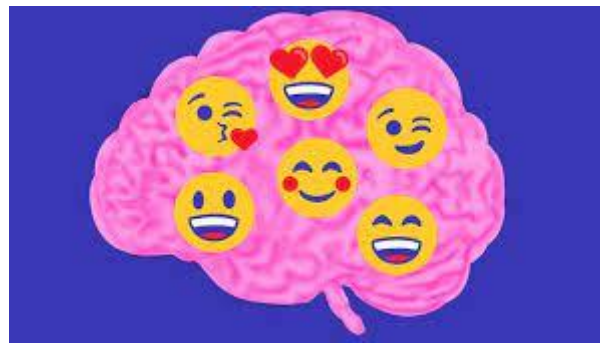




Eden Park
PHSE Intent
and
Progression Statements



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 21st 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				
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	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour (Protected Characteristics)	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

Year 1

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 style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means 	Feelings	<p>To name a variety of different feelings and explain how these might make me behave.</p> <p>To think of some different ways of dealing with 'not so good' feelings.</p>	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 style="list-style-type: none"> • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<p>Friendships</p>	<p>To discuss ways to make a friend</p> <p>To understand the difference between a one-off incident and bullying</p>	<p>To understand and give examples of the characteristics of healthy and safe friends</p>	<p>Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>
	<p>Getting help</p>	<p>To recognise when you need help and who to go to for help.</p>	<p>I know the signs of needing help and can identify a range of adults that To turn to, when needed.</p>	
	<p>Classroom rules</p>	<p>To understand and explain some different classroom rules.</p>	<p>To tell you a range of classroom rules and explain why we have them.</p>	
<p>Valuing Difference</p>	<p>Recognising, valuing and celebrating difference</p>	<p>To explain ways in which people are similar as well as different.</p>	<p>To give examples of differences that are something to be valued and celebrated.</p>	<p>Empathy, Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations,</p>
<ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied 	<p>Families</p>	<p>To know that everyone's family is different (covered in difference & diversity)</p> <p>To know that there are lots of different types of families (covered in difference & diversity)</p> <p>To understand that families are founded on belonging, love and care</p>	<p>To understand and give examples of the characteristics family relationships</p>	

	<ul style="list-style-type: none"> • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	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 style="list-style-type: none"> • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly 	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 clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.
	<ul style="list-style-type: none"> • 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).	
	<ul style="list-style-type: none"> • 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.	
Rights and Responsibilities	<ul style="list-style-type: none"> • Understanding that they are special • 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 	Looking after things	<p>To give some examples of how I look after myself and my environment - at school or at home.</p> <p>To also say some ways that we look after money.</p>	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 style="list-style-type: none"> • Recognise feelings associated with positive and negative consequences • Understand that they have choices 				
Being my Best	<ul style="list-style-type: none"> • 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 	Growth Mindset	To discuss different ideas for what you can do if you find something difficult.	To give examples of how these ideas have helped me when I have found something difficult.	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.
		Keeping healthy	To say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	To explain about different food groups and why we need to choose and eat food from these different groups.	
Growing and Changing	<ul style="list-style-type: none"> • 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,

<ul style="list-style-type: none"> • 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 	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, Grow, Feelings, Anxious, Worried, Excited, Coping.
	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.	

Year 2

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 <ul style="list-style-type: none"> • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable 	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, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem
		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	

	<ul style="list-style-type: none"> • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 		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, Appreciate.
		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.	
		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 style="list-style-type: none"> • Understand that boys and girls can be similar in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different 	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, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.
		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	
		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	

	<ul style="list-style-type: none"> • Understand that everyone's differences make them special and unique 			<p>and then putting forward other ideas, or a compromise.</p>	
<p>Keeping Myself safe</p>	<ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	<p>Safe and unsafe secrets</p>	<p>To give some examples of safe and unsafe secrets and to think of safe people who can help if something feels wrong.</p>	<p>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.</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>
		<p>Appropriate touch</p>	<p>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.</p>	<p>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.</p>	
		<p>Medicine safety</p>	<p>To explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>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).</p>	
<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Recognise the feeling of being worried 	<p>Cooperation and self-regulation</p>	<p>To understand the terms 'self regulation' and 'cooperation'</p> <p>To give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>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.</p>	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p>

- Be able to work cooperatively

Being my Best

- 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

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.

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 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.

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.

Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.

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,

<p>some can be controlled and others not</p> <ul style="list-style-type: none"> • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 		<p>To understand that some changes are out of an individual's control</p> <p>To know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>		<p>Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, 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.</p>
<p>Physical change</p>	<p>To know the physical differences between male and female bodies</p> <p>To be able to label the correct names for private body parts</p> <p>To understand that private body parts are special and that no one has the right to hurt these</p> <p>To know now there are different types of touch and that some are acceptable and some are unacceptable</p>			
<p>Dealing with loss</p>	<p>To give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p>	<p>To suggest ways of keeping in touch with someone if they move away.</p>		
<p>Being supportive</p>	<p>To give examples of how to give feedback to someone.</p>	<p>To explain the difference between positive feedback and constructive support.</p>		

Year 3

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 style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	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, Fair trade, Inequality, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate. Upstander, Bystander
		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	
		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 style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • 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 	Recognising and respecting diversity <p>To give examples of different community groups and what is good about having different groups.</p>	<p>To 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.</p>	<p>Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>
	Being respectful and tolerant <p>To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>To know that conflict is a normal part of relationships</p>	<p>To give examples of when I have helped people to be more respectful and tolerant, by setting a good example.</p>	
Keeping Myself Safe <ul style="list-style-type: none"> • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	Managing risk <p>To say what I could do to make a situation less risky or not risky at all.</p>	<p>To say why some people might take risks and why others choose to avoid risky situations.</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p>
	Drugs and their risks <p>To say why medicines can be helpful or harmful.</p>	<p>To explain why things other than drugs can be helpful and harmful to a person’s health, and what can influence a person to take risks.</p>	
	Staying safe online <p>To tell you a few things about keeping my personal details safe online. To explain why information, I see online might not always be true.</p>	<p>To give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.</p>	

