



# PSHE, RSE and Mental Wellbeing at Grove Church of England Primary

Revised 2022



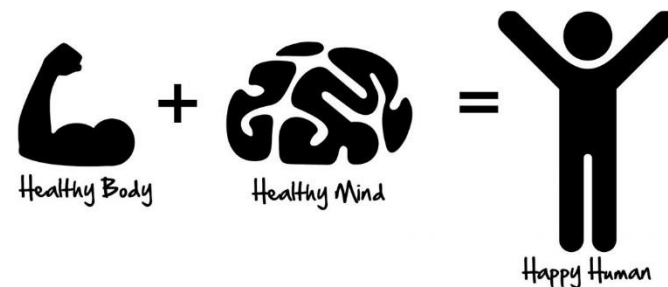
## LONG TERM PLAN OF KNOWLEDGE AND SKILLS

### Intent

The intent of our PSHE and Mental Wellbeing offer is to deliver a curriculum that ensures the children in our school are safe, mentally well, ready for learning and able to develop the skills needed to grow into caring, respectful citizens who achieve their full potential. These intentions reflect our school's three core values of love, respect and resilience as well as encouraging the children to follow our school motto of 'Let Your Light Shine'. The curriculum also encompasses the Relationships and Sex Education Framework which provides children with age-appropriate knowledge, building life skills over time in a way that prepares pupils to make informed choices about their future relationships and to safeguard them against any risks they might encounter.

We take our curriculum planning from Coram Life Education (SCARF) because the topics support social, moral, spiritual (linking to our RE curriculum) and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help. As a result of this learning they will:

- ❖ Know that mental wellbeing is a normal part of daily life, in the same way as physical health.
- ❖ Learn that there is a normal range of emotions and scale of emotions that all humans experience.
- ❖ Adopt simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ❖ Learn how to recognise, understand and build healthy, respectful relationships and also how to manage conflict.
- ❖ Know where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing.
- ❖ Understand the negative impact that bullying (including cyberbullying) has on mental wellbeing; how to spot it, prevent it and seek help.
- ❖ Understand how to stay safe online.
- ❖ Be given the facts about staying healthy including the negative effects of drugs and alcohol.
- ❖ Know key facts about puberty and the changing adolescent body, including physical and emotional changes.



## **Safeguarding**

Our PSHE and RSE curriculum also contains elements that will prepare our children for the potential safeguarding risks they might encounter in their lives. The SCARF lessons include teaching the children the anatomically correct names for private parts for the purpose of them being understood if they need to make a disclosure to someone. Children in Key Stage one are regularly reminded of the 'PANTS' rule and accompanying song created by the NSPCC. This has a powerful message about saying no and telling an adult they trust if someone asks to see their privates. They are taught that our private parts are private. Children are taught, even in Foundation through the use of puppets, what consent means and they apply this to their relationships with each other for example when asking for a hug. Through the SCARF lessons, they are also taught the difference between good and bad secrets for the purpose of defining when it is inappropriate for someone to make them keep a secret. The children are given a wide vocabulary to use when describing feelings including where in our body we feel those emotions. The benefit of this is for children to know when something or someone makes them feel uncomfortable and for them to have a bank of people who they can speak to for support. Along with our E-safety modules in Computing, SCARF also teaches children from Year Two upwards the skills to stay safe online and the knowledge that some people may not be who they say they are. They are taught strategies to manage this and stay safe. In Upper Key Stage Two the pupils are taught about different cultures in the community. This then ties in with learning about forced marriage and FGM (Female Genital Mutilation.) The purpose of this is for children to be aware of how to spot when friends are in potential danger and who they can speak to if they are concerned about them. A common thread woven into all areas of the SCARF lessons is for pupils to be knowledgeable and in touch with their emotions so that if they do need support, they know who they can speak to, what to say and also to repeat their concerns until something is done to help.

## **Whole School Learning**

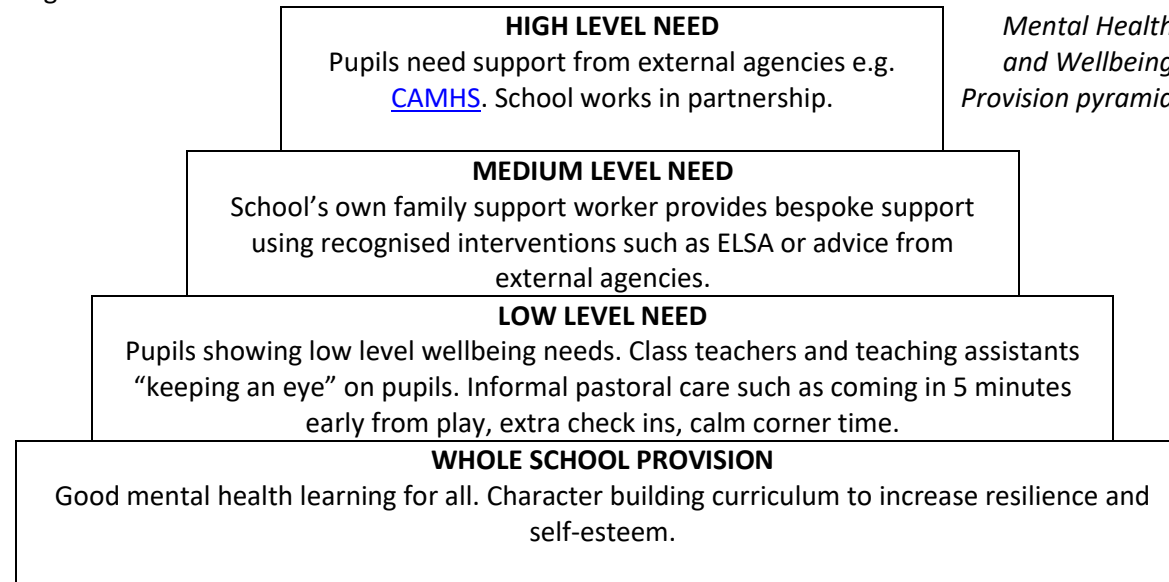
We aim to take a whole school approach to wellbeing through our culture and curriculum. For example:

