



Dr Radcliffe's CE Primary School

Curriculum Information

PSHE

OFSTED Target - While some pupils already achieve exceptionally well, this is not consistently the case for pupils across the school. Leaders need to improve the depth and challenge of the curriculum further, so that pupils, including those with SEND, make excellent progress in the subjects they study.

Intent

PSHE supports many of the principles of safeguarding and links closely to our safeguarding, and the development of SMSC and British Values. The PSHE curriculum has an important role in supporting school to implement the 9 protected characteristics of The Equality Act 2010.

Through PSHE we aim to develop the knowledge and skills of the children to enable them to:

- recognise the importance of their own mental health and well-being
- work collaboratively with others
- make a positive contribution to the life of the school.
- prepare children to be a global citizen in a diverse society
- prepare them for the opportunities, responsibilities and experiences for later life.

Implementation

A clear progression of learning opportunities are mapped across each year group.

Children are provided with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences and in addition as a result of an issue that has arisen in their own class.

The PSHE curriculum is developed through questioning, the development of vocabulary and through discussion topics. We use a range of resources including materials from SCIB (safeguarding children in Banbury), the PSHE association materials and SCARF resources from the Coram Institute.

PSHE is an important part of collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

We encourage children to actively engage in and participate in the life of the school.

Impact

At Dr Radcliffe's pupils:

- develop into healthy, independent and responsible members of a society.
- understand how they are developing personally and socially
- develop the skills to tackle many of the moral, social and cultural issues that are part of growing up and know how to develop good relationships.
- have a growing understanding of their rights and responsibilities
- appreciate what it means to be a member of a diverse society.
- have a developing sense of self-worth
- understand how to stay safe and healthy
- develop in self-esteem, resilience and empathy,
- have high aspirations of themselves
- understand the importance of equality
- understand the impact of prejudice

PSHE topic overview for the year

	Class R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Me and my relationships						
Term 2	Valuing difference						
Term 3	Keeping safe						
Term 4	Rights and responsibility						
Term 5	Being my best						
Term 6	Growing and changing						

Me and my relationships

'Me and my relationships' is the part of the PSHE curriculum that helps children understand themselves and others, build positive relationships, and develop essential social and emotional skills. It explores what makes each child unique, the importance of family and friends, how to communicate effectively, and how to recognise and manage feelings. It also teaches children how to ask for help, understand boundaries, and navigate social challenges like bullying, teasing, and conflict.

Valuing difference

'Valuing difference' is a key strand of the PSHE curriculum that helps children explore diversity in all its forms and understand the importance of inclusion, respect, and kindness in a diverse world. It encourages pupils to recognise and celebrate both similarities and differences between themselves and others—whether in appearance, culture, religion, family, beliefs, or abilities.

Keeping safe

'Keeping Safe' is a vital part of the PSHE curriculum that teaches children how to recognise risk, make safe choices, and protect themselves in a range of situations—including at home, in the community, online, and as they grow older. It helps pupils develop the knowledge and confidence to understand personal safety, make informed decisions, and know when and how to seek help from trusted adults.

Rights and responsibility

'Rights and Respect' supports children in understanding their rights and responsibilities—both as individuals and as part of wider communities. It explores how we care for ourselves, other people, and the world around us, while encouraging children to consider fairness, respect, and how their actions can make a positive difference.

Being my best

'Being My Best' is a strand of the PSHE curriculum that supports children in developing the knowledge, skills, and attitudes they need to live healthy, confident, and successful lives. It focuses on physical and mental health, personal strengths, goal setting, and making informed choices to support wellbeing and growth.

Growing and changing

'Growing and Changing' is the part of the PSHE curriculum that supports children in understanding how they, and others, grow and change over time—physically, emotionally, and socially. It helps pupils develop confidence, resilience, and self-awareness as they move through different stages of life.