Rights and Responsibilities	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps 	Skills we need to develop as we grow up	<p>To name some ways of checking whether something is a fact or just an opinion.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>	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, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
	<ul style="list-style-type: none"> • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles 	Helping and being helped	<p>To describe how to help the people who help me,.</p>	To give a few examples of how I've helped people who help me and how To help myself.	
	<ul style="list-style-type: none"> • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	Rights/values	<p>To know why rules are needed and how these relate to choices and consequences</p> <p>To know that the school has a shared set of values</p>		
Being my best	<ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs 	Keeping myself healthy	<p>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.</p>	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, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.
	<ul style="list-style-type: none"> • 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 	Celebrating and developing my skills	<p>To explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p>To name specific people who have overcome difficult challenges to achieve success</p>	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.	

			<p>To know what an obstacle is and how they can hinder achievement</p> <p>To be able to evaluate their own learning progress and identify how it can be better next time</p>		
Growing and Changing	<ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to 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 • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about 	Relationships	To 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).	<p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, 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.</p>
		Life cycles	<p>To know that in animals and humans lots of changes happen between conception and growing up</p> <p>To know that in nature it is usually the female that carries the baby</p> <p>To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	To know that babies need love and care from their parents/carers and explain why	
		Puberty	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.	
		Keeping safe	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.	

Year 4

Unit	Social / emotional skills by the end of this unit they can/ will...)	Key themes	Progression Statements	Exceeding	Key vocabulary
Me and My Relationships	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	Recognising feelings	<p>To give examples of how to tell that a person is feeling worried just by their body language.</p> <p>To know some reasons why people feel jealousy and to understand that jealousy can be damaging to relationships</p>	To give examples of body language from a range of different emotions.	<p>Assertive, Collaborative 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, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>
		Types of relationships and families	<p>To understand that there are many types of positive healthy relationships and families</p> <p>EG same sex relationships/ single parent families/ adoption & fostering/ blended families</p>	To show a deeper understanding of the core qualities of a meaningful relationship / family EG mutual respect/ healthy boundaries/ unconditional love & support	
		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.	
Valuing Difference	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or 	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)

To understand sometimes people make assumptions about a person because of the way they look or act

Bullying

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.

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

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.

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.

Keeping Myself Safe

- Can identify the feelings that they have about their friends and different friendship groups

- Recognise how different people and groups they interact with impact on them

- Identify which people they most want to be friends with

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.

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.

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).

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver,

	<ul style="list-style-type: none"> • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive 	<p>(cigarette and alcohol use)</p>	<p>To know the facts about smoking and its effects on health and some of the reasons some people start to smoke.</p> <p>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</p>		<p>Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>
		<p>Influences</p>	<p>To give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>To know ways to resist when people are putting pressure on them</p>	<p>To give examples of consequences of decisions and explain how these can be either positive or negative.</p>	
<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated 	<p>Making a difference (different ways of helping others or the environment)</p>	<p>To have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</p> <p>To understand how to contribute towards the democratic process</p>	<p>To tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.</p>	<p>Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Contribution, Observer</p>
		<p>Media influence</p>	<p>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.</p>	<p>To give an example of this and talk about the different sides of a news story.</p>	
		<p>Decisions about spending money</p>	<p>To give examples of decisions regarding money and saving and how they might change as we grow.</p>	<p>To give examples of how these decisions might affect communities including schools or the wider community</p>	

<p>Being my Best</p> <ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others 	<p>Having choices and making decisions about my health</p> <p>To give a few examples of different things that I do already that help me keep healthy.</p> <p>Target setting</p> <p>To know what their own hopes and dreams are</p> <p>To understand that hopes and dreams don't always come true</p> <p>To be able to work out the steps they need to take to achieve a goal</p> <p>To know how to work as part of a successful group and to to share in the success of a group</p> <p>Taking care of my environment</p> <p>To give different examples of some of the things that I do already to help look after my environment.</p>	<p>To explain the benefits of looking after myself both now and in the future.</p> <p>To know how to make a new plan and set new goals even if they have been disappointed</p> <p>To know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>To explain the benefits of looking after my environment both now and in the future, and for future generations.</p>	<p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>
<p>Growing and Changing</p> <ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty 	<p>Body changes during puberty</p> <p>To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>To understand that babies are made by a sperm joining with an ovum</p> <p>To know the names of the different internal and external body parts that are needed to make a baby</p>	<p>To talk about how some parts of the body change during puberty.</p>	<p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse,</p>

- 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 change
- Have strategies for managing the emotions relating to change

To understand how the female and male body change at puberty

To know that personal hygiene is important during puberty and as an adult

To suggest some good ways to compromise to reduce conflict.

Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

Managing difficult feelings

To list some of the reasons why a teenager might have difficult feelings (e.g. conflict with parents).