- ❖ Policies in place to support mental health and wellbeing e.g. attendance management; safeguarding and child protection; and PSHE.
- ❖ An active school council.
- ❖ Parents engaged and supported through our website, social media platforms and home-school updates via Class Dojo.
- ❖ Whole school awareness days/weeks to promote wellbeing including World Mental Health Days.
- ❖ Whole school mental health techniques taught and promoted to pupils. E.g. [five ways to wellbeing](#), [take five breathing](#), emotional regulation, mindfulness/meditation, relaxation and movement exercises such as yoga.
- ❖ PSHE lessons (curriculum outlined below)
- ❖ Pupil Voice Conferences each term for children to give staff their feedback on all school matters, including mental health and wellbeing.
- ❖ Zones of Regulation teaching linked to emotional check-in registers.
- ❖ Emotional Literacy Support Assistance (ELSA).
- ❖ Annual workshops provided by SCARF Life Education bus, either in person or online, related to aspects of the PSHE framework.

## **Pupils in need of additional support**

We are aware of risk factors which may indicate a pupil needs help and we know our children well to recognise changes in their behaviour and personality. We use our Mental Health and Wellbeing Provision pyramid to guide our responses. These may include:

- ❖ One to one and group work with trained school staff.
- ❖ Supporting and working with families.



## Implementation

In our weekly PSHE lessons lasting around 60 minutes, we teach the suggested half-termly units on Coram Life Education (SCARF) built from the non-statutory National Curriculum guidance and the EYFS framework. This is supported by a clear skills and knowledge progression to ensure that these are built on year by year and sequenced appropriately to maximise learning for all children in line with the social and emotional experiences they might have at a particular age. Through the following, we aim to provide a rich and broad experience in the study of PSHE and RSE in every year group. Wellbeing lessons can also happen when they are required; teachers do not wait for the 'friendship' lesson to come up if a discussion is required in class that week.

Using the long-term overview taken from SCARF, teachers will present a sequence of lessons using skills and progression which marry up with the learning opportunities outlined by the PSHE Association. Teachers aim to provide a sensitive and nurturing environment suitable for the age group taught whilst building on the previous year's learning. Pupils are encouraged to share their own ideas and experiences whilst reflecting thoughtfully on those of others. Teachers are aware of the chance that children may disclose safeguarding information during or as a result of a topic discussion.

In Early Years, the programme of Study comes from the EYFS Framework and teaches the following statements.

In Year 1 to 6, each lesson will come under one or more of the statements from the Relationships Education and Health Education programme of Study.

<u>EYFS Curriculum 2020 related Early Learning Goals</u> <u>Communication and Language, Personal Social and Emotional Development</u>	<u>RELATIONSHIPS EDUCATION</u> <u>Programme of Study:</u>	<u>HEALTH EDUCATION</u> <u>Programme of Study:</u>
<ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Express their ideas and feelings about their experiences using full sentences.</li> <li>• Show sensitivity to their own and to others' needs.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Talk about the lives of people around them and their roles in society. (UtW)</li> <li>• Explore the natural world around them.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control immediate impulses.</li> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour.</li> <li>• Understand some important processes and changes in the natural world around them.</li> <li>• Participate in small group, class and one-to-one discussions...using recently introduced vocabulary.</li> </ul>	Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe	Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy Eating  Drugs, alcohol and tobacco  Health and prevention  Basic first aid  Changing adolescent body

We ensure that every pupil, regardless of SEN(D) or ability, is able to participate in lessons and access the curriculum. The nurturing circle time sessions allow for equality between the children with a chance for every child to be listened to. The children have an agreement of how to respect each other during these sessions and adults support the opinions that pupils offer.

**Assessment:** Foundation Stage pupils are assessed against the EYFS Early Learning Goals of Personal Social and Emotional Development. Pupils in years 1-6 are regularly monitored and assessed against the criteria in our progression and skills document using an end of unit quiz and if there are children that flag concern they are referred to home school link workers and/or our in-house ELSA team (Emotional Literacy Support Assistance).

