



Salway Ash PSHE Progression of Knowledge

Reception

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<p>Children will be able to: Understand that class charters help everyone learn and be safe. Articulate at least 2 of the children’s rights that are linked to education Make a reception classroom promise that will help everyone to learn and everyone to be safe.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>See themselves as a valuable individual. Talk about their feelings E.g. happy, sad, excited, proud, scared, worried/nervous/jealous Show an understanding of their feelings and</p>	<p>Children will be able to: Show interest in different occupations.</p> <p>Continue to develop a positive attitude about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Children will be able to: Further develop the skills they need to manage the school day successfully i.e. lining up and queuing. Mealtimes and personal hygiene.</p> <p>Know about the different factors that support their overall health and well being including:</p> <ul style="list-style-type: none"> -Sensible amounts of ‘screen time’. -Having a good sleep routine. -Being a safe pedestrian. <p>How to recognise if something online is making them feel uncomfortable or sad.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Children will be able to: Understand that class charters help everyone learn and be safe. Articulate at least 2 of the children’s rights that are linked to education Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>See themselves as a valuable individual. Talk about their feelings E.g. happy, sad, excited, proud, scared, worried/nervous/jealous Show an understanding of their feelings and</p>	<p>Children will be able to: Recognise the importance of fruit and vegetables in their daily diet.</p> <p>Know that eating at least 5 portions of vegetables and fruit a day helps to maintain health.</p> <p>Articulate why it is important to exercise and be active.</p> <p>Recognising simple comfortable and uncomfortable emotions E.g. happy, sad, excited, proud, scared, worried/nervous/jealous</p> <p>Recognise these emotions in themselves and in others.</p> <p>Know that it is important to try my best and learn from making mistakes.</p> <p>Know it is important to visit the dentist regularly.</p>	<p>Children will be able to: Identify things they could do as a baby, a toddler and can do now.</p> <p>Describe how to care for a baby.</p> <p>Understand during some parts of the day they can look after themselves e.g. dressing, washing and brushing my teeth.</p> <p>To understand why it is important to stay clean.</p> <p>NSPCC PANTS understand and learn the PANTS rules. know the difference between appropriate and inappropriate touch • understand that they have the right to say “no” to unwanted touch • start thinking about who they trust and who they can ask for help</p> <p>To identify the people who love and care for them and what they do to help them feel cared for. Identify</p>

<p>those of others, and begin to regulate their behaviour accordingly. Identify and moderate their own feelings socially and emotionally. Manage their own needs</p> <p>Know that it is important to try their best and learn from making mistakes. Show resilience and perseverance in the face of a challenge. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Build constructive and respectful relationships. Develop social phrases.</p> <p>Think about the perspective of others. Hold conversation back and forth. Work and play cooperatively and take turns with others. Form positive attachments and</p>			<p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Build constructive and respectful relationships. Develop social phrases.</p> <p>Think about the perspective of others. Hold conversation back and forth. Work and play cooperatively and take turns with others.</p>		<p>members of their community.</p> <p>To explore different types of families.</p> <p>How to recognise if something online is making them feel uncomfortable or sad.</p>
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friendships with peers.					
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Year 1

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<p>Children will be able to: Understand that class charters help everyone learn and be safe.</p> <p>Articulate at least 3 of the children’s rights that are linked to education</p> <p>Make a Y1 classroom promise that will help everyone to learn and everyone to be safe.</p> <p>Begin to describe the responsibilities of a school councillor. Write a manifesto, with support. Express their ideas (manifesto) in full sentences to their class. Use a ballot system to fairly elect a school councillor.</p> <p>Recognise and describe different feelings in</p>	<p>Children will be able to:</p> <p>Identify the differences and similarities between people.</p> <p>Empathise with those that are different to them.</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying.</p> <p>Understand that bullying is usually quite rare.</p> <p>Articulate the promises on the class charter and how those promises help us to keep safe.</p>	<p>Children will be able to:</p> <p>Understand that the body gets energy from food, water and air (oxygen).</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>Children will be able to:</p> <p>Recognise the importance of regular hygiene routines Sequence personal hygiene routines into a logical order Identify what they like about the school environment Recognise who cares for and looks after the school environment Demonstrate responsibility in looking after something (e.g. a class pet or plant) Explain the importance of looking after things that belong to themselves or to others Explain where people get money from List some of the things that money may be spent on in a family home Recognise that different notes and coins have different monetary value Explain the importance of keeping money safe</p>	<p>Children will be able to:</p> <p>Recognise the importance of fruit and vegetables in their daily diet.</p> <p>Know that eating at least 5 portions of vegetables and fruit a day helps to maintain health.</p> <p>Articulate why they need to exercise. (Psychological and Physiological benefits)</p> <p>Recognise and describe different feelings in themselves and others.</p> <p>Explain how feelings can make their bodies feel inside.</p> <p>Describe how others might be feeling</p> <p>Identify who can help them with feelings, and how they can help others.</p>	<p>Children will be able to:</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</p> <p>Understand the difference between boy and girl babies. Understand that babies become adults.</p> <p>Know how to keep clean and look after oneself.</p> <p>NSPCC PANTS understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say “no” to unwanted touch • start thinking about who they trust and who they can ask for help Describe who they can trust in their own family and in their</p>

