target setting</li> <li>Taking care of my environment</li> </ul>	<ul> <li>Media awareness and safety</li> </ul>	
Progression	Growth mindset	Looking after my body	Keeping myself	Having choices and	Growing	Aspirations and goal
Statements	To discuss different	To name different	healthy	making decisions	independence and	setting
and more able	ideas for what you can	parts of my body that	To give a few examples	about my health	taking responsibility	To know their own
	do if you find	are inside me and help	of things that I can take	To give a few examples	To give an example of	learning strengths
	something difficult.	to turn food into	responsibility for in	of different things that	when I have had	
		energy. I know what I	relation to my health	I do already that help	increased	To set realistic and
	To give examples of	need to get energy.	and give an example of something that I've	me keep healthy.	independence and how that has also helped	challenging goals
	how these ideas have helped me when I have found something	To give examples of the things I do to keep healthy, including	done which shows this.	To explain the benefits of looking after myself both now and in the	me to show responsibility.	To now what their classmates like and admire about them
	difficult.	looking after my teeth,	To give several	future.	To predict the	
		eating healthy food,	examples of things that		increasing levels of	To explain how to
	Keeping healthy	exercise and rest say	I do to take	Target setting	independence and	overcome problems
	To say why certain	and how I try to make	responsibility for my	To know what their	responsibilities I will	and challenges on the
	foods are healthy and	sure I do these things	health and can explain	own hopes and dreams	have as I grow older,	way to achieving my
	why it's important to	regularly.	the benefits of this to	are	by giving some	goals.
	eat at least five		me and to other		examples of this, from	
	portions of	<b>Growth mindset</b>	people who choose to	To understand that	teenage to adult years.	To give examples of
	vegetables/fruit a day.	To explain how setting	do them.	hopes and dreams		ways that I've
		a goal or goals will help		don't always come true	Future careers	overcome challenges
		me to achieve what I	Celebrating and		To know about a range	and barriers to
	To explain about	want to be able to do.	developing my skills	To be able to work out	of jobs that are carried	achieving my goals.
	different food groups		To explain and give an	the steps they need to	out by people I know	
	and why we need to		example of a skill or	take to achieve a goal		Managing risk
	choose and eat food	To give an example of	talent that I've		To understand that	To give examples of an
	from these different	something that I've set	developed and the	To know how to work	different jobs pay more	emotional risk and a
	groups.	goals for, how it's	goal-setting that I've	as part of a successful	money than others	physical risk.
		helped me in the past,	already done (or plan	group and to share in		
		and how it could help	to do) in order to	the success of a group	To begin thinking	To tell you about the
		me more in the future.	improve it.	Ta lineari barrika malia	about the types of job	things I (and others)
			To name specific	To know how to make	they might like to do when they are older	can do to reduce or remove risk in different
			To name specific	a new plan and set	when they are older	
			people who have overcome difficult	new goals even if they have been	Modia awaranasa and	situations.
			overcome unitcuit		Media awareness and	
				disappointed	<u>safety</u>	

			challenges to achieve		To name several	
			success	To know that reflecting	qualities that make	
				on positive and happy	people attractive that	
			To know what an	experiences can help	are nothing to do with	
			obstacle is and how	them to counteract	how they look, but	
			they can hinder	disappointment	about how they	
			achievement		behave.	
				Taking care of my		
			To be able to evaluate	<u>environment</u>	To also explain why	
			their own learning	To give different	media images of	
			progress and identify	examples of some of	celebrities (and	
			how it can be better	the things that I do	sometimes of friends)	
			next time	already to help look	can make some people	
				after my environment.	feel.	
			To tell you about			
			aspirations I have for			
			when I'm older and	To explain the benefits		
			give examples of the	of looking after my		
			goals I need to set in	environment both now		
			order to achieve these.	and in the future, and		
				for future generations.		
Key	Proud, Success,	Realistic, Proud,	Oxygen, Energy,	Dream, Hope, Goal,	Dream, Hope, Goal,	Dream, Hope, Goal,
Vocabulary	Achievement, Goal,	Success, Celebrate,	Calories / kilojoules,	Determination,	Feeling, Achievement,	Learning, strengths,
	Treasure, Coins, Goal,	Achievement, Goal,	Heartbeat, Lungs,	Perseverance,	Money, Grown Up,	Stretch, Achievement,
	Learning, Stepping-	Strength, Persevere,	Heart, Fitness, Labels,	Resilience, Positive	Adult, Lifestyle, Job,	Personal, Realistic,
	stones, Process,	Challenge, Difficult,	Sugar, Fat, Saturated	attitude,	Career, Profession,	Unrealistic, Feeling,
	Working together,	Easy, Learning	fat, Healthy, Drugs,	Disappointment, Fears,	Money, Salary,	Success, Criteria,
	Team work, Celebrate,	Together, Partner,	Attitude, Safe, Anxious,	Hurts, Positive	Contribution, Society,	Learning steps, Money,
	Learning, Stretchy,	Team work, Product.	Scared, Strategy,	experiences, Plans,	Determination,	Global issue, Suffering,
	Challenge, Feelings,		Advice, Harmful, Risk,	Cope, Help, Self-belief,	Perseverance,	Concern, Hardship,
	Obstacle, Overcome,		Feelings, Complex,	Motivation,	Motivation, Aspiration,	Sponsorship, Empathy,
	Achieve, Dreams, Goals		Appreciate, Body,	Commitment,	Culture, Country,	Motivation, Admire,
			Choice.	Enterprise, Design,	Sponsorship,	Respect, Praise,
				Cooperation, Success,	Communication,	Compliment,
				Celebrate, Evaluate.	Support, Rallying,	Contribution,
					Team Work,	Recognition.
					Cooperation,	
					Difference.	

