

PSHE Skills Progression Map

	Key Stage 1	Key Stage 2
<p><b>National Curriculum Overview</b></p>	<p><b>Families and people who care for me</b></p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up because they can give love, security and stability.</li> <li>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol> <p><b>Caring friendships</b></p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ol> <p><b>Respectful relationships</b></p> <ol style="list-style-type: none"> <li>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. The conventions of courtesy and manners.</li> <li>4. The importance of self-respect and how this links to their own happiness.</li> <li>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol> <p><b>Online relationships</b></p> <ol style="list-style-type: none"> <li>1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ol>	

2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

#### **Being safe**

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

#### **Mental wellbeing**

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. Isolation and loneliness can affect children and that is very important for children to discuss their feelings with an adult and seek support.
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

#### **Internet safety and harms**

1. That for most people the internet is an integral part of life and has many benefits.
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
4. Why social media, some computer games and online gaming, for example, are age restricted.
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

7. Where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
3. The risks associated with an inactive lifestyle (including obesity).
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Healthy eating**

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, alcohol and tobacco**

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and prevention**

1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
4. The facts and science relating to allergies, immunisation and vaccination.

#### **Basic first-aid**

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Changing adolescent body**

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing including the key facts about the menstrual cycle.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>  <b>National Curriculum</b>	-That families are important for children growing up because they can give love, security and stability. -That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. -How important friendships are in making us feel happy and secure, and how people choose and make friends. -That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. -The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs -That mental wellbeing is a normal part of daily life, in the same way as physical health. -How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. -Isolation and loneliness can affect children and that is very important for children to discuss their feelings with an adult and seek support. -Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). -That for most people the internet is an integral part of life and has many benefits.						
<b>Coverage of Relationships Curriculum</b>  <b>Me &amp; My Relationships</b>	<u>All about me</u>  <u>What makes me special</u>  <u>Me and my special people</u>  <u>Who can help me?</u>  <u>My feelings</u>  Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  <b>Responsibility and readiness.</b>	<u>Why we have classroom rules</u>  <u>Thinking about feelings</u>  <u>Our feelings</u>  <u>Feelings and bodies</u>  <u>Our special people balloons</u>  <u>Good friends</u>  <u>How are you listening?</u>  I can name a variety of different feelings and explain how these might make me behave. <b>Readiness and reflectiveness</b>  I can think of some different ways of dealing with 'not so	<u>Our ideal classroom (1)</u>  <u>Our ideal classroom (2)</u>  <u>How are you feeling today?</u>  <u>Bullying or teasing?</u>  <u>Don't do that!</u>  <u>Types of bullying</u>  <u>Being a good friend</u>  <u>Let's all be happy!</u>  I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. <b>Resourcefulness</b>  I can suggest rules that will help to keep us happy and friendly	<u>As a rule</u>  <u>My special pet</u>  <u>Tangram team challenge</u>  <u>Looking after our special people</u>  <u>How can we solve this problem?</u>  <u>Dan's dare</u>  <u>Thunks</u>  <u>Friends are special</u>  I can usually accept the views of others and understand that we don't always agree with each other.  <b>Reflectiveness</b>  I can give you lots of ideas about what I do to be a good friend and	<u>An email from Harold!</u>  <u>Ok or not ok? (part 1)</u>  <u>Ok or not ok? (part 2)</u>  <u>Human machines</u>  <u>Different feelings</u>  <u>When feelings change</u>  <u>Under pressure</u>  I can give a lot of examples of how I can tell a person is feeling worried just by their body language.  <b>Reflectiveness</b>  I can say what I could do if someone was upsetting me or if I was being	<u>Collaboration Challenge!</u>  <u>Give and take</u>  <u>How good a friend are you?</u>  <u>Relationship cake recipe</u>  <u>Being assertive</u>  <u>Our emotional needs</u>  <u>Communication</u>  I can give a range of examples of our emotional needs and explain why they are important.  <b>Readiness and reflectiveness</b>  I can give a few examples of how to stand up for myself (be assertive) and	<u>Working together</u>  <u>Let's negotiate</u>  <u>Solve the friendship problem</u>  <u>Assertiveness skills (formerly Behave yourself – 2)</u>  <u>Behave yourself</u>  <u>Dan's day</u>  <u>Don't force me</u>  <u>Acting appropriately</u>  <u>It's a puzzle</u>  I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.  <b>Reflectiveness</b>  I can give examples of negotiation and