Know that change can bring about a range of different emotions

Year 5

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 style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media 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 	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, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming,
		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	

Valuing Difference

<ul style="list-style-type: none"> • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 		<p>Know that there are rights and responsibilities when playing a game online</p> <p>To know how to stay safe when using technology to communicate with friends</p>		<p>Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile</p>
	<p>Friendship skills, including compromise</p>	<p>To explain why the qualities of compromise, negotiation, being assertive and being collaborative are important.</p>	<p>To give examples of these qualities in action and the difference they make.</p>	
	<p>Assertive skills</p>	<p>To give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>To explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</p>	
<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth 	<p>Recognising and celebrating difference, including religions and cultural</p>	<p>To give examples of different faiths and cultures and positive things about having these differences.</p> <p>To know what racism is and why it is unacceptable</p> <p>To know what culture means and understand that differences in culture can sometimes be a source of conflict</p> <p>To understand the role and importance of the equality act. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)</p>	<p>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.)</p>	<p>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.</p>
	<p>Influence and pressure of social media</p>	<p>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.</p>	<p>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.)</p>	

	<ul style="list-style-type: none"> • Develop respect for cultures different from their own 		<p>To know that rumour spreading is a form of bullying on and offline</p>		
Keeping Myself Safe	<ul style="list-style-type: none"> • Can make informed 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 themselves healthy and happy 	Managing risk, including staying safe online	<p>To give examples of things that might influence a person to take risks online.</p> <p>To explain that I have a choice.</p> <p>To know the health risks of smoking</p> <p>To understand how smoking tobacco affects the lungs, liver and heart</p>	<p>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).</p>	<p>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 disorder, Respect, Debate, Opinion, Fact, Motivation.</p>
		Healthy bodies and brains	<p>To know basic emergency procedures including the recovery position</p> <ul style="list-style-type: none"> • Know how to get help in emergency situations <p>To know that the media, social media and celebrity culture promotes certain body types</p> <p>To know what makes a healthy lifestyle</p>	<p>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</p>	
		Norms around use of legal drugs (tobacco, alcohol)	<p>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.</p>	<p>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.</p>	
Rights and	<ul style="list-style-type: none"> • Be able to identify what they value most about school 	Rights and responsibilities	<p>To give examples of some of the rights and related responsibilities I have as I grow older, at home and</p>	<p>To explain some of the wider rights and responsibilities that we have, such as to the community or the environment.</p>	<p>Challenge, Goal, Attitude, Actions, Rights and Responsibilities,</p>

Responsibilities	<ul style="list-style-type: none"> • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand how the school community interacts with the wider community • Be able to help friends make positive choices 	<p>school. To also give real examples of each that relate to me.</p> <p>To know about children's universal rights (United Nations Convention on the Rights of the Child)</p>	<p>To provide different examples of things that I am responsible for to keep myself healthy.</p>	<p>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.</p> <p>To give an example of how this spending might be popular or unpopular with different people in the community.</p>	<p>United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>
Being my Best	<ul style="list-style-type: none"> • 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 	<p>Growing independence and taking responsibility</p>	<p>To give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>To know about a range of jobs that are carried out by people I know</p> <p>To understand that different jobs pay more money than others</p>	<p>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.</p> <p>To begin thinking about the types of job they might like to do when they are older</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>
		<p>Decisions about lending, borrowing and spending</p>	<p>To explain that local councils have to make decisions about how money is spent on things we need in the community.</p> <p>To give an example of some of the things they have to allocate money for.</p>		
		<p>Future careers</p>			

	<p>someone from a different culture</p> <ul style="list-style-type: none"> Understand why they are motivated to make a positive contribution to supporting others 	<p>Media awareness and safety</p>	<p>To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>To also explain why media images of celebrities (and sometimes of friends) can make some people feel.</p>	
<p>Growing and Changing</p>	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<p>Managing difficult feelings</p>	<p>To explain what resilience is and how it can be developed.</p>	<p>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.</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Uterus, 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, Hormones, Testosterone, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Sexual intercourse, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene,</p>
		<p>Puberty</p>	<p>To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand that sexual intercourse can lead to conception</p> <p>To know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>To know that some people need help to conceive and might use IVF</p>	
		<p>Managing change</p>	<p>To list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p>	<p>To suggest ways to cope with strong emotions in response to change.</p>	
		<p>Getting help</p>	<p>To identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>To recognise when others may need to get help and can advise them to talk to a trusted adult.</p>	

Year 6

Unit	Social / emotional skills (by the end of this unit they can/ will...)	Key themes	Progression Statement	MA	Key vocabulary
Me and My Relationships	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others 	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, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety bystander, upstander, compromise, negotiate, assertive, collaborative
		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	
		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.	

	<ul style="list-style-type: none"> • Can take responsibility for their own safety and well-being 	<p>Safe/unsafe touches</p>	<p>To explain what inappropriate touch is and give example.</p>	<p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>	
<p>Valuing Difference</p>	<ul style="list-style-type: none"> • 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 	<p>Recognising and reflecting on prejudice-based bullying</p>	<p>To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>To understand the role and importance of The Equality Act. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf) and to be able to give examples of protected characteristics.</p> <p>To know that there are different perceptions of 'being normal' and where these might come from</p> <p>To know that being different could affect someone's life and that power can play a part in a bullying or conflict situation</p> <p>To begin to understand why some people choose to bully others</p> <p>To understand and think of examples where people with disabilities can lead amazing lives</p> <p>To fully appreciate that difference can be a source of celebration as well as conflict</p>	<p>To describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>To know that people can hold power over others individually or in a group</p>	<p>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.</p>

	<ul style="list-style-type: none"> • Appreciate people for who 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 style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure 	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 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, Managing stress, Pressure.
	Staying safe online	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.	
	Drugs: norms and risks (including the law)	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).	