#### PSHE Texts

**EYFS** 



The Huge Bag of Worries by Virginia Ironside

Worries

Kaya's Heart Song by Diwa Thepan Sanders

Pass It On by Sophy Henn

- Finding happiness in small things

Badger's Parting Gifts by Susan Varley

- Bereavement

Almost Anything by Sophy Henn The power of <u>self belief</u>

Bears Don't Read! By Emma Chichester Clark
- Resilience, determination and friendship

The Dinosaur Who Lost Her Voice by Julie Ballard and Francesca Gambatesa.

- Loss and teamwork

Will You Be My Friend? By Molly Potter
- Friendship

Be Gentle by Virginia Miller

- Playing nicely

Super Duper You! By Sophy Henn
- Being unique and individual

The Growing Story by Ruth Krauss and Helen Ovenbury

- Growing up

Tyrannosaurus Drip by Julia Donaldson & David Roberts - Bullying

Elmer and the Big Bird by David McKee

- Bullying

Giraffes Can't Dance by Giles Andrege

- Dreams of greatness

The Colour Monster by Anna Llegas - Emotions

KS1





Charlie Star by Terry Milne

Dealing with anxiety

Happy, Sad, Feeling Glad by Yasmeen Ismail

- How different situations can give different emotions

Me and My Fear by Francesca Sanga

New beginnings and anxiety associated with them

Almost Anything by Sophy Henn

The power of <u>self belief</u>

Be Gentle by Virginia Miller

Playing nicely

What are Friends For? By Sally Grindlex - Friendship

Eunnybanes, by Janet & Allan Ahlberg. Family and the human body

Your Fantastic Elastic Brain by JoAnn Deak & Sarah Ackerty

Growth mindset

After The Fall by Dan Santat

Resilience

Last Stop on Market Street by Matt de la Pera and Christian Robinson Diversity

Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks

Mutual respect and tolerance

Willy the Wimp by Anthony Browne

Bullying

Troll Stinks! By Jeanne Willis & Tony Ross

Cyberbullying

Can I Build Another Me? By Shinsuke Yoshitoke
- Uniqueness of individuals

How to Be A Lion by Ed Vere Bullying

The Lorax by Dr. Seuss

- Protecting the environment

Tidy by Emily Grayett

Protecting the environment

The Terrible Greedy Fossifoo by Charles Fuge.

Protecting the environment

Leaf by Sandra Disckmann
- Global warming

Ruby's Worry by Tom Percival

Sharing worries

The Heart and the Bottle by Oliver Jeffers

- Depression and loss and the power of imagination and love





You Are Awesome by Matthew Syed

- Finding your confidence to achieve

The Same Inside: Poems about Empathy and Friendship by Liz Brownlee, Roger Stevens and Matt Goodfellow

Poems about empathy, friendship, respect, courtesy, bullying, disability and responsibility

The Land of Neverendings by Kate Saunders

An honest portrayal of grief

Goldfish Boy by Lisa Thompson
- About a boy suffering from OCD exploring friendship, loneliness and hope

Rosie Revere, Engineer by Andrea Beaty,
- Aspirations, goals and determination

Let's <u>Celebratel</u>: Festival Poems from Around the World by <u>Debjari</u> Chatterjee and Brian D'Arcy

- Diversity

Max and The Millions by Ross Montgomery

Stereotyping

Overcoming challenges

The Misadventures of Max Crumbly: Locker Hero by Rachel Renee Russell

- Bullying

The Boy in the Dress by David Walliams

- Freedom of choice and tolerance of difference

Staying Safe Online by Louie Stowell

- E-safety

The Lorax by Dr. Seuss

Protecting the environment

The Last Wolf by Mini Grey

Protecting the environment

Window by Jeannie Baker

Protecting the environment

Under the Canopy by Iris Volant & Cynthia Alonso

Protecting the environment

Wargani's Trees of Peace: A True Story from Africa by Jeanette Winter

Protecting the environment

The Great Kapok Tree by Lynne Cherry

- Protecting the environment

Belonging by Jeannie Baker

- Protecting the environment

How Not to Lost It: Mental Health Sorted by Anna Williamson & Sophie

Emotional well-being, resilience and self-belief