Year R

ME AND MY RELATIONSHIPS

KNOWLEDGE & UNDERSTANDING

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings.
- Identify who can help if they are sad, worried, or scared.
- Identify ways to help others or themselves if they are sad or worried.

Prior Learning

- Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school.

Future Learning in Year 1

- Describe different feelings and how they can make our bodies feel.
- To know some strategies of dealing with 'not so good' feelings.
- To understand how our actions can hurt the feelings of others.
- To recognise the special qualities in family and friends.
- To know which special people keep us safe and how.

Common Misconceptions

Some children may think:

- That everyone should be treated exactly the same, rather than equitably.
- That being different is wrong or negative.
- That friends must like the same things.
- That only family members can be special people.
- That feelings are either good or bad.
- That boys and girls feel differently.

Vocabulary

different, effort, emojis, family, favourite, feelings, friends, happy, help, helpful, kind, practice, sad, same, special, special people

Skills

- I can recognise and be sensitive to the differences of others.
- I can name people who help me and describe ways to help others.
- I can talk about feelings and what can cause them.
- I can tell you which trusted adults I can ask for help.
- I can help a friend if they are sad or worried.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Begin to recognise the differences of others.
- Name some people who help them and perhaps describe some ways to help others.
- Begin to name some feelings.
- Talk about some adults they may ask for help.

WORKING AT EXPECTED LEVEL

- Recognise and be sensitive to the differences of others.
- Name people who help them and describe ways to help others.
- Talk about feelings and what can cause them.
- Talk about which trusted adults they can ask for help.
- I can help a friend if they are sad or worried.

WORKING AT GREATER DEPTH

- Recognise, describe and reflect on the differences to others and show compassion and sensitivity to them.
- Name people who help them and talk in detail about the ways in which they help and describe how they, in turn, can help other people.

Year R

VALUING DIFFERENCE

KNOWLEDGE & UNDERSTANDING

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Prior Learning

- Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school.

Future Learning in Year 1

- To know the key differences between teasing, being unkind and bullying.
- To recognise that everyone is different and will have different thoughts and ideas.
- To celebrate and begin to show empathy for those who are different.
- To identify those who are special to them (and their special qualities).
- To identify ways in which we can show kindness towards others and how that makes them feel.

Common Misconceptions

Some children may think:

- Being different means you can't be friends.
- You should point out people's differences, even if it means being unkind.
- Talking is more important than listening.
- You only have to be kind to your friends.

Vocabulary

different, dislikes, family, favourite, friend, friendship, home, kind, kindness, likes, new friend, same, special, unkind

Skills

- I can celebrate our differences.
- I can talk about my family life.
- I can listen and be polite to what others tell me about their lives.
- I can be kind, caring and helpful to others.
- I can show good listening

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Begin to talk positively about their differences.
- Begin to talk about family life.
- Show some ability to listen to others talking about their lives.

WORKING AT EXPECTED LEVEL

- Celebrate their differences.
- Talk about their family life.
- Listen and be polite to what others tell me about their lives.
- Be kind, caring and helpful to others.
- Show good listening

WORKING AT GREATER DEPTH

- Recognise and respect the differences of others and about how these make people special.
- Describe their own family in detail, including routines, values or traditions.
- Listen attentively to what others say and ask relevant questions.

		<ul style="list-style-type: none"> Recognise when others need help and offer care or assistance without prompt.
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Year R

KEEPING MYSELF SAFE

KNOWLEDGE & UNDERSTANDING

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe.

Prior Learning	Future Learning in Year 1
<ul style="list-style-type: none"> Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school. 	<ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines.