	<p>Vocabulary: Same, different, family, friends, alone, interests, skills,</p>	<p>good' feelings. <b>Responsibility</b> I know when I need help and who to go to for help. <b>Resourcefulness</b> I can tell you some different classroom rules. <b>Responsibility</b></p> <p>Vocabulary: happy, calm, gently, excited, funny etc. sad, worried, anxious, afraid, shocked, scared, angry, cross, mad etc. Similar/different Fair/unfair</p>	<p>and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. Most of the time I can express my feelings in a safe, controlled way. <b>Responsibility</b></p> <p>I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend. <b>Reflectiveness</b></p> <p>Vocabulary: Happy, safe, pledge, rules, happy, scared, often, every time, deliberately, joke, tease, bullying, friendship, feelings</p>	<p>tell you some different ideas for how I make up with a friend if we've fallen out. <b>Responsibility</b></p> <p>Vocabulary: Rules, protect, safe, happy, company, affection, co-operate, collaborate, difficult, positive, critical, special, relationships, resolve, celebration.</p>	<p>bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive. <b>Responsibility and resourcefulness</b></p> <p>Vocabulary: emotions, sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, excruciating, agonising, painful, happy, delightful, ecstatic, joyful, ok, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, independent</p>	<p>say when I might need to use assertiveness skills. <b>Responsibility and resourcefulness</b></p> <p>Vocabulary: Collaboration, conflict, resolution, response, resolve, unhelpful, insensitive, assertive, aggressive, passive, communication.</p>	<p>compromise. I can explain what inappropriate touch is and give example. <b>Reflectiveness</b></p> <p>Vocabulary: Collaboration, strategies, negotiation, compromise, concession, agreement, assertive, peer influence, appropriate, inappropriate, illegal.</p>
	<p><u>Remember:</u> Take turns with others.</p>	<p><u>Remember:</u> I know when I need help and who to go to</p>	<p><u>Remember:</u> What makes a good friend.</p>	<p><u>Remember:</u> How to resolve conflict.</p>	<p><u>Remember:</u> Being assertive means the ability to</p>	<p><u>Remember:</u> A range of emotional needs</p>	<p><u>Remember:</u> How to negotiate and compromise.</p>

	Listen to other people's ideas.	for help.	How to express my feelings to others.		<p>speak up for ourselves in a way that is honest and respectful</p> <p>What someone's body language might be telling you..</p>	and why they are important.	<p>What a bystander might do.</p> <p>What inappropriate touch is.</p>
<p><b>Valuing Difference</b></p> <p><b>National Curriculum</b></p>	<p>-That families are important for children growing up because they can give love, security and stability.</p> <p>-The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>-That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>-That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>-The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>-How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>-Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>-The importance of self-respect and how this links to their own happiness.</p> <p>-That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>-About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>-What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>						
<p><b>Valuing Difference</b></p>	<p><u>I'm special, you're special</u></p> <p><u>Same and different</u></p> <p><u>Same and different families</u></p> <p><u>Same and different homes</u></p> <p><u>Kind and caring (1)</u></p> <p><u>Kind and caring (2)</u></p> <p>Children play co-operatively, taking turns with others.</p>	<p><u>Same or different?</u></p> <p><u>Unkind, tease or bully?</u></p> <p><u>Harold's school rules</u></p> <p><u>Who are our special people?</u></p> <p><u>It's not fair!</u></p> <p>I can say ways in which people are similar as well as different.</p> <p><b>Reflectiveness</b></p>	<p><u>What makes us who we are?</u></p> <p><u>How do we make others feel?</u></p> <p><u>My special people</u></p> <p><u>When someone is feeling left out</u></p> <p><u>An act of kindness</u></p> <p><u>Solve the problem</u></p> <p>I can say how I could help myself if I was being left out.</p>	<p><u>Family and friends</u></p> <p><u>My community</u></p> <p><u>Respect and challenge</u></p> <p><u>Our friends and neighbours</u></p> <p><u>Let's celebrate our differences</u></p> <p><u>Zeb</u></p> <p>I can give examples of different community groups and what is good about having</p>	<p><u>Can you sort it?</u></p> <p><u>Islands</u></p> <p><u>Friend or acquaintance?</u></p> <p><u>What would I do?</u></p> <p><u>The people we share our world with</u></p> <p><u>That is such a stereotype!</u></p> <p>I can say a lot of</p>	<p><u>Qualities of friendship</u></p> <p><u>Kind conversations</u></p> <p><u>Happy being me</u></p> <p><u>The land of the Red People</u></p> <p><u>Is it true?</u></p> <p><u>It could happen to anyone</u></p> <p>I can give examples of different faiths</p>	<p><u>OK to be different</u></p> <p><u>We have more in common than not</u></p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><u>Advertising friendships!</u></p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p>

