



PSHE AND RELATIONSHIPS CURRICULUM SKILLS AND PROGRESSION

INTENT

Relationship and Sex Education (RSE) became a statutory subject in all primary schools from September 2020. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The aim of Relationships Education is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to look after both our physical and mental health.

PSHE (Personal, Social, Health and Economic) is a non-statutory subject, enabling schools to use a programme of study to meet the needs of their community.

At St Wilfrid's, PSHE is of great importance. Within PSHE education, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want our children to learn how to understand and regulate their feelings and to know what it means to be kind, honest and reliable.

We make links with our school Christian values and British values to teach children to recognise and value difference and grow up to be tolerant of others.

Safety is of utmost importance as is increasing skills of independence and a sense responsibility. We want our children to stay healthy, safe and prepared for life in an ever changing society.

Autumn Term (1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	KEEPING MYSELF SAFE						
Knowledge	<p>Keeping safe inside and outside What are some dangers in the home and outside? How can you keep safe around these dangers?</p> <p>Staying safe around medicine What do we put on our body to keep it safe and protected? Who gives you medicine? Why?</p> <p>Asking for help What feelings tell you something might not be safe? Who do you go to when you don't feel safe?</p>	<p>How Our Feelings Can Keep Us Safe How many different feelings can people have? Do different feelings make your body feel different? What can you do if you have 'not so good' feelings? How can you help if someone else has 'not so good' feelings?</p> <p>Keeping Healthy What do people need to keep healthy? How do you keep yourself healthy? Why do we need different things to be healthy?</p> <p>Medicine Safety How do medicines help? Are medicines always helpful? Where do medicines need to be kept? Why?</p>	<p>Safe and Unsafe Secrets Are secrets safe? Do all secrets need to be kept secret? Who is a safe person to talk to?</p> <p>Appropriate Touch Are all touches ok? If something feels wrong, what can someone do to stay safe? How can you help someone who has been asked to keep an unsafe secret? Who is a safe person to talk to?</p> <p>Medicine Safety Are medicines always helpful? What can people do to help themselves get better? Why can a medicine be harmful? How can someone stay safe with medicines?</p>	<p>Managing Risk What makes a situation risky? Can a risky situation be changed? How? Why do some people choose to take risks? Why do some people choose to avoid risky situations?</p> <p>Drugs and Their Risks What are the risks of cigarettes and alcohol? Can medicines be both helpful and harmful? Why? What other things can be helpful and harmful to a person's health? What can make people take risks?</p> <p>Staying Safe Online Why is it important to keep personal details safe when online? Is all information that we see online always true? How do some people try to find out personal information? Can this cause any problems?</p>	<p>Managing Risk What might influence someone to take risks? Do people have a choice whether they take a risk? What can a person do to reduce risk or remove risk in a situation?</p> <p>Understanding the Norms of Drug Use (Cigarette and Alcohol Use) Do most young people choose to smoke or not smoke? Do all adults choose to drink alcohol? Why do most people choose not to smoke or drink too much alcohol? Is smoking and alcohol more harmful for a young person's body? Why?</p> <p>Influences What can influence someone's behaviour and decisions? What is a positive influence? What is a negative influence? Can the consequences of decisions be positive or negative? How?</p>	<p>Managing Risk, Including Staying Safe Online What risky situations can happen online? What can someone do to make the situation less risky? What can influence a person to take risks online? Does everyone have a choice whether to take risks online?</p> <p>Norms Around Use of Legal Drugs (Tobacco, Alcohol) Do lots of young people choose to smoke? Why do some people think that lots of young people smoke? Can knowing the true percentage (3%) influence people's choice about smoking? How?</p>	<p>Emotional Needs Are emotional needs equally important as physical needs? Why? What might happen if someone's emotional needs are not met?</p> <p>Staying Safe Online Can having a mobile phone be both negative and positive? How? How can someone keep them self safe when using a mobile phone? Why is there a law about sharing inappropriate images on mobile phones?</p> <p>Drugs: Norms and Risks (Including the Law) Is young people's use of alcohol increasing or decreasing? Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?</p>
Key vocabulary	sleep exercise safe unsafe medicine food water healthy feelings worried scared nervous	sleep exercise unsafe share nervous internet medicine uncomfortable feelings food water safe healthy private worried scared	medicines feelings tell safe touch worried secret surprise unsafe private uncomfortable someone you trust	alcohol personal details risk (risky) internet safety cigarettes private nicotine trust medicines public unsafe search engine harmful situation e-cigarettes vapes	hazard risky liver decisions choices danger situation influence alcohol consequences lungs brain dare drug harmful cigarettes vapes shared e-cigarettes downloaded	habit cigarettes drugs peer pressure alcohol vapes influence privacy settings assertive cyberbullying decision social norms assessing risk e-cigarettes	online safety legal privacy sharing online emotional needs inappropriate age restrictions possess parental consent permission social media alcohol supply personal information
Skills	I can name some things that can be dangerous inside and outside. I can name the adults who keep me safe and when I might need their help.	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).	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful.	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	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't