<p>themselves and others. emoji faces</p> <p>Explain how feelings can make their bodies feel inside. Describe how others might be feeling. Identify who can help them with feelings, and how they can help others Recognise that learning a new skill requires practice and the opportunity to fail safely.</p> <p>Identify simple qualities of friendship.</p> <p>Recognise that people's bodies and feelings can be hurt.</p>	<p>Articulate the academy value 'big -hearted 'and describe how this value helps to keep us safe. Identify some of the people who are special to them.</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise and explain what is fair and unfair, kind and unkind (big-hearted)</p> <p>Suggest ways they can show kindness to others.</p>	<p>Understand that medicines can sometimes make people feel better when they're ill.</p> <p>Explain simple issues of safety and responsibility about medicines and their use</p>	<p>Identify safe places to keep money Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Recognise that learning a new skill requires practice and the opportunity to fail safely.</p> <p>Describe who they can trust.</p> <p>Describe why they must visit the dentist regularly.</p>	<p>life. Describe what to do if this trust is broken.</p> <p>Explore different families</p> <p>Recognise if something online is making them feel uncomfortable or sad.</p>
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Year 2

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my best	Growing and Changing
<p>Children will be able to:</p> <p>Suggest actions and promises that will contribute positively to the life of the classroom.</p> <p>Articulate at least 4 of the children's rights that are linked to education.</p>	<p>Children will be able to:</p> <p>Identify some of the physical and non-physical differences and similarities between people.</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>Children will be able to:</p> <p>Understand that medicines can sometimes make people feel better when they're ill. Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell.</p>	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p>Children will be able to:</p> <p>Use the eatwell plate to make a healthy lunch.</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p>	<p>Children will be able to:</p> <p>Explore the differences between males and females (including babies) Discuss gender stereotypes.</p> <p>Understand the differences between males and females</p>

<p>Make a Y2 classroom promise that will help everyone to learn and to be safe.</p> <p>Describe the responsibilities of a school councillor and begin to link this to children's rights.</p> <p>Write a manifesto. Express their ideas (manifesto) in full sentences to their class. Use a ballot system to fairly elect a school councillor.</p> <p>Learn that feelings change and that not everyone experiences the same feeling in the same situation</p> <p>Suggest things that can help them and others to feel better. Demonstrate a range of feelings using faces.</p> <p>Suggest things that can help them and others to feel better e.g. Physical health</p> <p>Describe what a growth mindset is and its importance.</p> <p>Describe how to build</p>	<p>Identify people who are special to them. Explain some of the ways those people are special to them.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Explain how it feels to be part of a group. Explain how it feels to be left out from a group. Identify groups they are part of.</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings.</p> <p>Suggest kind words and actions they can show to others Show acts of kindness to others in school</p> <p>Show acts of kindness to others in school.</p>	<p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify the types of touch they like and do not like.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Recognise the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel.</p>	<p>Identify special people in the school and community who can help to keep them safe. Know how to ask for help. Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment.</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time.</p> <p>Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>Learn that feelings change and that not everyone experiences the same feeling in the same situation</p> <p>Suggest things that can help them and others to feel better.</p> <p>Suggest things that can help them and others to feel better e.g. Physical health</p> <p>Describe how they can rest and why it is important for mental well-being.</p> <p>Describe what a growth mindset is and its importance. Describe how to build their own growth mindset.</p> <p>Describe how to stay safe in the sun.</p> <p>Describe what causes tooth decay and describe why energy drinks are bad for our health.</p> <p>Describe the importance of vaccinations and how they protect against diseases.</p>	<p>and understand that this is part of the life cycle.</p> <p>Name the female and male body parts.</p> <p>NSPCC PANTS understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say “no” to unwanted touch • Describe who they can trust in their own family and in their life. Describe what to do if this trust is broken.</p> <p>Explore different types of families and describe who to go to for help and support.</p> <p>Know that it is not appropriate to send personal information online or digitally to peers and others.</p>
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<p>their own growth mindset.</p> <p>Identify qualities of friendship</p>	<p>Demonstrate active listening techniques (nodding head, making positive noises, not being distracted)</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</p>	<p>Understand that there are unsafe secrets and secrets that are nice surprises.</p> <p>Explain if someone is being touched in a way they don't like they have to tell someone in their safety network so they can help it to stop.</p>			
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Year 3