	<p>They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Responsibility and readiness</b></p> <p>Vocabulary: Thinking, special, home, family, difference, similar, friendship, respect</p>	<p>I can say why things sometimes seem unfair, even if they are not.</p> <p><b>Reflectiveness</b></p> <p>Vocabulary: Similar, different, fair, unfair, kind, caring, helpful, unkind, tease, bully, safety, rules</p>	<p><b>Resourcefulness</b></p> <p>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view. <b>Reflectiveness</b></p> <p>Vocabulary: Similar, different, tired, sad, behaviour, calm, special, communities, co-operate, listening</p>	<p>different groups.</p> <p><b>Reflectiveness</b></p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. <b>Reflectiveness</b></p> <p>Vocabulary: Non-judgemental, respectful, community, listening, types, similarities, differences, origins, diverse.</p>	<p>ways that people are different, including religious or cultural differences. <b>Reflectiveness</b></p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others. <b>Reflectiveness</b></p> <p>Vocabulary: Strategies, skills, negotiation, solutions, compromise, opinions, interests, family, acquaintance, similar, different</p>	<p>and cultures and positive things about having these differences. <b>Reflectiveness</b></p> <p>I can 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. <b>Reflectiveness</b></p> <p>Vocabulary: Support, companionship, encouragement, help, advice, love, courage, friendship qualities, fair, unfair.</p>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. <b>Reflectiveness</b></p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. <b>Reflectiveness</b></p> <p>Vocabulary: Tolerance, equality, agree, disagree, prejudice, media, stereotypes.</p>
	<p><u>Remember:</u></p> <p>Other people's ideas might be different to mine.</p>	<p><u>Remember:</u></p> <p>People can have similarities and differences.</p>	<p><u>Remember:</u></p> <p>Other people might have a different point of view.</p> <p>Good listening skills: Stop what you are doing Look at the person</p>	<p><u>Remember:</u></p> <p>Ways to show respect and tolerance in the classroom e.g. saying please and thank you, using a respectful tone of voice, waiting for your turn to speak, listening to others.</p>	<p><u>Remember:</u></p> <p>People can be different in many ways, including their religious and cultural views.</p> <p>A stereotype is a fixed idea that</p>	<p><u>Remember:</u></p> <p>Differences can be positive.</p> <p>What people post or read online is not always real.</p>	<p><u>Remember:</u></p> <p>A bystander is a person present or standing near but taking no part in what is going on. Bystanders can help by reporting what is happening.</p>

			who is speaking Wait for them to finish before you speak Say something that is linked to what they said		many people have about a thing or a group that may often be untrue or only partly true		A person might bully others because of prejudice – a dislike for one rather than another especially without good reason
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Keeping Myself Safe</b>  <b>National Curriculum</b>	<ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>-The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>-That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>-That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>-How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>-How information and data is shared and used online.</li> <li>-What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>-About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>-How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>-How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>-How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>-Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>-Where and how to report concerns and get support with issues online.</li> <li>-The risks associated with an inactive lifestyle (including obesity).</li> <li>-The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>						
<b>Keeping Myself Safe</b>	<a href="#">What's safe to go onto my body</a>  <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a>  <a href="#">Safe indoors and outdoors</a>	<a href="#">Healthy me</a>  <a href="#">Super sleep</a>  <a href="#">Who can help? (1)</a>  <a href="#">Harold loses Geoffrey</a>  <a href="#">What could Harold do?</a>	<a href="#">Harold's picnic</a>  <a href="#">How safe would you feel?</a>  <a href="#">What should Harold say?</a>  <a href="#">I don't like that!</a>  <a href="#">Fun or not?</a>	<a href="#">Safe or unsafe?</a>  <a href="#">Danger or risk?</a>  <a href="#">The Risk Robot</a>  <a href="#">Alcohol and cigarettes: the facts</a>  <a href="#">Super Searcher</a>  <a href="#">None of your</a>	<a href="#">Danger, risk or hazard?</a>  <a href="#">Picture Wise</a>  <a href="#">How dare you!</a>  <a href="#">Medicines: check the label</a>  <a href="#">Know the norms</a>	<a href="#">'Thinking' about habits</a>  <a href="#">Jay's dilemma</a>  <a href="#">Spot bullying</a>  <a href="#">Ella's diary dilemma</a>  <a href="#">Decision dilemmas</a>	<a href="#">Think before you click!</a>  <a href="#">Traffic lights</a>  <a href="#">To share or not to share?</a>  <a href="#">Rat Park</a>  <a href="#">What sort of drug is...?</a>