<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task 	<p>Understanding media bias, including social media</p>	<p>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.</p>	<p>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.</p>	<p>United Nations Convention on the Rights of the Child</p> <p>Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>
<p>Being My Best</p>	<ul style="list-style-type: none"> • 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 	<p>Aspirations and goal setting</p>	<ul style="list-style-type: none"> To know their own learning strengths To set realistic and challenging goals To know what their classmates like and admire about them To explain how to overcome problems and challenges on the way to achieving my goals. 	<p>To give examples of ways that I've overcome challenges and barriers to achieving my goals.</p>	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship,</p>

	<p>Managing risk</p>	<p>To give examples of an emotional risk and a physical risk.</p>	<p>To tell you about the things I (and others) can do to reduce or remove risk in different situations.</p>	<p>Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>
<p>Growing and Changing</p> <ul style="list-style-type: none"> • Recognise how they feel when they reflect on the development and birth of a baby • 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 • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<p>Keeping safe</p>	<p>To give an example of a secret that should be shared with a trusted adult.</p>	<p>To offer advice about whether a secret should be kept or shared, and who it should be shared with.</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative 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, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg</p>
	<p>Puberty</p>	<p>To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand how a baby develops from conception through the nine months of pregnancy and how it is born</p>	<p>To recognise ways they can develop their own self-esteem</p> <p>To express how they feel about the changes that will happen to them during puberty</p>	
	<p>Body Image</p>	<p>To tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>To understand the importance of self-esteem and what they can do to develop it</p>	<p>To suggest ways in which a person can feel better about their body changing and see it in a positive way.</p>	

Self esteem

To give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

To give examples of things that I can 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 .

Progression Statements, Key Themes and Vocabulary across Year Groups

Me and my relationships

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Social / emotional skills (by the end of this unit they can/ will...)	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship 	<p>Can identify the different roles and responsibilities in their family</p> <ul style="list-style-type: none"> • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is 	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem

	<ul style="list-style-type: none"> • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<p>acceptable or unacceptable</p> <ul style="list-style-type: none"> • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<p>anything on social media or the internet</p> <ul style="list-style-type: none"> • Can empathise with people from other countries who may not have a fair job/less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being
Key Themes	<ul style="list-style-type: none"> • Feelings • Friendships • Getting help • Classroom rules 	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/ self-regulation 	<ul style="list-style-type: none"> • Cooperation • Friendships • Family • Children around the world 	<ul style="list-style-type: none"> • Recognising feelings • Types of relationships and families • Assertive skills 	<ul style="list-style-type: none"> • Feelings • Interacting online (covered through e-safety computing unit) • Friendship skills, including compromise • Assertive skills 	<ul style="list-style-type: none"> • Assertiveness • Mental health • Cooperation • Safe/ unsafe touches
Progression Statements and <i>more able</i>	<p>Feelings</p> <p>To name a variety of different feelings and</p>	<p>Bullying and teasing</p> <p>To know ways that I can get help, if I am being bullied and what</p>	<p>Cooperation</p> <p>To accept the views of others and understand</p>	<p>Recognising feelings</p> <p>To give examples of how to tell that a person is feeling</p>	<p>Feelings</p> <p>To give a range of examples of our emotional needs and</p>	<p>Assertiveness</p> <p>To explain bystander behaviour by giving examples of what</p>

<p>explain how these might make me behave.</p> <p>To think of some different ways of dealing with 'not so good' feelings.</p> <p>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.</p> <p><u>Friendships</u></p> <p>To discuss ways to make a friend</p> <p>To understand the difference between a one-off incident and bullying</p> <p>To understand and give examples of the characteristics of healthy and safe friends</p> <p><u>Getting help</u></p> <p>To recognise when you need help and who to go to for help.</p> <p>I know the signs of needing help and can identify a range of</p>	<p>I can do if someone teases me.</p> <p>To tell you some ways to help someone else who is being bullied, if this happens.</p> <p><u>Our school rules about bullying</u></p> <p>To suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>To be able to explain some classroom rules we have made together.</p> <p>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).</p> <p><u>Being a good Friend</u></p> <p>To offer ideas about what makes a good friend and also tell you how I try to be a good friend.</p>	<p>that we don't always agree with each other.</p> <p>To find ways of helping others to resolve arguments or disputes.</p> <p><u>Friendships</u></p> <p>To offer ideas about what I do to be a good friend</p> <p>To discuss a range of strategies for how I make up with a friend if we've fallen out.</p> <p>To know some strategies for keeping myself safe online</p> <p>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.</p> <p><u>Family</u></p> <p>To know that different family members carry out different roles or have different responsibilities within the family</p> <p>To discuss how gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p>	<p>worried just by their body language.</p> <p>To know some reasons why people feel jealousy and to understand that jealousy can be damaging to relationships</p> <p>To give examples of body language from a range of different emotions.</p> <p><u>Types of relationships and families</u></p> <p>To understand that there are many types of positive healthy relationships and families</p> <p>EG same sex relationships/ single parent families/ adoption & fostering/ blended families</p> <p>To show a deeper understanding of the core qualities of a meaningful relationship / family EG mutual respect/ healthy boundaries/ unconditional love & support</p> <p><u>Assertive skills</u></p>	<p>explain why they are important.</p> <p>To name many of our emotional needs, explain their importance and give examples of how understanding them can help me.</p> <p><u>Interacting online</u></p> <p>To know that belonging to an online community can have positive and negative consequences</p> <p>To understand rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>To know how to stay safe when using technology to communicate with friends</p> <p>To discuss the impact of too much screen time on our mental and physical health</p> <p><u>Friendship skills, including compromise</u></p>	<p>bystanders do when someone is being bullied.</p> <p>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.</p> <p><u>Mental health</u></p> <p>To know that it is important to take care of their own mental health</p> <p>To know ways that they can take care of their own mental health</p> <p>To be able to discuss their own strategies for promoting positive mental health and be able to identify situations when these strategies are useful</p> <p><u>Cooperation</u></p> <p>To give examples of negotiation and compromise.</p> <p>To explain how to help other people to use negotiation and compromise skills, and give positive feedback</p>
--	---	--	--	---	--