	I can tell you what my body needs to stay healthy ELGs <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>	I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. taking if not needed, if it is another person's medicine, etc.)	I can give 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. I can explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.	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.	about whether they take risks. 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. negative influences, including things that could influence me when I am making decisions.	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.	get their emotional needs met. 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. I can explain why some people believe that more young people drink alcohol than actually do.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Autumn Term (2)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	ME AND MY RELATIONSHIPS						
Knowledge	<p>All about me How are we similar or different to others? Who are special people in our lives? Feelings What different feelings do we have? How can we help others if they are sad or angry? Getting Help Who can help us if we are worried or scared? What can help us to calm down?</p>	<p>Feelings Do we have the same feelings? Why do we have different feelings? How do we show our feelings? What can we do when we have 'not so good' feelings? What are safe and healthy ways to get angry energy out? How can we help our feelings come out? Getting Help When do you need to ask for help? Who can help you if you need help? Classroom Rules Who are classroom rules for? Why do we need classroom rules?</p>	<p>Bullying and Teasing What is bullying? What is teasing? Does bullying happen a lot? How can you help someone who is being bullied? School Rules About Bullying What helps our classroom to be happy & friendly? Do classroom rules help to stop bullying? How? Being a Good Friend Who is a good friend and why? What makes a good friend? How are you a good friend? Could you be a better friend? How can you help others to be a good friend? Feelings and Self-Regulation</p>	<p>Cooperation Can people disagree and still be friends? Do people need to accept the views of others? Why? How can arguments and disputes be settled? Friendships What do I do to be a good friend? How can I make up with a friend if we have fallen out? What different ideas can I suggest to friends who have fallen out? How can I help others to sort out their argument?</p>	<p>Recognising Feelings Can you tell how someone is feeling by looking at them? How? What is body language? What body language tells you that a person is worried? How? Are all feelings shown by body language? Bullying What is the difference between bullying and teasing? What can someone do to help them self if someone upsets them or is bullying them? How can you help someone else who is upset? Can you help someone who is being bullied? How? Assertive Skills What is being assertive? Are there different ways to be assertive? How?</p>	<p>Feelings What are emotional needs? Do we have the same emotional needs? Do emotional needs stay the same? Why are emotional needs important? Friendship Skills, Including Compromise What qualities make a good friend? Why? How does a good friend show these qualities? Do these qualities make a difference in friendships? How? Assertive Skills How can someone stand up for themselves? When would someone use their assertiveness skills?</p>	<p>Assertiveness What do bystanders do when someone is being bullied? What is the difference between an active and a passive bystander? Can passive bystanders affect a bullying situation? How? Can active bystanders affect a bullying situation? How? Cooperation What is compromise? What is negotiation? How can negotiation and compromise skills help someone? Safe/Unsafe Touches What is appropriate touch? What is inappropriate touch? What types of touch are illegal (against the law)?</p>

		<p>What would school be like if we didn't have classroom rules? Are classroom rules for the children or the teachers? What can help children to keep the classroom rules?</p>	<p>Do we have the same feelings? Why do we have different feelings? How do we show our feelings? What are safe and healthy activities to get angry energy out? How can we help our feelings come out?</p>		<p>When would someone need to be assertive? Why?</p>	<p>Is assertiveness the best way to react to pressure? Why?</p>	<p>If someone experiences inappropriate or illegal touch, how can they get help?</p>
Key vocabulary	<p>friends help family safe feelings special people</p>	<p>friends help rules family hurt safe feelings listen special people</p>	<p>feelings happy teasing bullied care repeated bullying friendship help rules safe kindness</p>	<p>apologise respect disagree responsibility calm disputes arguments feelings persuade friendship opinions listening family falling out special people</p>	<p>ignored delighted teasing calm confident feelings compromise body language emotions excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely</p>	<p>collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect qualities healthy and unhealthy relationships</p>	<p>assertiveness appropriate sensitive collaboration respectful response culture inappropriate religion bullied compromise illegal forced marriage negotiation community bystanders passive civil partnership</p>
Skills	<p>I can talk about feelings and what can cause them I can help a friend if they are sad or worried I can name people who help me and describe ways to help others I can tell you which trusted adults I can ask for help ELGs <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i></p>	<p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p>	<p>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. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p>