<p><u>Listening to my feelings (1)</u></p> <p><u>Keeping safe online</u></p> <p><u>People who help to keep me safe</u></p> <p>Children talk about ways to keep healthy and safe. <b>Readiness and responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Protect, clean, help, medicine, safe, unsafe</p>	<p><u>Good or bad touches?</u></p> <p>I can 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>I can give examples of how I keep myself healthy. <b>Reflectiveness</b></p> <p>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) <b>Readiness and responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Healthy, exercise, nervous, worried, anxious, scared, help, safe person, medicine</p>	<p><u>Should I tell?</u></p> <p><u>Some secrets should never be kept</u></p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. <b>Responsibility</b></p> <p>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. <b>Resourcefulness</b></p> <p>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely. <b>Responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Medicine, safe, unsafe, uncomfortable, nervous, worried, frightened, fun, not</p>	<p><u>business!</u></p> <p><u>Raisin challenge (1)</u></p> <p><u>Help or harm?</u></p> <p>I can say what I could do to make a situation less risky or not risky at all. <b>Responsibility</b></p> <p>I can say why medicines can be helpful or harmful. <b>Reflectiveness</b></p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. <b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Safe, unsafe, situations, danger, risk, uncertain, high risk, medium risk, low risk, food, water, oxygen, exercise, lungs, nicotine, alcohol, cigarettes.</p>	<p><u>business!</u></p> <p><u>Raisin challenge (1)</u></p> <p><u>Help or harm?</u></p> <p>I can say what I could do to make a situation less risky or not risky at all. <b>Responsibility</b></p> <p>I can say why medicines can be helpful or harmful. <b>Reflectiveness</b></p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. <b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Safe, unsafe, situations, danger, risk, uncertain, high risk, medium risk, low risk, food, water, oxygen, exercise, lungs, nicotine, alcohol, cigarettes.</p>	<p><u>(formerly Tell Ed6)</u></p> <p><u>Keeping ourselves safe</u></p> <p><u>Raisin challenge (2)</u></p> <p>I can 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. <b>Responsibility</b></p> <p>I can 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. <b>Responsibility and reflectiveness</b></p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions. <b>Responsibility and reflectiveness</b></p>	<p><u>Play, like, share</u></p> <p><u>Drugs: true or false?</u></p> <p><u>Smoking: what is normal?</u></p> <p><u>Would you risk it?</u></p> <p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. <b>Reflectiveness</b></p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this. <b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Habits, safe, harmful, addiction, risks, bullying, assertiveness, decision, dilemma, choice</p>	<p><u>Drugs: it's the law!</u></p> <p><u>Alcohol: what is normal?</u></p> <p><u>Joe's story (part 1)</u></p> <p><u>Joe's story (part 2)</u></p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. <b>Readiness</b></p> <p>I can 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. <b>Responsibility</b></p> <p>I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). <b>Responsibility and reflectiveness</b></p>
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			fun, secret, surprise		Vocabulary: Danger, risk, safe, unsafe, uncertain, danger, hazard, screenshot, geotagged, captioned, tagged, dare, medicines, choices,		Vocabulary: Consequences, illegal, drug, medical, non-medical, alcohol.
	<p><u>Remember:</u></p> <p>Some things are safe and others aren't. I know to ask an adult before trying something new.</p>	<p><u>Remember:</u></p> <p>I can keep myself healthy by getting enough sleep, eating fruit and vegetables, drinking enough water, getting plenty of exercise and brushing my teeth.</p> <p>Who I can talk to if I have strong, not so good feelings.</p>	<p><u>Remember:</u></p> <p>The difference between a safe and unsafe secret.</p> <p>What touches are ok and what touches aren't.</p>	<p><u>Remember:</u></p> <p>Some things are riskier than others and I can manage risk in different ways.</p> <p>Adults can help me with this.</p> <p>Don't post any personal information online – like your address, email address or mobile number.</p> <p>Never give out your passwords</p> <p>Some information online is not true.</p>	<p><u>Remember:</u></p> <p>People have choices about whether they take risks.</p> <p>Smoking or drinking too much alcohol can damage your body.</p>	<p><u>Remember:</u></p> <p>People have a choice about taking risks online.</p> <p>At least 3% of people aged 11-15 smoke in the UK.</p>	<p><u>Remember:</u></p> <p>Emotional needs are as important as physical needs.</p> <p>Use a passcode on your phone.</p> <p>Keep your phone with you.</p> <p>Don't use public WiFi.</p> <p>Check what data your apps can use.</p> <p>Add an ICE (In Case of Emergency) contact number to your phone.</p> <p>Be careful who you add or talk to.</p> <p>Think before you share or save something – there are laws for this.</p>