Common Misconceptions	Vocabulary	Skills
Some children may think: <ul style="list-style-type: none"> Being healthy just means eating fruit and vegetables. You can eat lots of treats as long as you eat something healthy later. If something looks like a sweet or is in a bottle it must be safe to eat. It's okay to share medicine if someone else is feeling sick. It's okay to click on anything on the internet if it looks fun. 	address, adult, chemist, cuddle, detective, doctor, food, fresh air, grown up, keep clean, keep safe, medicine, safe, sleep, tell, trust, tummy feelings, uncomfortable, unsafe, water, worried	<ul style="list-style-type: none"> I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH

<ul style="list-style-type: none"> • Talk about some things their body needs to stay healthy. • Know to ask an adult about medicines and things they are not sure of. • Begin to name some things that can be dangerous. • Begin to have some awareness of what is safe to play online and who to talk to if they feel worried. • Name some adults who keep them safe. 	<ul style="list-style-type: none"> • Talk what their body needs to stay healthy. • Make safe decisions around medicines and things they don't know. • Name some things that can be dangerous inside and outside. • Talk about what is safe to play online and who to talk to if they feel worried. • Name the adults who keep them safe and when they might need their help. 	<ul style="list-style-type: none"> • Explain how things like healthy food, rest, exercise and hygiene keep their body strong and well. • Describe why it is important to only take medicine from trusted adults and explain what to do if they find something unknown. • Identify a range of dangers at school, home and outside and possible ways to stay safe in those places. • Discuss which online activities are safe and unsafe and explain why it is important to tell a trusted adult about anything they are worried about. • Name adults in their family, school and community that keep them safe and describe situations when it is important to ask for help.
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Year R

RIGHTS AND RESPONSIBILITY

KNOWLEDGE & UNDERSTANDING

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.
- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends.

Prior Learning

- Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school.

Future Learning in Year 1

- To identify ways of taking care of their health.
- To identify how others take care of their environment.
- To take care of something or someone else.
- To talk about the importance of looking after money.
- To learn what to do when someone is injured.

Common Misconceptions

- Some children may think:
- Only adults or older children can make a difference.

Vocabulary

be alone, buy, caring, electricity, environment,

Skills

- I can help my family.

<ul style="list-style-type: none"> • Caring means giving things or buying gifts. • Nature is too big for them to change. • Only physical appearance counts as a difference. • 	<p>family, friends, helpful, help each other, litter, look after, money, pay, pollution, recycling, responsibility, safe place, save, shop, cost, working together</p>	<ul style="list-style-type: none"> • I can help to clean and tidy my home and classroom. • I can tell you some ways to look after our world. • I can be kind to friends and others. • I can talk about looking after money.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say one or two ways they can help their family. • Help to put things away, possibly with some support. • Say one thing they can do to keep the world clean, such as putting rubbish in the bin. • Show kindness by sharing or saying something nice to a friend. 	<ul style="list-style-type: none"> • Talk about how to help family. • Help to clean and tidy their home and classroom. • Talk about some ways to look after our world. • Be kind to friends and others. • Talk about looking after money. 	<ul style="list-style-type: none"> • Describe ways they can help their family and why it is important. • Take initiative to tidy their space and encourage others to do the same. • Describe several ways to care for the environment and explain why it matters. • Show kindness by understanding other's feelings. • Discuss why saving money is important and make good decisions about spending.

Year R

BEING MY BEST

KNOWLEDGE & UNDERSTANDING

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.

Prior Learning

- Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school.

Future Learning in Year 1

- To recognise how a healthy variety of food can make us feel great.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely
- To identify strategies to resolve conflict.
- To give and receive praise