Spring Term (1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	VALUING DIFFERENCE						
Knowledge	<p>Recognising and Celebrating Difference How are my friends similar to me? How are my friends different?</p> <p>Being Kind and Helping Others How can you show kindness to others? Why should you listen to others?</p>	<p>Recognising, Valuing and Celebrating Difference How are people different? How are people similar? What is good about people being different?</p> <p>Developing Tolerance What is fair? What is unfair? Do things sometimes seem unfair, even though they are not? Why do some people see something as unfair and other people see it as fair?</p>	<p>Being Kind and Helping Others What can you do if you feel left out? How can you help someone who is being left out? Why do people leave others out?</p> <p>Listening Skills What makes someone a good listener? How can you be a good listener? How does being a good listener help you? How does being a good listener help other people? What is a different point of view? Can listening skills help with arguments? How can good listening skills help with arguments? Why is it important to listen to another person's point of view?</p>	<p>Recognising and Respecting Diversity Are all families the same? If not, how are they different? What is good about having different community groups? Why? What is prejudice? Where does prejudice come from? Can prejudice be challenged? How?</p> <p>Being Respectful and Tolerant Are tolerance and respect the same? Do we need both? Do we have respect and tolerance in our classroom? What does it do? Have you shown respect and tolerance at any time? How and Why? Has anyone shown you respect and tolerance? How did it make you feel?</p>	<p>Recognising and Celebrating Difference (Incl Religions and Cultural Difference) How are people different, besides how they look? Does being different cause problems? Why? Can people being different be positive? Why?</p> <p>Understanding and Challenging Stereotypes How do we label people? Why do we label people? What is a stereotype? How does someone feel if they have been labelled? Does labelling someone change them or affect them? Why is it important to challenge stereotyping?</p>	<p>Recognising and Celebrating Difference, Including Religions and Cultural Is having different groups something to celebrate? Why? Why can religious and cultural differences cause conflict? Can differences in faiths and cultures be positive? Why? Influence and Pressure of Social Media Does a person's online posts about themselves reflect their life? Why would someone want to create a false impression when they post online? Is it healthy or harmful to post something online that is not the full truth? Why?</p>	<p>Recognising and Reflecting On Prejudice-Based Behaviour What is prejudice? Why do some people show prejudiced behaviour? What is empathy? Can empathy help people to be more understanding of those who are different? How?</p> <p>Understanding Bystander Behaviour How can a bystander's behaviour affect a bullying situation? When would it be unsafe to be an active bystander? When would it be safe to be an active bystander?</p>
Key vocabulary	same different kind helpful caring listen safe friend family home	respect feelings differences safe bullying fair rules special people teasing similarities same kind	unique calm point of view behaviour listen feelings problem unkind respect different arguments kindness special people	family different name calling prejudice tolerance community strangers bullying differences belonging respect identity families similarities	challenge confidence stereotype negotiate unique positive compromise label prejudice differences similarities respect	point of view stereotype discrimination diverse racism respect prejudice excluded conflict religious social media cultural tolerance acceptance	disrespect bystander self-esteem diversity prejudice identity empathy stereotype tolerance assumption media influence gender stereotype community
Skills	I can say how people are similar or different. I can listen to others. I can think of ways we can be kind towards others.	I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.	I can say how I could help myself if I was being left out. 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	I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active

						and what might make them do this.	bystanders can help in bullying situations.
--	--	--	--	--	--	-----------------------------------	---------------------------------------------