<p><b>Rights and Responsibilities</b></p> <p><b>National Curriculum</b></p>	<p>-The conventions of courtesy and manners.</p> <p>-Where to get advice e.g. family, school and/or other sources.</p> <p>-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>-How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>						
<p><b>Rights and Responsibilities</b></p>	<p><a href="#">Looking after my special people</a></p> <p><a href="#">Looking after my friends</a></p> <p><a href="#">Being helpful at home and caring for our classroom</a></p> <p><a href="#">Caring for our world</a></p> <p><a href="#">Looking after money (1): recognising, spending, using</a></p> <p><a href="#">Looking after money (2): saving money and keeping it safe</a></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations,</p>	<p><a href="#">Harold's wash and brush up</a></p> <p><a href="#">Around and about the school</a></p> <p><a href="#">Taking care of something</a></p> <p><a href="#">Harold's money</a></p> <p><a href="#">How should we look after our money?</a></p> <p><a href="#">Basic first aid</a></p> <p>I can give some examples of how I look after myself and my environment - at school or at home.</p> <p><b>Responsibility</b></p> <p>I can also say some ways that we look after money.</p> <p><b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Routine, environment, responsibility,</p>	<p><a href="#">Getting on with others</a></p> <p><a href="#">When I feel like erupting</a></p> <p><a href="#">Feeling safe</a></p> <p><a href="#">How can we look after our environment?</a></p> <p><a href="#">Harold saves for something special</a></p> <p><a href="#">Harold goes camping</a></p> <p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p> <p><b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Responsibility, share, strategies, safe, special people, environment, likes, problems, money</p>	<p><a href="#">Our helpful volunteers</a></p> <p><a href="#">Helping each other to stay safe</a></p> <p><a href="#">Recount task</a></p> <p><a href="#">Harold's environment project</a></p> <p><a href="#">Can Harold afford it?</a></p> <p><a href="#">Earning money</a></p> <p>I can say some ways of checking whether something is a fact or just an opinion.</p> <p><b>Reflectiveness</b></p> <p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p><b>Responsibility and reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Volunteer, positive, change, safe, healthy, helper, fact, opinion, recount,</p>	<p><a href="#">Who helps us stay healthy and safe?</a></p> <p><a href="#">It's your right</a></p> <p><a href="#">How do we make a difference?</a></p> <p><a href="#">In the news!</a></p> <p><a href="#">Safety in numbers</a></p> <p><a href="#">Logo quiz</a></p> <p><a href="#">Harold's expenses</a></p> <p><a href="#">Why pay taxes?</a></p> <p>I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p><b>Reflectiveness</b></p> <p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p><b>Reflectiveness</b></p>	<p><a href="#">What's the story?</a></p> <p><a href="#">Fact or opinion?</a></p> <p><a href="#">Rights, responsibilities and duties</a></p> <p><a href="#">Mo makes a difference</a></p> <p><a href="#">Spending wisely</a></p> <p><a href="#">Lend us a fiver!</a></p> <p><a href="#">Local councils</a></p> <p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p><b>Reflectiveness and responsibility</b></p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p><b>Responsibility</b></p> <p>I can explain that local councils have</p>	<p><a href="#">Two sides to every story</a></p> <p><a href="#">Fakebook friends</a></p> <p><a href="#">What's it worth?</a></p> <p><a href="#">Jobs and taxes</a></p> <p><a href="#">Action stations!</a></p> <p><a href="#">Project Pitch (parts 1 &amp; 2)</a></p> <p><a href="#">Happy shoppers</a></p> <p><a href="#">Democracy in Britain 1 – Elections</a></p> <p><a href="#">Democracy in Britain 2 – How (most) laws are made</a></p> <p>I can explain why people might be showing certain aspects of themselves and how social media can affect how a person feels about themselves.</p> <p><b>Reflectiveness</b></p> <p>I can explain that what 'environmentally sustainable' living means and give an example of how we</p>

	<p>and take changes of routine in their stride. <b>Responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Feelings, jobs, money, save, safe, friends, help, share</p>	<p>money, coins, notes, first aid, accident,</p>		<p>environment, income, afford,</p>	<p>I can give examples of these decisions and how they might relate to me. <b>Responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Healthy, safe, responsible, rules, laws, rights, choices, influence, anti-social, aggressive behaviour, passive, active. National insurance, play slips, VAT</p>	<p>to make decisions about how money is spent on things we need in the community. I can also give an example of some of the things they have to allocate money for. <b>Responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Health, wellbeing, rights, responsibilities, duties, voluntary, community, pressure, action groups,</p>	<p>can live in a more 'sustainable' way. <b>Responsibility</b></p> <p>I can explain the advantages and disadvantages of different ways of saving money. <b>Reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Fact, opinion, biased, unbiased, social media, voluntary, community, pressure, action group, mps, democracy, elections.</p>
	<p><b>Remember:</b></p> <p>Be kind and helpful to others and our world (rubbish in the bin, recycle).</p> <p>Keep your money somewhere safe.</p>	<p><b>Remember:</b></p> <p>Take responsibility for jobs at home and school.</p> <p>First aid basics:</p> <ol style="list-style-type: none"> <li>1. stay calm and check is the area safe?</li> <li>2. think before you do anything</li> <li>3. talk to the person you are helping</li> <li>4. look for an adult to help.</li> </ol>	<p><b>Remember:</b></p> <p>Strategies you can use when you feel like erupting, at school or home.</p> <p>When you need help:</p> <p>Get attention (Excuse me!, Hello Mr/Mrs/Miss)</p> <p>Ask for help (Can you help me please?)</p>	<p><b>Remember:</b></p> <p>A fact is something that can be proven true, while an opinion is a statement of a person's or group's thoughts, feelings, or beliefs.</p> <p>Use strategies you've learned to challenge whether something is fact or opinion.</p>	<p><b>Remember:</b></p> <p>Everyone has rights and responsibilities.</p> <p>As a 'bystander' you can have a positive effect on negative behaviour you witness (see happening) by working together to stop or change that behaviour.</p> <p>Challenge and ask</p>	<p><b>Remember:</b></p> <p>Everyone is responsible for keeping themselves healthy.</p> <p>Local councils have to make decisions about how money is spent on things we need in the community.</p>	<p><b>Remember:</b></p> <p>What we see on social media is not always true.</p> <p>Sustainability means using natural resources in a way that we could keep doing for a long time. We can be more sustainable by reducing our use of natural resources. We</p>