## Impact

By the time our pupils leave Grove CE Primary in Year 6, we aim for them to;

- ❖ Understand how to keep themselves physically and mentally healthy, including how to safeguard against risks.
- ❖ Have a repertoire of strategies to support their physical and mental health.
- ❖ Know how to maintain healthy and respectful relationships with family and friends.
- ❖ Have clear boundaries and respect for others when presenting themselves online.
- ❖ Be factually knowledgeable about the physical and emotional changes that they and their peers will experience as they enter adolescence.
- ❖ Embody the values of our school so that they may 'let their light shine' in the wider community.

# EYFS

## (PSHE and RSE and mental wellbeing)

	Knowledge	Skills	Key Vocabulary
<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>Understand that we have different special people.</li> <li>Name the people who will help them.</li> <li>Talk about how they are the same or different to others.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own interests.</li> <li>Talk about their families.</li> <li>Listen to what others say and respond.</li> <li>Share their favourite interests and objects.</li> <li>Notice when a friend is in need at school and help them.</li> </ul>	Special practice Effort same Different favourite Family help special people friends feelings sad emoji kind helpful
	Knowledge	Skills	Vocabulary
<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>Recognise that we can have things in common with others.</li> <li>Know the importance of showing care and kindness towards others.</li> </ul>	<ul style="list-style-type: none"> <li>Be sensitive towards others and celebrate what makes each person unique.</li> <li>Use speaking and listening skills to learn about the lives of their peers.</li> <li>Demonstrate skills in building friendships and cooperation.</li> </ul>	Likes dislikes Favourite home Kind kindness friendship
	Knowledge	Skills	Vocabulary
<b>Term 3</b> <b>Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>Talk about how to keep their bodies healthy and safe.</li> <li>Name ways to stay safe around medicines.</li> <li>Know age-appropriate ways to stay safe online.</li> <li>Know how to stay safe in their home, classroom and outside.</li> </ul>	<ul style="list-style-type: none"> <li>Name adults in their lives and those in their community who keep them safe.</li> </ul>	Safe unsafe Uncomfortable Worried trust
	Knowledge	Skills	Vocabulary
<b>Term 4</b> <b>Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>Understand that they can make a difference.</li> <li>Identify how they can care for their home, school and special people.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how they can make an impact on the natural world.</li> <li>Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</li> </ul>	Helpful caring Responsibility Environment Pollutions Recycling
	Knowledge	Skills	Vocabulary
<b>Term 5</b> <b>Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>Name and discuss different types of feelings and emotions.</li> <li>Understand that they can make healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>Feel resilient and confident in their learning.</li> <li>Learn and use strategies or skills in approaching challenges. Name and recognise how healthy choices can keep us well.</li> </ul>	Bounce back Encourage Try again Healthy

				Exercise Routine
		<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 6</b> <b>Unit: Growing and Changing</b>	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Know how to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct vocabulary when naming the different parts of the body.</li> </ul>	Seasons- spring, summer, autumn, winter Growing Life cycle Baby child teenager Adult old age grow Private parts Penis Vuvla	

# Year 1

## (PSHE and RSE and mental wellbeing)

	Knowledge	Skills	Key Vocabulary
<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>About rules and age restrictions that keep us safe.</li> <li>About how to treat themselves and others with respect; how to be polite and courteous.</li> <li>About what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>About ways of sharing feelings; a range of words to describe feelings.</li> <li>About different feelings that humans can experience.</li> <li>How feelings can affect people's bodies and how they behave.</li> <li>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>About different types of families including those that may be different to their own.</li> <li>Know the key words to describe genitals and body parts: penis, vulva, breasts.</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise what others might be feeling.</li> <li>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>How to recognise and name different feelings.</li> <li>Simple strategies to resolve arguments between friends positively.</li> <li>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> </ul>	Rules safe responsibility work together feelings body language emotions safe behaviour support hurt help heal family friendships making up
	Knowledge	Skills	Vocabulary
<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>To recognise the ways in which we are all unique.</li> <li>About different types of families including those that may be different to their own.</li> <li>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>About how people may feel if they experience hurtful behaviour or bullying.</li> <li>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.</li> <li>About the roles different people play in our lives.</li> <li>About the different groups they belong to.</li> </ul>	<ul style="list-style-type: none"> <li>To identify what they are good at, what they like and dislike.</li> <li>To recognise the ways in which they are the same and different to others.</li> <li>How to report bullying; the importance of telling a trusted adult.</li> <li>To identify the people who love and care for them and what they do to help them feel cared for.</li> </ul>	Same different difference respect unkind unkindness tease teasing bully bullying behaviour rule safe fair special people qualities
	Knowledge	Skills	Vocabulary
<b>Term 3</b> <b>Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>About what keeping healthy means; different ways to keep healthy.</li> </ul>	<ul style="list-style-type: none"> <li>How to ask for help if a friendship is making them feel unhappy.</li> </ul>	Energy food Water air Oxygen exercise