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<p>Children will be able to:</p> <p>Define successful qualities of teamwork and collaboration.</p> <p>Suggest appropriate roles and rules for working in pairs/small groups.</p> <p>Try out the suggested rules/ roles when working in a group.</p> <p>Articulate at least 5 of the children's rights that are linked to education.</p>	<p>Children will be able to:</p> <p>Recognise that there are many different types of families.</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'.</p> <p>Identify the different communities that they belong to.</p> <p>Recognise the benefits that come with belonging to a</p>	<p>Children will be able to:</p> <p>Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two.</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations. Suggest ways of reducing or managing those risks.</p>	<p>Children will be able to:</p> <p>Define what a volunteer is. Identify people who are volunteers in the school community. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'. Understand how an</p>	<p>Children will be able to:</p> <p>Explain how each of the food groups on the Eatwell guide benefits the body.</p> <p>Explain what is meant by the term 'balanced diet'</p> <p>Describe the importance of exercise. Physical benefits (organs/ pulse rate/heartbeat)</p> <p>Use the environment to improve mental and</p>	<p>Children will be able to:</p> <p>Explore the differences between males and females and name the body parts.</p> <p>To consider touch and to know that a person has the right to say what they like and dislike.</p> <p>*Possibly teach introduction to puberty depending on the maturity of the cohort.</p> <p>Talk about ways of dealing with unwanted touch .</p>

<p>Make a Y3 classroom promise that will help everyone to learn and to be safe. Describe how the responsibilities of a school councillor are linked to children's rights (at least 5).</p> <p>Write a manifesto linked to children's rights. Confidently articulate their manifestos to their class. Use a ballot system to fairly elect a school councillor.</p> <p>Learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.</p> <p>Learn from success and failure</p> <p>Identify qualities of friendship Explain what we mean by a 'positive, healthy relationship'.</p>	<p>community, in particular the benefit to mental health and wellbeing. Reflect on listening skills.</p> <p>Give examples of respectful language. Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise similarities and differences in each other.</p> <p>Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with bullying (including talking to a trusted adult). Understand and explain some of the reasons why different people are</p>	<p>Identify some key risks from and effects of cigarettes and alcohol. Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Evaluate the validity of statements relating to online safety. Recognise potential risks associated with browsing online. Give examples of strategies for safe browsing online.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</p> <p>Recognise and describe appropriate behaviour online as well as offline. Identify what constitutes personal information and when it is not appropriate or safe to share this. Understand and explain how to get help in a situation where requests for images and information of themselves or others occurs.</p>	<p>event can be perceived from different viewpoints. Define what is meant by the environment. Evaluate and explain different methods of looking after the school environment.</p> <p>Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending' Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for (e.g food, furniture, electricity etc.) Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors (skill , experience, training, responsibility etc)</p>	<p>physical well-being and how they can self-assess to measure how they are feeling. Learn from success and failure and how to learn from these.</p> <p>Discuss how sugary foods can cause tooth decay and dental health problems.</p>	<p>To explore different types of relationships that make up families in their society. I.e. Marriage and civil partnership</p> <p>How to recognise unhealthy relationships online</p>
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	bullied. Explore why people have prejudiced views.				
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Year 4