		For any emergency where someone is very ill or injured, you need to get adult help AND call 999.	Explain why you need help (my ball has landed on the roof and I can't get it down/ I've lost my mum, I last saw her by the green jumpers).  Saving money means you can afford things you need and luxuries.		questions about things you read or watch before believing them to be true.		can also help restore natural resources.  There are advantages and disadvantages to different ways of saving money.
<b>Being My Best</b>  <b>National Curriculum</b>	<ul style="list-style-type: none"> <li>-That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>-Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>-The characteristics and mental and physical benefits of an active lifestyle.</li> <li>-The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>-What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>-The principles of planning and preparing a range of healthy meals.</li> <li>-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>-The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>-About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>-The facts and science relating to allergies, immunisation and vaccination.</li> <li>-How to make a clear and efficient call to emergency services if necessary.</li> <li>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>						
<b>Being My Best</b>	<u>Bouncing back when things go wrong</u>  <u>Yes, I can!</u>  <u>Healthy eating (1)</u>  <u>Healthy eating (2)</u>  <u>Move your body</u>  <u>A good night's sleep</u>  Children are	<u>I can eat a rainbow</u>  <u>Eat well</u>  <u>Catch it! Bin it! Kill it!</u>  <u>Harold learns to ride his bike</u>  <u>Pass on the praise!</u>  <u>Harold has a bad</u>	<u>You can do it!</u>  <u>My day</u>  <u>Harold's postcard – helping us to keep clean and healthy</u>  <u>Harold's bathroom</u>  <u>My body needs...</u>  <u>What does my body</u>	<u>Derek cooks dinner! (healthy eating)</u>  <u>Poorly Harold</u>  <u>For or against?</u>  <u>I am fantastic!</u>  <u>Getting on with your nerves!</u>  <u>Body team work</u>	<u>What makes me ME!</u>  <u>Making choices (formerly Ed6 Learns to be human)</u>  <u>SCARF Hotel</u>  <u>Harold's Seven Rs</u>  <u>My school community (1)</u>	<u>Getting fit</u>  <u>It all adds up!</u>  <u>Different skills</u>  <u>My school community (2)</u>  <u>Independence and responsibility</u>  <u>Star qualities?</u>	<u>Five Ways to Wellbeing project</u>  <u>This will be your life!</u>  <u>Our recommendations</u>  <u>What's the risk? (1)</u>  <u>What's the risk? (2)</u>  <u>Basic first aid</u>  I can tell you how I can

	<p>confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Resourcefulness</b></p> <p>Vocabulary: Challenge, goals, energy, healthy, muscles, bones.</p>	<p><u>day</u></p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p><b>Resourcefulness</b></p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. <b>Responsibility and readiness</b></p> <p>Vocabulary: Healthy, starchy, carbohydrates, energy, dairy, balanced diet, germs, diseases, routines, behaviour, helpful, unhelpful, kind, unkind, praise, support, encouragement</p>	<p><u>do?</u></p> <p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p><b>Readiness and responsibility</b></p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do. <b>Responsibility</b></p> <p>Vocabulary: Choices, healthy, injections, vaccinations, healthy, food, water, oxygen, ribs, heart, lungs, blood, stomach, intestines, brain</p>	<p><u>Top talents</u></p> <p>I can 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. <b>Readiness and responsibility</b></p> <p>I can 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><b>Reflectiveness</b></p> <p>Vocabulary: Healthy, balanced meal, energy, strong, bones, muscles, medicine, hand hygiene, wellbeing, improve, achieve.</p>	<p><u>Basic first aid</u></p> <p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p><b>Reflectiveness and responsibility</b></p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p> <p><b>Reflectiveness and responsibility</b></p> <p>Vocabulary: Qualities, skills talent, growth mindset, diversity, respect, wellbeing, refuse, reduce, re-use, rot, recycle, repair, rethink,</p>	<p><u>Basic first aid</u></p> <p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p><b>Reflectiveness and responsibility</b></p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p><b>Reflectiveness</b></p> <p>Vocabulary: Exercise, balanced diet, hygiene, independence, responsibility, self-esteem, media, qualities.</p>	<p>overcome problems and challenges on the way to achieving my goals. <b>Resilience</b></p> <p>I can give examples of an emotional risk and a physical risk.</p> <p><b>Responsibility and reflectiveness</b></p> <p>Vocabulary: Wellbeing, risk (low, medium, high), consequences, first-aid.</p>
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	<p><u>Remember:</u></p> <p>Challenges help me learn.</p> <p>Eating fruit and vegetables, getting a good night's sleep and exercise help me feel good.</p>	<p><u>Remember:</u></p> <p>If I find something hard, I can:</p> <p>Stop and think about where I've seen this before Look for resources Ask a buddy Ask a grown-up</p>	<p><u>Remember:</u></p> <p>Setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>Our body needs oxygen, water, sleep, fruit &amp; vegetables, brushing teeth, to be clean, exercise and rest</p> <p>The role of the ribs, heart, lungs, blood, stomach, intestines and brain</p>	<p><u>Remember:</u></p> <p>Everyone can develop a skill through practice and goal setting.</p> <p>When everyone works together with a positive attitude and motivation they can achieve great things.</p> <p>Reducing the amount of sugar you eat is good for your health.</p>	<p><u>Remember:</u></p> <p>Everyone has individual qualities which make them unique.</p> <p>7 R's for looking after the environment:</p> <ol style="list-style-type: none"> <li>1. Refuse – politely</li> <li>2. Reduce</li> <li>3. Re-use</li> <li>4. Rot</li> <li>5. Recycle</li> <li>6. Repair</li> <li>7. Re-think</li> </ol>	<p><u>Remember:</u></p> <p>Your increasing independence brings increased responsibility to keep yourselves and others safe.</p> <p>Who the people are who are responsible for helping you stay healthy and safe and how you can help these people to keep you healthy and safe.</p> <p>People have qualities that make them attractive that are nothing to do with how they look, but about how they behave.</p>	<p><u>Remember:</u></p> <p>5 ways to wellbeing:</p> <ol style="list-style-type: none"> <li>1. Connect</li> <li>2. Be Active</li> <li>3. Take Notice</li> <li>4. Keep Learning</li> <li>5. Give</li> </ol> <p>Everyone has a voice and can use this to influence change.</p> <p>First aid:</p> <ol style="list-style-type: none"> <li>1. stay calm and check is the area safe?</li> <li>2. think before you do anything</li> <li>3. talk to the person you are helping</li> <li>4. look for an adult to help.</li> </ol> <p>For any emergency where someone is very ill or injured, you need to get adult help AND call 999.</p>
<p><b>Growing and Changing</b></p> <p><b>National Curriculum</b></p>	<ul style="list-style-type: none"> <li>-That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>-How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>-How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>-How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>-Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>-About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>						