	<ul style="list-style-type: none"> <li>About how physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>About things that help people feel good (e.g. spending time with family, getting enough sleep).</li> <li>About why sleep is important and different ways to rest and relax.</li> <li>About the people whose job it is to help keep us safe.</li> <li>That it is important to tell someone if something about their family makes them unhappy or worried.</li> <li>About change and loss; to identify feelings associated with this; to recognise what helps people to feel better.</li> <li>That medicines can help people to stay healthy.</li> <li>That household products can be harmful if not used correctly.</li> <li>About things that people can put into their body or their skin; how these can affect how people feel.</li> <li>About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> </ul>	<ul style="list-style-type: none"> <li>About how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> </ul>	<p>Sleep healthy Dairy fruit vegetables sugar salt cereal meat sleep rest grow tired Feelings worried Nervous scared Support unsafe Medicine harm Responsibility Harmful safe Privates private</p>
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 4 Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>About dental care and visiting the dentist; food and drink that support dental health.</li> <li>How people and other living things have different needs; about the responsibilities of caring for them.</li> <li>What money is; forms that money comes in; that money comes from different sources.</li> <li>That people make different choices about how to save and spend money.</li> <li>That money needs to be looked after; different ways of doing this.</li> </ul>	<ul style="list-style-type: none"> <li>how to brush teeth correctly.</li> <li>About things they can do to help look after their environment.</li> <li>About what is meant by first aid; basic techniques for dealing with common injuries.</li> </ul>	<p>Hygiene routine Clean environment Responsibility Rules money Bills spending Afford accident Danger risk First aid emergency</p>
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 5 Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>About foods that support good health and the risks of eating too much sugar.</li> <li>About what is kind and unkind behaviour, and how this can affect others.</li> </ul>	<ul style="list-style-type: none"> <li>Simple hygiene routines that can stop germs from spreading.</li> <li>How to manage when finding things difficult.</li> </ul>	<p>Starchy dairy Protein fruit Vegetables vitamins Portion germs</p>

		<ul style="list-style-type: none"> <li>• Simple strategies to resolve arguments between friends positively.</li> <li>• About how to treat themselves and others with respect; how to be polite and courteous.</li> <li>• How to listen to other people and play and work cooperatively.</li> </ul>	Disease hygiene Spread learning practice make mistakes confidence achievement praise support feedback encourage feelings behaviour consequences special person promise
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 6</b> <b>Unit: Growing and Changing</b>	<ul style="list-style-type: none"> <li>• About growing and changing from young to old and how people's needs change.</li> <li>• How people and other living things have different needs; about the responsibilities of caring for them.</li> <li>• That it is important to tell someone if something about their family makes them unhappy or worried.</li> <li>• About the importance of not keeping adults' secrets.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the people who love and care for them and what they do to help them feel cared for.</li> <li>• To identify common features of family life.</li> <li>• How to ask for help if a friendship is making them feel unhappy.</li> <li>• How to respond safely to adults they don't know.</li> <li>• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>• What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> <li>• To name the main parts of the body including external genitalia.</li> <li>• To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> </ul>	Organ heart Lungs intestines Brain stomach Oxygen digested Caring love Attention change Growing Unkind unkindness Tease teasing Bully bullying Witness experience getting help surprise secret uncomfortable privates private penis vulva hygiene

# Year 2

## (PSHE and RSE and mental wellbeing)

	Knowledge	Skills	Key Vocabulary
<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>About what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>About how people may feel if they experience hurtful behaviour or bullying.</li> <li>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>How to listen to other people and play and work cooperatively.</li> </ul>	Happy safe caring friendly rules Bullying teasing
	• <b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>That everyone has different strengths.</li> <li>About the roles different people play in our lives.</li> <li>About different types of families including those that may be different to their own.</li> <li>About the different groups they belong to.</li> <li>About how to recognise when they or someone else feels lonely and what to do.</li> <li>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> <li>About what is kind and unkind behaviour, and how this can affect others.</li> <li>About how to treat themselves and others with respect; how to be polite and courteous.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what makes them special.</li> <li>To recognise the ways in which we are all unique.</li> <li>To recognise the ways in which they are the same and different to others.</li> <li>To identify the people who love and care for them and what they do to help them feel cared for.</li> <li>To recognise the ways they are the same as, and different to, other people.</li> <li>Simple strategies to resolve arguments between friends positively.</li> <li>How to listen to other people and play and work cooperatively.</li> <li>How to talk about and share their opinions on things that matter to them.</li> </ul>	Unique respect Behaviour calm Aggressive cooperate problem
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 3</b> <b>Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>That everyone has different strengths.</li> <li>About how to keep safe at home (including around electrical appliances) and fire safety.</li> <li>About the people whose job it is to help keep us safe.</li> <li>That household products (including medicines) can be harmful if not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>Ways to keep safe in familiar and unfamiliar environments and how to cross the road safely.</li> <li>How to respond safely to adults they don't know.</li> </ul>	Touch uncomfortable safe unsafe surprise secret genitals penis vulva consent permission