	<p>adults to turn to, when needed.</p> <p><u>Classroom rules</u></p> <p>To understand and explain some different classroom rules.</p> <p>To tell you a range of classroom rules and explain why we have them.</p>	<p>To give examples of ways that I have tried to help others be good friends to each other.</p> <p><u>Feelings/ self-regulation</u></p> <p>To have the vocabulary to express feelings in a safe, controlled way.</p> <p>Almost always express my feelings in a safe controlled way, and help others to do the same.</p>	<p><u>Children around the world</u></p> <p>To know that they and all children have rights (UNCRC)</p> <p>To know the lives of children around the world can be different from their own</p> <p>To give examples of how their lives are different to children around the world</p>	<p>To explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>To give different examples of when (and why) I might need to be assertive.</p>	<p>To explain why the qualities of compromise, negotiation, being assertive and being collaborative are important.</p> <p>To give examples of these qualities in action and the difference they make.</p> <p><u>Assertive skills</u></p> <p>To give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>To explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</p>	<p>during tasks needing these skills.</p> <p><u>Safe/ unsafe touches</u></p> <p>To explain what inappropriate touch is and give example.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>
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, Self-esteem, 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, Appreciate.	solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate	Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate. Upstander, Bystander	Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile	Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety bystander, upstander, compromise, negotiate, assertive, collaborative
--	-------------------------------------	---	---	--	---	---

Valuing Difference

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Social / emotional skills (by the end of this unit they can/ will...)</p>	<ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <ul style="list-style-type: none"> • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • 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 	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or 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 	<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own 	<ul style="list-style-type: none"> • 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 • Appreciate people for who they are • Show empathy

<p>Key Themes</p>	<ul style="list-style-type: none"> • Recognising, valuing and celebrating difference • Families • Developing tolerance 	<ul style="list-style-type: none"> • Being kind and helping others • Stereotypes • Listening skills 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant 	<ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural difference) • Bullying • Understanding and challenging stereotypes 	<ul style="list-style-type: none"> • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media 	<ul style="list-style-type: none"> • Recognising and reflecting on prejudice-based bullying • Understanding bystander behaviour
<p>Progression Statements and <i>more able</i></p>	<p><u>Recognising, valuing and celebrating difference</u> To explain ways in which people are similar as well as different.</p> <p>To give examples of differences that are something to be valued and celebrated.</p> <p><u>Families</u></p> <p>To know that everyone's family is different (covered in difference & diversity)</p> <p>To know that there are lots of different types of families (covered in difference & diversity)</p> <p>To understand that families are founded on belonging, love and care</p> <p>To understand and give examples of the</p>	<p><u>Being kind and helping others</u></p> <p>To say how I could help myself if I was being left out.</p> <p>To understand the difference between a one-off incident and bullying</p> <p>To tell you how I recognise if someone else is being left out, and To say some ways I could help them.</p> <p><u>Stereotypes</u></p> <p>To know there are stereotypes about boys and girls</p> <p>To know that it is OK not to conform to gender stereotypes</p> <p>To give examples to when stereotypes can be harmful</p>	<p><u>Recognising and respecting diversity</u></p> <p>To give examples of different community groups and what is good about having different groups.</p> <p>To explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc).</p> <p>To say some ways that prejudice can be safely challenged.</p> <p><u>Being respectful and tolerant</u></p> <p>To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p><u>Recognising and celebrating difference (including religions and cultural difference)</u></p> <p>To discuss that people are different, including religious or cultural differences.</p> <p>To understand sometimes people make assumptions about a person because of the way they look or act</p> <p>To say how differences sometimes cause conflict but can also be something to celebrate.</p> <p><u>Bullying</u></p> <p>To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p>	<p><u>Recognising and celebrating difference, including religions and cultural</u></p> <p>To give examples of different faiths and cultures and positive things about having these differences.</p> <p>To know what racism is and why it is unacceptable</p> <p>To know what culture means and understand that differences in culture can sometimes be a source of conflict</p> <p>To understand the role and importance of the equality act. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf</p>	<p><u>Recognising and reflecting on prejudice-based bullying</u></p> <p>To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>To understand the role and importance of The Equality Act. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf) and to be able to give examples of protected characteristics.</p> <p>To know that there are different perceptions of 'being normal' and where these might come from</p>

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.

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 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.

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.)

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

						<p>and give an example of how active bystanders can help in bullying situations.</p> <p>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.</p>
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

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Social / emotional skills (by the end of this unit they can/ will...)</p>	<ul style="list-style-type: none"> • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy • Feel good about themselves when they make healthy choices 	<ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive 	<ul style="list-style-type: none"> • Can make informed 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 themselves healthy and happy 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure
<p>Key Themes</p>	<ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch 	<ul style="list-style-type: none"> • Managing risk • Drugs and their risks • Staying safe online 	<ul style="list-style-type: none"> • Managing risk • Understanding the norms of drug use 	<ul style="list-style-type: none"> • Managing risk, including staying safe online 	<ul style="list-style-type: none"> • Physical and Emotional needs • Staying safe online