<p><b>Growing and Changing</b></p>	<p><u>Seasons</u></p> <p><u>Life stages - plants, animals, humans</u></p> <p><u>Life Stages: Human life stage - who will I be?</u></p> <p><u>Where do babies come from?</u></p> <p><u>Getting bigger</u></p> <p><u>Me and my body - girls and boys</u></p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Seasons, spring, summer, autumn, winter, cycles, growing, changing</p>	<p><u>Inside my wonderful body!</u></p> <p><u>Taking care of a baby</u></p> <p><u>Then and now</u></p> <p><u>Who can help? (2)</u></p> <p><u>Surprises and secrets</u></p> <p><u>Keeping privates private</u></p> <p>I can identify an adult I can talk to at both home and school if I need help.</p> <p><b>Resourcefulness</b></p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler. <b>Resilience</b></p> <p>I can tell you what some of my body parts do.</p> <p><b>Reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Chest, ribs, heart, lungs, stomach, intestines, brain, sibling, babies, love,</p>	<p><u>A helping hand</u></p> <p><u>Sam moves away</u></p> <p><u>Haven't you grown!</u></p> <p><u>My body, your body</u></p> <p><u>Respecting privacy</u></p> <p><u>Basic first aid</u></p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p><b>Reflectiveness and resilience</b></p> <p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p><b>Reflectiveness</b></p> <p>I can give examples of how to give feedback to someone.</p> <p><b>Reflectiveness and responsibility</b></p> <p><b>Vocabulary:</b></p> <p>Support, feedback, helpful, kind, change, loss, talents, skills,</p>	<p><u>Relationship Tree</u></p> <p><u>Body space</u></p> <p><u>Secret or surprise?</u></p> <p><u>My changing body</u></p> <p><u>Basic first aid</u></p> <p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p><b>Reflectiveness</b></p> <p>I can 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. <b>Reflectiveness</b></p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p><b>Reflectiveness and responsibility</b></p>	<p><u>Moving house</u></p> <p><u>My feelings are all over the place!</u></p> <p><u>All change!</u></p> <p><u>Period positive</u></p> <p><u>Secret or surprise?</u></p> <p><u>Together</u></p> <p>I can label some parts of the body that only boys have and only girls have.</p> <p><b>Reflectiveness</b></p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p><b>Resilience</b></p> <p>I can tell you why people get married.</p> <p><b>Reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Change, loss, excited, happy, worried, positive, negative, puberty</p>	<p><u>How are they feeling?</u></p> <p><u>Taking notice of our feelings</u></p> <p><u>Dear Hetty</u></p> <p><u>Changing bodies and feelings</u></p> <p><u>Growing up and changing bodies</u></p> <p><u>It could happen to anyone</u></p> <p><u>Help! I'm a teenager - get me out of here!</u></p> <p><u>Dear Ash</u></p> <p><u>Stop, start, stereotypes</u></p> <p>I can explain what resilience is and how it can be developed.</p> <p><b>Resilience</b></p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p><b>Reflectiveness</b></p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p><u>Helpful or unhelpful? Managing change</u></p> <p><u>I look great!</u></p> <p><u>Media manipulation</u></p> <p><u>Pressure online</u></p> <p><u>Is this normal?</u></p> <p><u>Dear Ash</u></p> <p><u>Making babies</u></p> <p><u>What is HIV?</u></p> <p>I can give an example of a secret that should be shared with a trusted adult.</p> <p><b>Responsibility</b></p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p><b>Resilience</b></p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> <p><b>Reflectiveness</b></p> <p><b>Vocabulary:</b></p> <p>Media, manipulation,</p>
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		attention, stages, unexpected,	achievements, first-aid	Vocabulary: Relationships, sibling, safe, unsafe, secret, surprise, angry, upset, jealous, worried, excited, scared		<b>Resourcefulness and responsibility</b>  Vocabulary: Trust, hormones, puberty, periods, mood swings, conflict, compromise, stereotypes, respect.	gender stereotyping, puberty, reproduction, conception, pregnancy, consensual.
	<p><u>Remember:</u></p> <p>4 seasons: Spring Summer Autumn Winter</p> <p>Things that live - like plants, animals and people - have cycles; these are called life cycles.</p> <p>Babies come from a woman's tummy.</p> <p>Boys have a Penis and testicles and girls have a vagina and vulva. They are different because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called</p>	<p><u>Remember:</u></p> <p>Things that babies do need: milk – either from breast or bottle, toys, nappies (disposable or reusable), bibs, bath, blankets, Moses basket, car seat, dummy, to be carried (either pram or sling), love/eye contact.</p> <p><u>Surprise:</u> when something we weren't expecting happens.</p> <p><u>Secret:</u> A secret can be like a surprise when someone asks us not to tell anyone about something, but unlike happy surprises, some</p>	<p><u>Remember:</u></p> <p>What makes us grow [food, rest and sleep, care]</p> <p>Who helps us grow [people who look after us]</p> <p>Body parts for boys and girls and purpose:</p> <p>Vulva</p> <p>Nipples</p> <p>Penis</p> <p>Testicles</p> <p>Privates, or private parts: a person's genitals; these are parts of your body that belong to you and only</p>	<p><u>Remember:</u></p> <p>Relationships can make us feel good and others might make us not feel good.</p> <p>PANTS</p> <p>P Privates are private</p> <p>A Always remember your body belongs to you</p> <p>N No means no</p> <p>T Talk about secrets that upset you</p> <p>S Speak up, someone can help</p> <p>Periods are a normal part of growing up and show that a girl's</p>	<p><u>Remember:</u></p> <p>People have positive and negative feelings.</p> <p>The onset of puberty can have emotional as well as physical impact</p> <p>A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.</p> <p>Body parts and purpose:</p> <p>Female: vulva, (see note, below*), vagina, ovaries,</p>	<p><u>Remember:</u></p> <p>what a person might need during puberty</p> <p>how male and female bodies develop</p> <p>What periods are</p> <p>That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM).</p> <p>Know the correct words for the external sexual organs (see plans)</p> <p>Emotional changes</p>	<p><u>Remember:</u></p> <p>Some photos presented by the media have been manipulated to look better than they do in real-life.</p> <p>If someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online, speak to a trusted adult.</p> <p>The risks of sharing images online and how these are hard to control, once shared</p> <p>There are times that someone might need to break a confidence in order to keep someone else safe.</p>