	<ul style="list-style-type: none"> <li>• That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> <li>• That sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>• About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>• About the importance of not keeping adults' secrets.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>• To name the main parts of the body including external genitalia.</li> </ul>	
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 4 Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• About how people make friends and what makes a good friendship.</li> <li>• About what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>• About the people whose job it is to help keep us safe.</li> <li>• About what to do if there is an accident and someone is hurt.</li> <li>• About things they can do to help look after their environment.</li> <li>• What money is; forms that money comes in; that money comes from different sources.</li> <li>• That people make different choices about how to save and spend money.</li> <li>• That money needs to be looked after; different ways of doing this.</li> <li>• Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>• To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>• That sometimes people may behave differently online.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple strategies to resolve arguments between friends positively.</li> <li>• About how to treat themselves and others with respect; how to be polite and courteous.</li> <li>• Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>• How to get help in an emergency.</li> </ul>	Responsibility Control Environmental Saving spending
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 5 Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<ul style="list-style-type: none"> <li>• How to manage when finding things difficult.</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>	Practice encourage Goal achieve Challenge choices Healthy unhealthy

		<ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> </ul>	Links to the National Curriculum in Science	Vaccination Dental hygiene Brain, heart, lungs, stomach, intestines
		<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
	<b>Term 6 Unit: Growing and Changing</b>	<ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>About change and loss (including death); to identify feelings associated with this;</li> <li>About growing and changing from young to old and how people's needs change.</li> <li>About what is meant by first aid; basic techniques for dealing with common injuries.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise what helps people to feel better.</li> </ul>	Support supportive Frightened nervous Unique Penis testicles vagina vulva Nipples Consent Permission Accident danger risk

# YEAR 3

## (PSHE and RSE and mental wellbeing)

		Knowledge	Skills	Key Vocabulary
	<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>Reasons for following and complying with regulations and restrictions); how they promote personal safety and wellbeing.</li> <li>To recognise reasons for rules and laws and the consequences of not adhering to rules and laws.</li> <li>To recognise that feelings can change over time and range in intensity.</li> <li>About everyday things that affect feelings and the importance of expressing feelings.</li> <li>To recognise other shared characteristics of healthy family life.</li> <li>About change and loss, and how these can affect feelings.</li> <li>About the importance of friendships and how positive friendships support wellbeing.</li> <li>What constitutes a positive healthy friendship and that the same principles apply to online friendships.</li> <li>The importance of seeking support if feeling lonely or excluded.</li> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>About hazards that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to respond to feelings proportionately in different situations.</li> <li>About some of the skills that will help them in their future careers.</li> <li>strategies to resolve disputes and reconcile differences positively and safely.</li> <li>how to show care and concern for others.</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul>	Collaborate Compromise Conflict Dare Persuade Continuum Opinions Courteous Respectful Strategies Apologise
	<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>To recognise that there are different types of relationships.</li> <li>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>That a feature of positive family life is caring relationships.</li> <li>About diversity: about valuing diversity within communities.</li> <li>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and respect that there are different types of family structure.</li> <li>To recognise other shared characteristics of healthy family life.</li> <li>To value the different contributions that people and groups make to the community.</li> <li>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.</li> <li>How to discuss and debate topical issues respectfully.</li> </ul>	Adoption fostering Blended family Same-sex couple Diversity Stereotypes Discrimination Race Colour Sexuality Identity bullying

	<ul style="list-style-type: none"> <li>About the different groups that make up their community; what living in a community means.</li> <li>About respecting the differences and similarities between people.</li> <li>The importance of having compassion towards others.</li> <li>About personal identity; what contributes to who we are.</li> <li>About discrimination: what it means and how to challenge it.</li> <li>About the impact of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online.</li> </ul>	
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 3 Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>About the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>About the importance of keeping personal information private; strategies for keeping safe online.</li> <li>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> <li>About seeking and giving permission (consent) in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>How to predict, assess and manage risk in different situations.</li> <li>Strategies for keeping safe in the local environment or unfamiliar places and firework safety; safe use of digital devices when out and about.</li> <li>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> </ul>	Trust Safe unsafe Danger risk Strategies Consequence Drugs Cigarettes Nicotine Alcohol Browsing Phishing Search engine Fake news Internet safety Public Profile Personal information Medicines
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 4 Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice e.g. volunteering.</li> <li>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul>	<ul style="list-style-type: none"> <li>To value the different contributions that people and groups make to the community.</li> <li>How and when to seek support if they are worried about their health.</li> <li>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> </ul>	Volunteer Helper Responsible Fact opinion Environment Waste spending Income saving earning