Spring Term (2)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	RIGHTS AND RESPECT						
Knowledge	<p>Looking after others Who can you help to look after? How can you help others? Looking after things How can you help at home? How can you look after the classroom? How can you help to look after the environment? Where can you keep money safe?</p>	<p>Looking After Things What needs to be looked after? What do you look after? Is there anything else you can look after? Why does the environment need to be looked after? Do we need to look after money? Why? How can you look after yourself? How do you feel when you have looked after someone or something?</p>	<p>Cooperation and Self-Regulation What can help you to feel calm and settled at home? How does it help? What can help you to feel calm and settled in the classroom? How does it help? Can you help other people to feel calm and settled in class? How? Why is it important to feel calm and settled?</p>	<p>Skills We Need to Develop As We Grow Up Is a fact the same as an opinion? If not, why not? How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online? Helping and Being Helped How do we keep ourselves safe as we get older? Can we help the people who help us? How?</p>	<p>Making A Difference (Different Ways of Helping Others or the Environment) Can one person make a difference to the environment? Do the actions of one person affect lots of people? Can a bystander have a positive effect on negative behaviour? How? What is an active bystander? How can someone be an active bystander? Media Influence Is everything in the media true? Are there always two sides to a story? Can media reports influence people? How? Decisions About Spending Money What choices and decisions do we make about spending money? How do decisions about money affect groups in the community?</p>	<p>Rights and Responsibilities Are rights and responsibilities the same? Do rights and responsibilities change as someone gets older? How? What rights and responsibilities do we have to the community and the environment? Rights and Responsibilities Relating to My Health How is someone responsible for their own health? Why do some people find it hard to stick to their responsibilities for keeping healthy? What might help someone restart being responsible for keeping healthy? Decisions About Lending, Borrowing and Spending What things are needed by people in in the community? What services do local councils provide? Do councils choose how much money they give to the services they provide? How might a council's spending choices affect different groups in the community?</p>	<p>Understanding Media Bias, Including Social Media Does someone's social media profile give a true view of them? Why do people show only certain aspects of themselves? Does social media affect how a person feels about themselves? Does using social media create pressures on people? How? How can someone keep healthy when using social media? Caring: Communities and the Environment What things have an impact on the environment? What is 'sustainable' living? How can we change to live more sustainably? What can someone do to help the environment? Earning and Saving Money What different ways are there to save money? Are there advantages or disadvantages to the different ways to save money, including long-term saving? What is 'interest' when money is saved?</p>

<p>Key vocabulary</p>	<p>family friends feelings care help environment recycle money</p>	<p>clean environment routine first aid spending litter risk responsibility danger safe help money look after responsible</p>	<p>share listen calm erupt control responsibilities confidence unsettled home school feelings</p>	<p>online false check safe parent carer adult search fact opinion</p>	<p>anti-social behaviour media United Nations rights spending reduce influence environment public services income tax recycle essential positive community responsibility reuse volunteer School Council</p>	<p>councillors environment interest rights responsibility debit costs borrow credit health public service loan council exercise vote sustainable elections</p>	<p>biased elections candidate profile interest tax stereotype voting debit card reuse pressure public services sustainable recycling democracy social media</p>
<p>Skills</p>	<p>I can think of ways to show care for a friend or family member I can think of ways I can help at home I can name ways that people can help take care of the environment</p> <p>ELGs <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and to others' needs.</i></p>	<p>I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.</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>I can say some ways of checking whether something is a fact or just an opinion. 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>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. 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. I can give examples of these decisions and how they might relate to me.</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. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p>

Summer Term (1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	BEING MY BEST						
Knowledge	<p>Feelings and emotions How do you feel if you find something difficult?</p> <p>Keeping healthy Which foods are healthy? Which healthy choices can you make?</p>	<p>Growth Mindset What can you do if you find something difficult? Do you need just one idea to help, if you find something difficult? How have your ideas helped you?</p> <p>Keeping Healthy Which foods are healthy and why? Why do we need to eat different foods? What jobs do different foods have in the body?</p>	<p>Looking After My Body How do we get energy? What parts of the body turn food into energy? What do we need to do to stay healthy? Why do we need to keep doing certain things to stay healthy?</p> <p>Growth Mindset What can you do if you find something difficult? Which goals have you set to help yourself? Does setting a goal help with your learning? How?</p>	<p>Keeping Myself Healthy Am I responsible for keeping myself healthy? What can I do myself to keep healthy? How do I feel when I do things to stay healthy?</p> <p>Celebrating and Developing My Skills What skills or talents do I have? How can a talent or skill be developed? Does goal-setting help improve skills and talents? How? What would I like to achieve when I am older? How do I achieve my goals?</p>	<p>Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now? Why is it important to look after myself in the future?</p> <p>Taking Care of My Environment What different things do I do to look after our environment? Why is it important to look after our environment? How does this affect our future?</p>	<p>Growing Independence and Taking Responsibility How does someone become more independent as they grow older? What responsibilities do teenagers have? Does having more independence mean having more responsibility? Why?</p> <p>Media Awareness and Safety Are media images of celebrities true? How can media images of celebrities make someone feel? What non-physical qualities make people attractive? Why?</p>	<p>Aspirations and Goal Setting Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals? How can problems, challenges and barriers be overcome?</p> <p>Managing Risk Are risks physical or emotional? How can a risk be emotional? What can someone do to reduce or remove risk?</p>
Key vocabulary	feelings difficult try healthy grow exercise brain wellbeing sleep hygiene	dairy protein sugar practise difficult learning hygiene cereal try water help healthy support	achieve injection rest choices brain vaccination water large intestine healthy lungs stomach small intestine exercise oxygen	achieve fruit medicine bones goal-setting muscles skills balanced diet talents improve practise proteins water healthy carbohydrates dairy exercise energy vegetables	accident emergency balanced diet recycle breathing community repair reduce creative injury exercise choices wound mental health active first aid future choking reuse wellbeing mindfulness	perseverance media-influence kindness celebrities independence patience resilience consideration confidence personal qualities	give influence be active assessing risk problems choices goal setting overcome vaping practise media aspirations take notice (mindful) weigh up achieve challenges perseverance
Skills	<p>I can name some different feelings</p> <p>I can name some healthy foods</p> <p>I can think of some ways to keep myself healthy</p> <p>ELGs <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>Be confident to try new activities and show independence, resilience</i></p>	<p>I can name a few different ideas of what I can do if I find something difficult.</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.</p>	<p>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</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>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</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>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>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>