	<p>sperm from the man's body to make a baby</p> <p>Privates, or private parts: a person's genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not.</p>	<p>secrets can be bad. Sometimes a person (including both children and adults) might say 'Keep it a secret' about something that our body tells us doesn't feel right.</p> <p>A boy's external genitals are penis and for a girl's it's vulva.</p> <p>Privates, or private parts: a person's genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not.</p>	<p>you can say whether someone can touch them or not.</p>	<p>body is working as it should. It is nothing to be ashamed of and we wouldn't be here if it wasn't for eggs and periods</p>	<p>eggs, womb, clitoris, labia, breasts</p> <p>Male: penis, testicles, sperm, pubic hair</p> <p>Explain what marriage, civil partnership, living together means and that it is against the law in this country for people to be forced to marry.</p>	<p>can be just as big a part of puberty as physical changes – talking to an adult you trust can help.</p> <p>There are often stereotypes around the issues of sex, gender and sexual orientation</p>	<p>How babies are made, the legal age of consent and what it means.</p> <p>How a person can protect themselves from HIV.</p>
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### An Explanation of this Curriculum

We follow the SCARF curriculum developed by Coram Life Education.

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving us [everything we need to meet the new Relationships Education and Health Education statutory requirements](#). More than just a PSHE scheme of work, [SCARF supports great learning every day](#).

There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Teachers recognise how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.