	<ul style="list-style-type: none"> <li>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</li> <li>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li> </ul>	<ul style="list-style-type: none"> <li>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> </ul>	
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 5 Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>About the elements of a balanced, healthy lifestyle.</li> <li>About choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>About what constitutes a healthy diet; how to plan healthy meals and the risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>That bacteria and viruses can affect health; the wider importance of personal hygiene and how to maintain it.</li> <li>The importance of having compassion towards others; how to show care and concern for others.</li> <li>About why someone may behave differently online.</li> <li>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>How to make informed decisions about health.</li> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> <li>To recognise other shared characteristics of healthy family life.</li> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> </ul>	Balanced diet Proteins muscle Starchy carbohydrates dairy teeth bones energy Infection cleanliness hygiene drug dose Justify Ambitions talents skills intelligence
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 6 Unit: Growing and Changing</b>	<ul style="list-style-type: none"> <li>About the importance of friendships and strategies for building positive friendships.</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>About the concept of privacy; including that it is not always right to keep secrets if they relate to being safe.</li> <li>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>About the physical and emotional changes that happen during puberty.</li> <li>About the importance of keeping clean and how to maintain personal hygiene during and after puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what constitutes a positive healthy friendship.</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences.</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to ask for support if necessary.</li> <li>To be able to recognise and model respectful behaviour online.</li> <li>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>About what is meant by first aid; basic techniques for dealing with common injuries.</li> </ul>	Relationships positive healthy Trust caring Personal space Body space Invade respect touch secret surprise jealous uncomfortable Egg Sperm Puberty Period Ovary

		<ul style="list-style-type: none"><li>• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li></ul>		fallopian tube uterus womb lining vagina sanitary pad tampon menstruation cup
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# YEAR 4

## (PSHE and RSE and mental wellbeing)

		Knowledge	Skills	Key Vocabulary
	<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>About everyday things that affect feelings and the importance of expressing feelings.</li> <li>What constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships.</li> <li>About discrimination: what it means and how to challenge it.</li> <li>The importance of seeking support if feeling lonely or excluded.</li> <li>That healthy friendships make people feel included; recognising loneliness and strategies for how to include people.</li> <li>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that feelings can change over time and range in intensity.</li> <li>Develop a varied vocabulary to use when talking about feelings.</li> <li>Strategies to respond to feelings, how to manage and respond to feelings.</li> <li>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</li> </ul>	devastated miserable distressed lonely ignored isolated abandoned apologetic regretful remorseful rueful repentant aching excruciating agonising painful happy delighted ecstatic joyful calm untroubled assured confident peaceful frightened petrified terrified bothered assertive aggressive negotiate facial expressions body language
	<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>What constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships.</li> <li>The importance of seeking support if feeling lonely or excluded.</li> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>About seeking and giving permission (consent) in different situations.</li> <li>That a feature of positive family life is caring relationships.</li> </ul>	<ul style="list-style-type: none"> <li>About the importance of friendships; strategies for building positive friendships.</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences.</li> <li>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>To recognise other shared characteristics of healthy family life.</li> </ul>	Compromise Acquaintances Stereotype

	<ul style="list-style-type: none"> <li>• About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>• To recognise and respect that there are different types of family structure.</li> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> </ul>	
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 3</b> <b>Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>• About hazards that may cause harm in the home and what they can do to reduce risks and keep safe.</li> <li>• About the importance of keeping personal information private; strategies for keeping safe online.</li> <li>• To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face.</li> <li>• About why someone may behave differently online, how to report concerns.</li> <li>• Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> <li>• About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> <li>• To recognise the importance of self-respect and how this can affect their thoughts about themselves.</li> <li>• About the importance of taking medicines correctly and using household products safely.</li> <li>• About the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• About why people choose to use or not use drugs.</li> <li>• About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for keeping safe in the local environment and firework safety; safe use of digital devices.</li> <li>• How to respond safely and appropriately to adults they may encounter whom they do not know.</li> <li>• Strategies for recognising and managing peer influence and a desire for peer approval in friendships.</li> </ul>	Danger dangerous risk risky Hazard hazardous privacy security privacy settings Dare assertive Medicine drug Social norms Persevere Influence Consequence

	Knowledge	Skills	Vocabulary
<b>Term 4</b> <b>Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> <li>• Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About discrimination: what it means and how to challenge it.</li> <li>• About the relationship between rights and responsibilities.</li> <li>• To recognise that people have different attitudes towards saving and spending money; what influences people's decisions.</li> <li>• That people's spending decisions can affect others and the environment.</li> <li>• To recognise that people make spending decisions based on priorities, needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>• How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> <li>• Strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</li> </ul>	Reliable trustworthy Laws Rights responsibilities United Nations Democracy Anti-social behaviour Witness Environment Conservation Income Expenditure Essential income tax national insurance VAT deductions public services
	Knowledge	Skills	Vocabulary
<b>Term 5</b> <b>Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>• About personal identity; what contributes to who we are.</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.</li> <li>• About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>• About the elements of a balanced, healthy lifestyle.</li> <li>• About choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>• About what constitutes a healthy diet.</li> <li>• What constitutes a positive healthy friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of having compassion towards others; how to show care and concern for others.</li> <li>• How to make informed decisions about health.</li> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• About strategies and behaviours that support mental health.</li> <li>• About what is meant by first aid; basic techniques for dealing with common injuries.</li> <li>• How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</li> </ul>	Individual Unique refuse reduce re-use rot recycle repair re-think first aid injury minor accident emergency