	<ul style="list-style-type: none"> Medicine safety 	<ul style="list-style-type: none"> Medicine safety 		<ul style="list-style-type: none"> (cigarette and alcohol use) Influences 	<ul style="list-style-type: none"> Healthy bodies and brains Norms around use of legal drugs (tobacco, alcohol) 	<ul style="list-style-type: none"> Drugs: norms and risks (including the law)
<p>Progression Statements and <i>more able</i></p>	<p><u>How our feelings can keep us safe</u> 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).</p> <p>To recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.</p> <p><u>Keeping healthy</u> To give examples of how I keep myself healthy.</p> <p>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).</p> <p><u>Medicine safety</u> To say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p><u>Safe and unsafe secrets</u> To give some examples of safe and unsafe secrets and to think of safe people who can help if something feels wrong.</p> <p>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.</p> <p><u>Appropriate touch</u> 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.</p> <p>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.</p> <p><u>Medicine safety</u></p>	<p><u>Managing risk</u> To say what I could do to make a situation less risky or not risky at all.</p> <p>To say why some people might take risks and why others choose to avoid risky situations.</p> <p><u>Drugs and their risks</u> To say why medicines can be helpful or harmful. To explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.</p> <p><u>Staying safe online</u> To tell you a few things about keeping my personal details safe online. To explain why information, I see online might not always be true. To give examples of how sometimes people try to find out personal information through online communication</p>	<p><u>Managing risk</u> 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.</p> <p>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.</p> <p><u>Understanding the norms of drug use (cigarette and alcohol use)</u> 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.</p> <p>To know the facts about smoking and its effects on health and some of the reasons</p>	<p><u>Managing risk, including staying safe online</u> To give examples of things that might influence a person to take risks online.</p> <p>To explain that I have a choice.</p> <p>To know the health risks of smoking</p> <p>To understand how smoking tobacco affects the lungs, liver and heart</p> <p>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).</p> <p><u>Healthy bodies and brains</u> To know basic emergency procedures including the recovery position</p>	<p><u>Physical and Emotional needs</u> 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.</p> <p>To know how to take responsibility for their own health</p> <p>To know how to make choices that benefit their own health and well-being</p> <p>To know what it means to be emotionally well</p> <p>To give an example of how I have been able to get one (or more) of my emotional needs met.</p> <p><u>Staying safe online</u> 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,</p>

	<p>To explain why medicines need to be kept out of reach and sight of children.</p>	<p>To explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p>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).</p>	<p>and the problems this can lead to.</p>	<p>some people start to smoke.</p> <p>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</p> <p>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).</p> <p><u>Influences</u> To give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>To know ways to resist when people are putting pressure on them</p> <p>To give examples of consequences of decisions and explain how these can be either positive or negative.</p>	<p>Know how to get help in emergency situations</p> <p>To know that the media, social media and celebrity culture promotes certain body types</p> <p>To know what makes a healthy lifestyle</p> <p>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</p> <p><u>Norms around use of legal drugs (tobacco, alcohol)</u> 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.</p> <p>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</p>	<p>and that there are laws relating to this.</p> <p>To give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.</p> <p><u>Drugs: norms and risks (including the law)</u></p> <p>To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>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.</p> <p>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).</p>
--	---	---	---	---	--	---

					alcohol and illegal drugs.	
Key Vocabulary	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	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 disorder, Respect, Debate, Opinion, Fact, Motivation.	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, Managing stress, Pressure.

Rights and responsibilities

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Social / emotional skills (by the end of this unit they can/ will...)	<ul style="list-style-type: none"> • Understanding that they are special • 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 	<ul style="list-style-type: none"> • Recognise own feelings and know 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 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming 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 style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included <ul style="list-style-type: none"> • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated 	<ul style="list-style-type: none"> • Be able to identify what they value most about school • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand how the school community interacts with the wider community • Be able to help friends make positive choices 	<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task
Key Themes	<ul style="list-style-type: none"> • Looking after things 	<ul style="list-style-type: none"> • Cooperation and self-regulation 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped • Rights/ values 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<ul style="list-style-type: none"> • Rights and responsibilities • Rights and responsibilities relating to my health • Decisions about lending, borrowing and spending 	<ul style="list-style-type: none"> • Understanding media bias, including social media • Children's rights • Caring: communities and the environment
Progression Statements and <i>more able</i>	<u>Looking after things</u> To give some examples of how I look after	<u>Cooperation and self-regulation</u>	<u>Skills we need to develop as we grow up</u>	<u>Making a difference (different ways of</u>	<u>Rights and responsibilities</u>	<u>Understanding media bias, including social media</u>

	<p>myself and my environment - at school or at home. To also say some ways that we look after money.</p> <p>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.</p>	<p>To understand the terms 'self regulation' and 'cooperation'</p> <p>To give examples of when I've used some of these ideas to help me when I am not settled.</p> <p>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.</p>	<p>To name some ways of checking whether something is a fact or just an opinion.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>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.</p> <p><u>Helping and being helped</u> 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.</p> <p><u>Rights/ values</u> To know why rules are needed and how these relate to choices and consequences</p>	<p><u>helping others or the environment</u> To have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</p> <p>To understand how to contribute towards the democratic process</p> <p>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.</p> <p><u>Media influence</u> 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.</p> <p>To give an example of this and talk about the different sides of a news story.</p> <p><u>Decisions about spending money</u> To give examples of decisions regarding money and saving and</p>	<p>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.</p> <p>To know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>To explain some of the wider rights and responsibilities that we have, such as to the community or the environment.</p> <p><u>Rights and responsibilities relating to my health</u> To provide different examples of things that I am responsible for to keep myself healthy.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p><u>Children's rights</u> 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</p> <p>To understand how democracy and having a voice benefits the school community</p> <p>To understand how to contribute towards the democratic process</p> <p><u>Caring: communities and the environment</u></p>
--	--	---	--	---	---	---

			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 community.	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, 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	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

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Social / emotional skills (by the end of this unit they can/ will...)	<ul style="list-style-type: none"> • Understand and accepts that change is 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 style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to 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 • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • 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 change • Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> • Recognise how they feel when they reflect on the development and birth of a baby • 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 • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