Common Misconceptions

Vocabulary

Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • Making mistakes means you're not good at something. • We should only show good feelings. • There is only one right way to solve a problem. • Healthy choices are only about food. • Exercise is only for people who want to do sport. 	<p>bounce back, calm, dairy, encourage, energy, exercise, food, fruit, grow, healthy, heart, muscles, routine, sleep, try, try again, vegetable, wash</p>	<ul style="list-style-type: none"> • I can keep trying if the way I choose doesn't work. • I can talk about the different types of feelings we have. • I can have a go at something new. • I can make my own healthy food choices. • I can make healthy sleep and exercise choices.
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ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Try again if something goes wrong • Say how they feel, like happy or sad. • Know that sleep and moving their body makes them feel good. 	<ul style="list-style-type: none"> • Keep trying if the way they choose doesn't work. • Talk about the different types of feelings we have. • Have a go at something new. • Make my own healthy food choices. • Make healthy sleep and exercise choices. 	<ul style="list-style-type: none"> • Explain why it is important to keep trying and what they might do differently next time. • Talk about feelings and what might cause them and how people can show or manage them. • Confidently try new things and talk about how they went. • Make healthy food choices and explain why those choices are good for their body. • Talk about how sleep and exercise help them stay healthy.

Year R	
GROWING AND CHANGING	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. 	
Prior Learning	Future Learning in Year 1
<ul style="list-style-type: none"> • Prior learning in PSHE will vary depending on the setting and individual circumstance of each child prior to starting school. 	<ul style="list-style-type: none"> • To think of what babies need to stay happy and healthy. • To identify the changes they have made since they were a baby. • To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.

		<ul style="list-style-type: none"> To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> Getting older just means getting taller. Everyone becomes a parent. People stop learning or changing when they are adults. A kiss, hug or “love” is what makes a baby. Euphemisms or nicknames are the correct word for body parts such as “willy” or “front bottom”. Body parts names are “bad words”. 	<p>adoption, adult, autumn, baby, care, change, child, cycle, dolls and cars are for everyone (gender stereotyping), donated sperm/eggs, egg, eggs, family, families of different beliefs, grow, growing, life cycles, love, messages (DNA/Genes), my body is mine (body autonomy), old, old age, one-parent families, penis, pregnancy, private parts, privacy, same-sex parents, seasons, seed, sperm, spring, summer, surrogacy, teenager, testicles, tummy, vagina, vulva, winter, womb, young, IVF</p>	<ul style="list-style-type: none"> I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need. I can tell you some things about how babies are made. I can tell you the scientific names for my body parts. I can tell you the PANTS rule.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Say how an animal starts as a baby and grows. Explain that babies come from a tummy or other ways like adoption. Name some body parts like penis, vulva and testicles. Explain that privates are private and know to tell a trusted adult if someone breaks that rule. 	<ul style="list-style-type: none"> Describe the life cycle of an animal. Describe how a baby grows to an adult and what they might need. Talk about some things about how babies are made. Use the scientific names for their body parts. Talk about the PANTS rule. 	<ul style="list-style-type: none"> Explain the stages of an animal life cycle using words like baby, grow, adult and change; and compare different animal life cycles. Talk about what humans need at different stages of life. Talk about different ways babies begin such as womb, adoption and IVF. Explain the PANTS rule and give examples or safe and unsafe scenarios.

<h1>Year 1</h1> <h2>ME AND MY RELATIONSHIPS</h2>
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KNOWLEDGE & UNDERSTANDING

- Describe different feelings and how they can make our bodies feel.
- To know some strategies of dealing with 'not so good' feelings.
- To understand how our actions can hurt the feelings of others.
- To recognise the special qualities in family and friends.
- To know which special people keep us safe and how.

Prior Learning in Class R

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings.
- Identify who can help if they are sad, worried, or scared.
- Identify ways to help others or themselves if they are sad or worried.

Future Learning in Year 2

- Recognise that people have different ways of expressing their feelings
- To identify different ways to respond to the feelings of others.
- To recognise the differences between bullying, unkind behaviour or teasing.
- To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.
- To recognise a healthy friendship and its qualities.