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<p>Children will be able to:</p> <p>Define successful qualities of teamwork and collaboration. Give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively. Be able to articulate at least 6 of the children's rights that are linked to education.</p> <p>Make a Y4 classroom promise that will help everyone to learn and to be safe.</p> <p>Describe how the responsibilities of a school councillor are linked to children's rights (at least 6). Write a manifesto linked to children's rights. Confidently articulate their</p>	<p>Children will be able to:</p> <p>Define the terms 'negotiation' and 'compromise.' Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Understand that they have the right to protect their personal body space. Recognise how others' nonverbal signals indicate how they feel when people are close to their body space.</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Recognise that they have different types of</p>	<p>Children will be able to:</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Identify situations which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk (including people that could help)</p> <p>Identify images that are safe/unsafe to share online. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent.</p> <p>Define what is meant by the word 'dare' Identify from given scenarios which are dares and which are not. Suggest strategies for managing dares.</p> <p>Understand that medicines are drugs. Explain safety issues for medicine use. Suggest</p>	<p>Children will be able to:</p> <p>Explain how different people in the school and local community help them stay healthy and safe. Define what is meant by 'being responsible'. Describe the various responsibilities of those who help them stay healthy and safe. Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities. Identify some rights and also responsibilities that come with these. Understand the reason we have rules. Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council). Recognise that everyone can make a difference within a democratic process.</p>	<p>Children will be able to:</p> <p>Confidently explain what a healthy balanced diet looks like.</p> <p>Describe the importance of a healthy diet. Describe the nutritional makeup of foods they eat.</p> <p>Describe the importance of being active. (e.g. mental health, endorphins, heart rate, increase oxygen in blood)</p> <p>Learn about ways of expressing feelings and emotions and why this is important.</p> <p>Learn about managing feelings and emotions in different situations.</p> <p>Learn about getting help, advice and support with feelings and emotions</p>	<p>Children will be able to:</p> <p>Explore the human lifecycle. Describe the main stages of the human lifecycle, Describe the body changes that happen when a child grows up.</p> <p>Identify some basic facts about puberty.</p> <p>Explore how puberty is linked to reproduction. Begin to explore puberty and hygiene.</p> <p>Use assertiveness skills to deal with unwanted touch. Learn why Respect in a family is important</p> <p>Describe who to talk to inside and outside the family about concerns for personal safety.</p> <p>Describe how to have a respectful online relationship</p>

<p>manifestos to their class. Use a ballot system to fairly elect a school councillor. Give a simple explanation of democracy.</p> <p>Learn about ways of expressing feelings and emotions and why this is important. Learn about managing feelings and emotions in different situations •</p> <p>Learn about getting help, advice and support with feelings and emotions How to make it right when you have made a mistake.</p> <p>Give examples of some key qualities of friendship. Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate strategies for saying no to a friend.</p>	<p>relationships with people they know (e.g. close family, wider family, friends, acquaintances).</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared. Recognise potential consequences of aggressive behaviour Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.</p>	<p>alternatives to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol. Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)</p> <p>Understand that we can be influenced both positively and negatively.</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Define the word influence; Recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express and present these in a respectful and courteous manner.</p> <p>Explain the role of a bystander and how it can influence bullying or other anti-social behaviour. Recognise that they play a role in influencing outcomes of situations by their actions. Understand some of the ways that various national and international environmental organisations work to help take care of the environment. Understand and explain the value of this work. Define the terms 'income' and 'expenditure'. List some of the items and services of expenditure in the school and in the home. Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions.</p>	<p>Describe how to make it right when you have made a mistake. Describe how poor food choices can accelerate tooth decay.</p> <p>Describe why sleep is important for your health and describe how sleep habits can be improved.</p>	
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			Prioritise public services to most essential to least essential.		
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Year 5

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my best	Growing and Changing
<p>Children will be able to: Explain what collaboration means. Give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively. Explain what is meant by the term negotiation and compromise. Articulate at least 7 of the children's rights that are linked to education. Make a Y5 classroom promise that will help everyone to learn and to be safe.</p> <p>Describe how the responsibilities of a school councillor are linked to children's rights (at least 7). Write a manifesto linked to children's rights. Confidently articulate</p>	<p>Children will be able to: Demonstrate respectfulness in responding to others. Respond appropriately to others Develop an understanding of discrimination and its injustice, and describe this using examples. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse</p>	<p>Children will be able to: Explain what a habit is, giving examples. Describe why and how a habit can be hard to change. Recognise that there are positive and negative risks. Explain how to weigh up risk factors when making a decision. Describe some of the possible outcomes of taking a risk. (including emotional risks)</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied. Recognise and describe the difference between online and face-to-face bullying.</p> <p>Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation.</p>	<p>Children will be able to: Identify, write and discuss issues currently in the media concerning health and wellbeing. Express their opinions on an issue concerning health and wellbeing. Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion. Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group. Give</p>	<p>Children will be able to: Describe what junk food is and describe the nutritional content of some junk food that people like to eat. Describe what nutrients are and look at people's eating habits.</p> <p>Describe how and why vaccinations give immunisation against diseases.</p> <p>Know that I must visit the dentist regularly and know that check ups are free for children.</p>	<p>Children will be able to: Explore the emotional and physical changes occurring in puberty. Ask questions about puberty with confidence.</p> <p>Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes</p> <p>Explore the impact of puberty on the body and the importance of hygiene. Explore ways to get support during puberty.</p> <p>Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations which they would feel uncomfortable, particularly to inappropriate touch.</p>