Key Themes	<ul style="list-style-type: none"> • Getting help • Becoming independent • Body parts 	<ul style="list-style-type: none"> • Life cycles • Physical change • Dealing with loss • Being supportive 	<ul style="list-style-type: none"> • Relationships • Life cycles • Puberty • Keeping safe 	<ul style="list-style-type: none"> • Body changes during puberty • Managing difficult feelings 	<ul style="list-style-type: none"> • Managing difficult feelings • Puberty • Managing change • Getting help 	<ul style="list-style-type: none"> • Keeping safe • Puberty • Body Image • Self esteem
Progression Statements and <i>more able</i>	<p><u>Getting help</u> To identify an adult I can talk to at both home and school if I need help.</p> <p><i>To identify a range of adults in my life that I can trust and ask for help.</i></p> <p><u>Becoming independent</u> To discuss some things I can do now that I couldn't do when I was a toddler.</p> <p><i>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.</i></p> <p><u>Body parts</u> To understand what some of my body parts do.</p> <p><i>To tell you which body parts girls and boys have that are the same</i></p>	<p><u>Life cycles</u> To know that life cycles exist in nature</p> <p>To know that ageing is a natural process including old-age</p> <p>To understand that some changes are out of an individual's control</p> <p>To know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p><i>To tell you what I am looking forward to when I am older (at ten years and again at 21)</i></p> <p><u>Physical change</u> To know the physical differences between male and female bodies</p> <p>To be able to label the correct names for private body parts</p>	<p><u>Relationships</u> To name a few things that make a positive relationship and some things that make a negative relationship.</p> <p><i>To explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).</i></p> <p><u>Life cycles</u> To know that in animals and humans lots of changes happen between conception and growing up</p> <p>To know that in nature it is usually the female that carries the baby</p> <p>To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p><i>To know that babies need love and care</i></p>	<p><u>Body changes during puberty</u> To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>To understand that babies are made by a sperm joining with an ovum</p> <p>To know the names of the different internal and external body parts that are needed to make a baby</p> <p>To understand how the female and male body change at puberty</p> <p>To know that personal hygiene is important during puberty and as an adult</p> <p><i>To talk about how some parts of the body change during puberty.</i></p>	<p><u>Managing difficult feelings</u> To explain what resilience is and how it can be developed.</p> <p><i>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.</i></p> <p><u>Puberty</u> To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand that sexual intercourse can lead to conception</p> <p>To know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p><u>Keeping safe</u> To give an example of a secret that should be shared with a trusted adult.</p> <p><i>To offer advice about whether a secret should be kept or shared, and who it should be shared with.</i></p> <p><u>Puberty</u> To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p><i>To recognise ways they can develop their own self-esteem</i></p> <p><i>To express how they feel about the changes</i></p>

	and which body parts are different	<p>To understand that private body parts are special and that no one has the right to hurt these</p> <p>To know now there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Dealing with loss To give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>To suggest ways of keeping in touch with someone if they move away.</p> <p>Being supportive To give examples of how to give feedback to someone.</p> <p>To explain the difference between positive feedback and constructive support.</p>	<p>from their parents/carers and explain why</p> <p>Puberty 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.</p> <p>To tell you some of the correct words for the parts of the woman's body that are involved in menstruation.</p> <p>Keeping safe 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.</p> <p>To identify unsafe secrets that make me feel uncomfortable and who to talk to about it.</p>	<p>Managing difficult feelings To list some of the reasons why a teenager might have difficult feelings (e.g. conflict with parents).</p> <p>Know that change can bring about a range of different emotions</p> <p>To suggest some good ways to compromise to reduce conflict.</p>	<p>To know that some people need help to conceive and might use IVF</p> <p>Managing change To list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>To suggest ways to cope with strong emotions in response to change.</p> <p>Getting help To identify when I need help and can identify trusted adults in my life who can help me.</p> <p>To recognise when others may need to get help and can advise them to talk to a trusted adult.</p>	<p>that will happen to them during puberty</p> <p>Body Image To tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>To understand the importance of self-esteem and what they can do to develop it</p> <p>To suggest ways in which a person can feel better about their body changing and see it in a positive way.</p> <p>Self esteem To give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p>To give examples of things that To do or say to myself that can help me feel good about myself.</p>
Key Vocabulary	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus,	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical,	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love,	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries,	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix,	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative

	<p>Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, 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.</p>	<p>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.</p>	<p>Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy</p>	<p>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, Hormones, Testosterone, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Sexual intercourse, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene,</p>	<p>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, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, 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, attraction,</p>
--	---	--	---	--	---	---

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

Being my best

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Social / emotional skills (by the end of this unit they can/ will...)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others 	<ul style="list-style-type: none"> • 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 a positive contribution to supporting others 	<ul style="list-style-type: none"> • 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
<p>Key Themes</p>	<ul style="list-style-type: none"> • Growth mindset • Keeping healthy 	<ul style="list-style-type: none"> • Looking after my body • Growth mindset 	<ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills 	<ul style="list-style-type: none"> • Having choices and making decisions about my health 	<ul style="list-style-type: none"> • Growing independence and taking responsibility • Future careers 	<ul style="list-style-type: none"> • Aspirations and goal setting • Managing risk