	<i>and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>						
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Summer Term (2)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	GROWING AND CHANGING						
Knowledge	<p>Changes in nature What changes in nature? Growing up How do we change as we get older? What can you do now that you couldn't do as a baby?</p>	<p>Getting Help What is a trusted adult? Which adults at home can you ask for help? Which adults at school can you ask for help? Becoming Independent What can you do now, that you couldn't do as a baby? What can you do now, that you couldn't do as a toddler? What can you do now, that you couldn't do last year in Reception? What are you still learning to do? Body Parts Which body parts are on the inside? Which body parts are on the outside? How do different body parts work? Are girls' and boys' bodies the same? Which parts are different?</p>	<p>Life Cycles What helps us to grow? Who helps us to grow? What can you do by yourself now? What are you looking forward to when you are 10 years old? What are you looking forward to when you are 21 years old? Dealing With Loss How does it feel to lose something? How does it feel to say goodbye to someone or something for a long time? Can we stay in touch with someone? How? Being Supportive What positive things can we say to someone about something they have done? Why is it good to help someone? What is a good way to help someone if they are finding something difficult?</p>	<p>Relationships Can a relationship be positive? How? How can a relationship be negative? What can someone do to make a friendship healthy? Keeping Safe What is someone's 'body space'? When is it ok to go into someone's body space? If someone wants another person to leave their body space, how can they ask them to leave? If someone feels uncomfortable, who can they talk to?</p>	<p>Body Changes During Puberty What parts of the body are the same for girls and boys? What parts of the body are different for girls and boys? How do some parts of the body change during puberty? Managing Difficult Feelings What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise? Relationships, including Marriage Why do some people choose to get married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?</p>	<p>Managing Difficult Feelings Why do people have good and not so good feelings? Is resilience the same as confidence? Can someone develop confidence or resilience? How? Does having resilience help people with their feelings? Managing Change What different changes can someone experience? Does change cause strong emotions? Does preparing for change help? How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions? Getting Help Does the body feel differently when someone may need help? When might someone need help? What advice would you give to someone who needs to get help? What makes someone a trusted adult?</p>	<p>Keeping Safe What secrets can be kept private? Why? Are there secrets that should be shared? Why? Who should some secrets be shared with? Body Image What physical changes happen during puberty? How might someone feel when their body changes? Do emotional changes happen during puberty? Why? How can a person feel better about their body changing? Self-Esteem What can affect the way someone feels about themselves? What can someone do or say to feel good about themselves? Do words affect someone as much as actions? How?</p>
Key vocabulary	seasons life cycle grow baby child teenager adult family body parts	Adult Trusted adult Growing Learning Heart Brain Stomach Lungs Genitals	Supportive Loss Change Food Feelings Help Forward Growing Care Goodbye Learning Safe Upset Genitals	Relationships Assertive Jealous Trust Respect Uncomfortable Upset Puberty Vulva Penis	Puberty Period/ Menstruation Hormones Genitals Choice Civil partnership Marriage Love Live together Uncomfortable feelings Compromise	Respect Wellbeing Trust Hormones Mood swings Confidential Confidence Resilience Puberty Crush Embarrassed Period/menstruation Unwanted attention Unwanted touch Period products Separation	Media manipulation Puberty Sexual intercourse Discuss Confidential Online safety Self-esteem Right to privacy Age of consent Stereotype Peer pressure Uncomfortable Physical changes Body image Emotional changes In confidence Sharing online

<p style="text-align: center;">Skills</p>	<p>I can name my special people. I can tell you something that I can do now that I couldn't do when I was a baby. I can name some of my body parts</p>	<p>I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</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. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.</p>	<p>I can name a few things that make a positive relationship and some things that make a negative relationship. 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>I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p>	<p>I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. 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>
--------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------