	<ul style="list-style-type: none"> <li>• About what good physical health means; how to recognise early signs of physical illness.</li> <li>• How regular (daily/weekly) exercise benefits mental and physical health.</li> <li>• About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</li> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.</li> <li>• About the different groups that make up their community; what living in a community means.</li> <li>• To value the different contributions that people and groups make to the community.</li> </ul>		<p>blood nose bleed choking breathing airway unresponsive casualty burn scald wound recovery</p>
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<p><b>Term 6</b> <b>Unit: Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>• To recognise that feelings can change over time and range in intensity.</li> <li>• About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>• About the physical and emotional changes that happen when approaching and during puberty.</li> <li>• That a feature of positive family life is caring relationships.</li> <li>• To recognise other shared characteristics of healthy family life.</li> <li>• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>• About the physical and emotional changes that happen when approaching and during puberty.</li> <li>• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> <li>• About seeking and giving permission (consent) in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>• About how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking.</li> <li>• About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> </ul>	<p>hormones puberty pubic hair eggs      sperm penis      testicles breasts      ovaries womb      vagina vulva      clitoris labia menstrual cycle periods menstruation sanitary pads tampons menstruation cup live together civil partnership forced marriage</p>

		<ul style="list-style-type: none"><li>• About keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.</li><li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li><li>• About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other.</li><li>• That forcing anyone to marry against their will is a crime.</li><li>• That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</li></ul>		
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# YEAR 5

## (PSHE and RSE and mental wellbeing)

		Knowledge	Skills	Key Vocabulary
	<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> <li>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>The importance of seeking support if feeling lonely or excluded.</li> <li>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> </ul>	<ul style="list-style-type: none"> <li>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> </ul>	Collaboration/ collaboratively Negotiation Compromise Conflict Resolution Qualities Passive, aggressive, assertive
	<b>Term 2</b> <b>Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society;</li> </ul>	<ul style="list-style-type: none"> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul>	Discrimination/ discriminatory Injustice Racism Diversity / diverse sex, gender identity, gender expression and sexual orientation.

		<p>strategies to improve or support courteous, respectful relationships.</p> <ul style="list-style-type: none"> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About discrimination: what it means and how to challenge it.</li> <li>• About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</li> <li>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</li> <li>• That for some people gender identity does not correspond with their biological sex.</li> <li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>•</li> </ul>	
		<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
	<p><b>Term 3 Unit: Keeping Myself Safe</b></p>	<ul style="list-style-type: none"> <li>• About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>• About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>• About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>• How to predict, assess and manage risk in different situations.</li> <li>• Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</li> </ul>	<p>Habits Risk/ risk taking 'a dare' Consent Drugs</p>

	<ul style="list-style-type: none"> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• About seeking and giving permission (consent) in different situations.</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>• About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</li> <li>• About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> <li>• To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>• About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> <li>• How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</li> <li>• About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</li> <li>• About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>• Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> </ul>	
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	<ul style="list-style-type: none"> <li>About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> </ul>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 4</b> <b>Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>About the relationship between rights and responsibilities.</li> <li>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>To value the different contributions that people and groups make to the community.</li> <li>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</li> <li>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>To recognise that people make spending decisions based on priorities, needs and wants.</li> <li>Different ways to keep track of money.</li> <li>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> <li>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul>	<ul style="list-style-type: none"> <li>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> <li>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> <li>To identify the ways that money can impact on people's feelings and emotions.</li> </ul>	Biased reporting Responsibilities Rights Duties voluntary, community and pressure (action) group loan, credit, debt, interest Councillors
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 5</b> <b>Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>About the elements of a balanced, healthy lifestyle.</li> <li>About choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol)</li> </ul>	<ul style="list-style-type: none"> <li>How to make informed decisions about health.</li> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>To value the different contributions that people and groups make to the community.</li> <li>To recognise their individuality and personal qualities.</li> <li>About what is meant by first aid; basic techniques for dealing with common injuries.</li> </ul>	Community Organs Body system perseverance commitment resilience determination patience interpersonal skills independence

		<p>and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <ul style="list-style-type: none"> <li>• About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> <li>• About what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</li> <li>• About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> <li>• About the different groups that make up their community; what living in a community means.</li> <li>• About the new opportunities and responsibilities that increasing independence may bring.</li> </ul>	<ul style="list-style-type: none"> <li>• How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</li> <li>• How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> </ul>	responsibility
		<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
	<p><b>Term 6 Unit: Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>• To recognise that feelings can change over time and range in intensity.</li> <li>• About everyday things that affect feelings and the importance of expressing feelings.</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</li> <li>• About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>• About the physical and emotional changes that happen when approaching and during puberty (including</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>• Strategies to manage transitions between classes and key stages.</li> </ul>	<p>Resilience  Puberty  breasts  Pubic Hair  Outer/inner Lips (labia)  Vaginal Opening  Vulva  Clitoris  Urinary opening  Anus  Foreskin  Penis  Testicle  Scrotum  Reproduction  Menstruation  Menstrual cycle  Period  Erections  Wet dreams</p>