<p>their manifestos to their class. Use a ballot system to fairly elect a school councillor. Articulate how this links with democracy.</p> <p>Learn about mental health; what it means and how we can take care of it. Know that spending time with friends and family helps to improve mental health. Know that putting effort into projects and the environment around them, helps to improve personal well-being.</p> <p>Give examples of some key qualities of friendship. Describe how to make a friendship last. Reflect on their own friendship qualities. Identify what makes a relationship unhealthy. Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviour. Understand and rehearse assertiveness skills.</p>	<p>society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate. Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them. Understand and explain the difference between sex, 'gender identity, gender expression and sexual orientation.</p> <p>Identify the consequences of negative behaviour in themselves and others.</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Suggest what someone should do when faced with a risky situation Define what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare.</p> <p>Reflect on what information they share offline and online. Recognise that people aren't always who they say they are online. Know how to protect personal information online. Understand the complexities categorising drugs.</p> <p>Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>	<p>examples of voluntary groups, the kind of work they do and its value.</p> <p>State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product. Define the terms loan, credit,debt and interest. Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for. Understand that local councillors are elected to represent their local community. Administer basic first aid.</p>		<p>Describe how their body should be protected and cared for and protected by parents/carers and to remind them who they know they can talk to if they need help.</p> <p>Understand that families look different but that care, love and happiness is important.</p>
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Year 6

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<p>Children will be able to: Demonstrate a collaborative approach to a task. Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise' and suggest positive strategies for this. Articulate at least 8 of the children's rights that are linked to education. Make a Y6 classroom promise that will help everyone to learn and to be safe. Describe how the responsibilities of a school councillor are linked to children's rights (at least 8). Write a manifesto linked to children's rights. Confidently articulate their manifestos to their class. Use a ballot system to fairly elect a school councillor. Articulate how this links with democracy and describe other political</p>	<p>Children will be able to: Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice.</p>	<p>Children will be able to: Accept that responsible and respectful behaviour is necessary when interacting with others online and face to face. Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online. Describe safe behaviours when using communication technology. Know it is illegal to create or share sexual images of people under the age of 18. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. How</p>	<p>Children will be able to: Understand and reflect on how independence and responsibility go together. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Describe the language and techniques that make up a biased report. Analyse a report and also extract the facts from it. Know the legal age (and reason behind these) for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves, online. Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain some benefits of saving money Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Suggest</p>	<p>Children will be able to: Describe how different nutrients are important for the health of our bodies and their organs. Describe why our bodies are not designed to be inactive for long periods of time. Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. Learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school ways of managing these feelings. Describe how vaccines and the immune system fights viruses.</p>	<p>Children will be able to: Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Describe what is meant by the term stereotype. Challenge stereotypical gender portrayals of people. Know some basic facts about pregnancy and conception. Discuss different types of adult relationships with confidence. Know what form of touching is appropriate Know about loving and caring partner relationships and how these are important for all families and children in society. Describe the decisions that have to be made before having a baby. Also Discuss</p>

<p>systems around the world.</p> <p>Learn about mental health; what it means and how we can take care of it.</p> <p>Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>Describe how a growth mindset can change the physical makeup of the brain. E.g. Can create new neural pathways in the brain</p> <p>Recognise the difference between Growth and Fixed Mindset</p> <p>Give examples of some key qualities of friendship. Recognise some of the challenges that arise from friendships.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>List some assertive behaviours.</p> <p>Demonstrate some</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>these needs impact on people's behaviour.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context.</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses.</p> <p>Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs. Explain why we have these laws.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol.</p>	<p>sale prices for a variety of items, taking into account a range of factors Explain what is meant by the term interest</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that include this.</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group. Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Explain what is meant by living in an environmentally sustainable way.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>Administer basic first aid.</p>		<p>cultural differences.</p> <p>Consider when it is appropriate to share personal/private information in a relationship.</p> <p>Know how and where to get support if an online relationship goes wrong.</p>
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<p>assertive behaviours through role-play, to resist peer influence and pressure.</p> <p>Describe the difference between a friend and an acquaintance.</p>					
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