				<ul style="list-style-type: none"> • Target setting • Taking care of my environment 	<ul style="list-style-type: none"> • Media awareness and safety 	
<p>Progression Statements and <i>more able</i></p>	<p><u>Growth mindset</u> To discuss different ideas for what you can do if you find something difficult.</p> <p>To give examples of how these ideas have helped me when I have found something difficult.</p> <p><u>Keeping healthy</u> To say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> <p>To explain about different food groups and why we need to choose and eat food from these different groups.</p>	<p><u>Looking after my body</u> 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.</p> <p>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.</p> <p><u>Growth mindset</u> To explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>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.</p>	<p><u>Keeping myself healthy</u> 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.</p> <p>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.</p> <p><u>Celebrating and developing my skills</u> To explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p>To name specific people who have overcome difficult</p>	<p><u>Having choices and making decisions about my health</u> To give a few examples of different things that I do already that help me keep healthy.</p> <p>To explain the benefits of looking after myself both now and in the future.</p> <p><u>Target setting</u> To know what their own hopes and dreams are</p> <p>To understand that hopes and dreams don't always come true</p> <p>To be able to work out the steps they need to take to achieve a goal</p> <p>To know how to work as part of a successful group and to share in the success of a group</p> <p>To know how to make a new plan and set new goals even if they have been disappointed</p>	<p><u>Growing independence and taking responsibility</u> To give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>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.</p> <p><u>Future careers</u> To know about a range of jobs that are carried out by people I know</p> <p>To understand that different jobs pay more money than others</p> <p>To begin thinking about the types of job they might like to do when they are older</p> <p><u>Media awareness and safety</u></p>	<p><u>Aspirations and goal setting</u> To know their own learning strengths</p> <p>To set realistic and challenging goals</p> <p>To know what their classmates like and admire about them</p> <p>To explain how to overcome problems and challenges on the way to achieving my goals.</p> <p>To give examples of ways that I've overcome challenges and barriers to achieving my goals.</p> <p><u>Managing risk</u> To give examples of an emotional risk and a physical risk.</p> <p>To tell you about the things I (and others) can do to reduce or remove risk in different situations.</p>

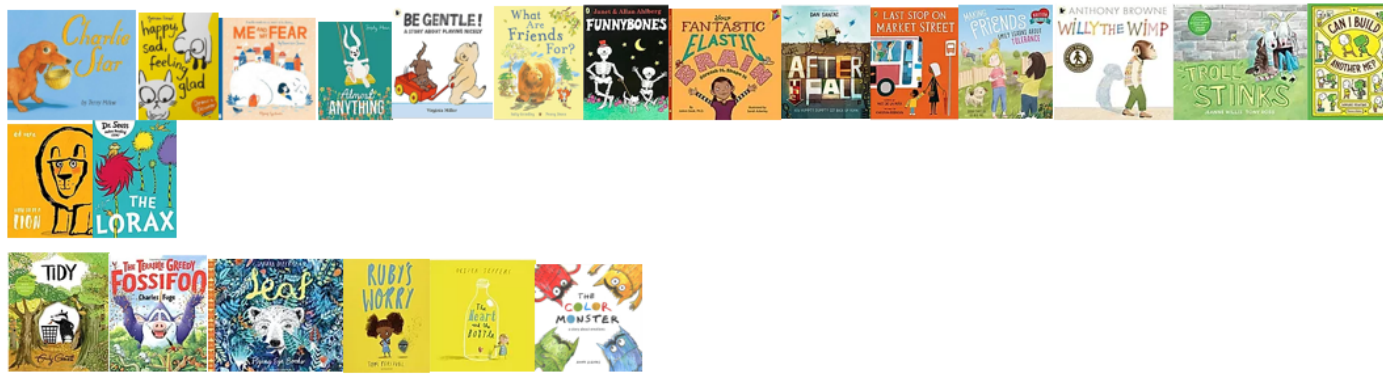
			<p>challenges to achieve success</p> <p>To know what an obstacle is and how they can hinder achievement</p> <p>To be able to evaluate their own learning progress and identify how it can be better next time</p> <p>To tell you about aspirations I have for when I'm older and give examples of the goals I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

PSHE Texts

EYFS



- The Huge Bag of Worries by Virginia Ironside
 - Worries
- Kaya's Heart Song by ~~Oliver Jeffers~~ Sanders
 - Mindfulness
- Pass It On by Sophy Henn
 - Finding happiness in small things
- Badger's Parting Gifts by Susan Vanley
 - Bereavement
- Almost Anything by Sophy Henn
 - The power of self-belief
- 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 ~~Quarby~~
 - 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 ~~Andrade~~
 - Dreams of greatness
- The ~~Colour~~ Monster by Anna ~~Lipsas~~
 - Emotions



- 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 Sanna
 - New beginnings and anxiety associated with them
- Almost Anything by Sophy Henn
 - The power of **self-belief**
- Be Gentle by Virginia Miller
 - Playing nicely
- What are Friends For? By Sally Grogan
 - Friendship
- Funnybones by Janet & Allan Ahlberg
 - Family and the human body
- Your Fantastic Elastic Brain by JoAnn Deak & Sarah Ackerly
 - Growth mindset
- After The Fall by Dan Sogahat
 - Resilience
- Last Stop on Market Street by Matt de la Pena and Christian Robinson
 - Diversity
- Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elij 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 Yoshizake
 - Uniqueness of individuals
- How to Be A Lion by Ed Vere
 - Bullying
- The Lorax by Dr. Seuss
 - Protecting the environment
- Tidy by Emily Gravett
 - Protecting the environment
- The Terrible Greedy Fossil by Charles Egan
 - Protecting the environment
- Leaf by Sandra Dickmann
 - 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

KS2



- 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 Necessities 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 Beck
- Aspirations, goals and determination
- Let's Celebrate!: Festival Poems from Around the World by Debi Jais 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 Aliri Grey
- Protecting the environment
- Window by Jeannie Baker
- Protecting the environment
- Under the Canopy by Iris Volant & Cynthia Alonso
- Protecting the environment
- Wangan's Trees of Peace: A True Story from Africa by Jeanette Wirtler
- Protecting the environment
- The Great Kapok Tree by Lynne Cherry
- Protecting the environment
- Belonging by Jeannie Baker
- Protecting the environment
- How Not to Lose It: Mental Health Sorted by Anna Williamson & Sophie Beer
- Emotional well-being, resilience and self-belief