		<p>menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <ul style="list-style-type: none"> <li>• About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> <li>• About where to get more information, help and advice about growing and changing, especially about puberty.</li> <li>• That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• About seeking and giving permission (consent) in different situations.</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About discrimination: what it means and how to challenge it.</li> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> </ul>	<p>Ejaculation genitals hormones cervix vagina uterus fallopian tubes ovaries semen gender prejudice stereotype biological sex gender identity gender expression sexual orientation</p>
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# YEAR 6

## (PSHE and RSE and mental wellbeing)

		Knowledge	Skills	Key Vocabulary
	<b>Term 1</b> <b>Unit: Me and My Relationships</b>	<ul style="list-style-type: none"> <li>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</li> <li>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> <li>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>The importance of seeking support if feeling lonely or excluded.</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>About seeking and giving permission (consent) in different situations.</li> <li>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>About discrimination: what it means and how to challenge it.</li> <li>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul>	Negotiation Compromise Peer influence Peer pressure Assertive Discrimination marriage civil partnership forced marriage illegal

	<ul style="list-style-type: none"><li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li><li>• About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li><li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li><li>• About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</li><li>• That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</li><li>• That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</li><li>• That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li><li>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</li><li>• That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li><li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li><li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li><li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li></ul>		
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	<ul style="list-style-type: none"> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</li> <li>• About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>• Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> </ul>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 2 Unit: Valuing Differences</b>	<ul style="list-style-type: none"> <li>• What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>• About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> </ul>	Bystander Discrimination Diversity Prejudice Tolerance Acquaintance Stereotype unique diversity biological sex

	<ul style="list-style-type: none"> <li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>• About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>• To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>• To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>• That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li> <li>• How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>• To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>• That for some people gender identity does not correspond with their biological sex.</li> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>• About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</li> <li>• About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</li> </ul>	<ul style="list-style-type: none"> <li>• That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>• Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>•</li> </ul>	<p>sexual orientation gender identity gender expression media influence</p>
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	Knowledge	Skills	Vocabulary
<b>Term 3</b> <b>Unit: Keeping Myself Safe</b>	<ul style="list-style-type: none"> <li>• About seeking and giving permission (consent) in different situations.</li> <li>• That personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>• About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>• About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> <li>•</li> </ul>	Addiction Drug Substance Alcohol social media parental consent trolling online safety sharing privacy personal information drug laws age restrictions possess supply produce illegal penalties

	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>• What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>• About the new opportunities and responsibilities that increasing independence may bring.</li> <li>• That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li> <li>• About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> </ul>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 4 Unit: Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>• To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>• About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>• About seeking and giving permission (consent) in different situations.</li> <li>• About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> <li>• That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>• To identify the kind of job that they might like to do when they are older.</li> </ul>	<ul style="list-style-type: none"> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</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>•</li> </ul>	<ul style="list-style-type: none"> <li>Fact</li> <li>Opinion</li> <li>Biased / unbiased</li> <li>Social media</li> <li>Tax VAT</li> <li>Community group</li> <li>Voluntary</li> <li>Pressure/ Action group</li> <li>Environmentally sustainable</li> <li>Democracy</li> <li>campaign bid</li> <li>mission statement</li> <li>pitch</li> <li>grant</li> <li>beneficiary</li> <li>proposal</li> <li>debate</li> <li>amendments</li> <li>penalties</li> <li>enforcement</li> <li>majority</li> </ul>

	<ul style="list-style-type: none"> <li>To value the different contributions that people and groups make to the community.</li> <li>About the relationship between rights and responsibilities.</li> <li>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul>		House of Commons House of Lords Royal Assent
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 5 Unit: Being My Best</b>	<ul style="list-style-type: none"> <li>About the elements of a balanced, healthy lifestyle.</li> <li>About choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</li> <li>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> <li>About the new opportunities and responsibilities that increasing independence may bring.</li> </ul>	<ul style="list-style-type: none"> <li>How to make informed decisions about health.</li> <li>How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</li> <li>How to predict, assess and manage risk in different situations.</li> <li>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>How to make a clear and efficient call to emergency services if necessary.</li> </ul>	Wellbeing Aspirations Risk goal setting perseverance assessing risk weigh up dilemma Red Cross first aid emergency 999 ambulance operator information serious adult scenario script role feelings panic calm responsive unresponsive

	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>• What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• About discrimination: what it means and how to challenge it.</li> <li>• That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>•</li> </ul>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Term 6 Unit: Growing and Changing</b>	<ul style="list-style-type: none"> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• About everyday things that affect feelings and the importance of expressing feelings.</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>• About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>• To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>• About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• Strategies to manage transitions between classes and key stages.</li> <li>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> </ul>	Stereotype Gender stereotype Puberty FGM- Female Genital Mutilation Sexual reproduction Sperm Fertilise IVF Abortion Condoms Erections Orgasm Labour Caesarean Queer Adoption

	<ul style="list-style-type: none"> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>• About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</li> <li>• That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>• About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>• About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>• Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> <li>• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>• About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</li> <li>• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> </ul>	<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.</li> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</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 pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>•</li> </ul>	<p>Surrogacy embryo HIV infection immune system virus transmission sharing needles sexual contact condom prejudice</p>
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