Common Misconceptions

- Some children may think:
- All feelings are either happy or sad, with little understanding of other important feelings.
 - That feelings just happen in their head, without recognising how emotions effect the body (tummy aches, shaking hands etc)
 - Saying sorry fixes everything immediately.
 - All families look the same

Vocabulary

behaviour, body language, emotions, feelings, friendship, heal, help, hurt, listening, making up, responsibility, rules, safe, support, work together

Skills

- I can name different feelings and how they might make me behave.
- I can suggest ways of dealing with 'not so good' feelings and how to help others.
- I can recognise when I need help and who to ask.
- I can listen to others and wait my turn to speak.
- I can tell you which trusted adults at home and school keep me safe.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Say how they feel and what they might do when they feel that way.
- Say what makes them feel better if they are sad or cross etc.
- Say when they need help and ask for help from an adult.
- Listen to a friend and take turns to talk.
- Say who helps to keep them safe at home and school.

WORKING AT EXPECTED LEVEL

- Name different feelings and how they might make a person behave.
- Suggest ways of dealing with 'not so good' feelings and how to help others.
- Recognise when they need help and who to ask.
- Listen to others and wait their turn to speak.
- Talk about which trusted adults at home and school keep them safe.

WORKING AT GREATER DEPTH

- Name a range of feelings and explain how those feelings might affect how someone acts.
- Choose and explain different ways to manage difficult feelings and suggest ways to support a friend who is upset.
- Recognise tricky situations and choose a trusted adult to help them and explain why they need help.
- Explain how different adults help them and keep them safe in a range of settings.

Year 1

VALUING DIFFERENCE

KNOWLEDGE & UNDERSTANDING

- To know the key differences between teasing, being unkind and bullying.
- To recognise that everyone is different and will have different thoughts and ideas.
- To celebrate and begin to show empathy for those who are different.
- To identify those who are special to them (and their special qualities).
- To identify ways in which we can show kindness towards others and how that makes them feel.

Prior Learning in Class R

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Future Learning in Year 2

- To identify differences and similarities between others.
- Recognise and explain how a person's behaviour can affect other people.
- To learn and use different ways to show good listening.
- Explain how it feels to be part of a group and left out of a group.
- To recognise and talk about acts of kindness and how they can impact others.

Common Misconceptions

- Some children may think:
- Teasing is funny, even when it upsets someone.
 - Bullying is only physical.
 - People may feel differently to them about a situation.
 - Someone special has to be popular and liked by everyone.

Vocabulary

behaviour, bully, bullying, difference, different, fair, family, feelings, kind, qualities, respect, rules, safe, same, special people, tease, teasing, unkind, unkindness, unfair

Skills

- I can say ways in which people are similar as well as different.
- I can say why things sometimes seem unfair, even if they are not to me.
- I can talk about what bullying is.
- I can say ways to show kindness towards others.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Talk about ways they are the same or different to other people.
- Know that what they say or do can make someone happy or sad.
- Show they are listening by looking, staying quiet and waiting to talk.

WORKING AT EXPECTED LEVEL

- Identify differences and similarities between others.
- Recognise and explain how a person's behaviour can affect other people.
- Learn and use different ways to show good listening.

WORKING AT GREATER DEPTH

- Explain a range of ways people can be the same or different and how this makes everyone special.
- Explain how different actions make people feel and what to do if someone feels upset or left out.

<ul style="list-style-type: none"> • Say how it feels to be included or left out. • Say kind things that people do. 	<ul style="list-style-type: none"> • Explain how it feels to be part of a group and left out of a group. • Recognise and talk about acts of kindness and how they can impact others. 	<ul style="list-style-type: none"> • Use full body listening and respond with thoughtful questions and comments. • Talk about the importance of including others and the impact of being left out. • Give examples of kind actions and how they can help others feel better, including feeling supported.
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<h1>Year 1</h1>		
<h2>KEEPING MYSELF SAFE</h2>		
<h3>KNOWLEDGE & UNDERSTANDING</h3>		
<ul style="list-style-type: none"> • To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. • To recognise emotions and physical feelings associated with feeling unsafe. • To learn the PANTS rule and which parts of my body are private. • To understand that medicines can sometimes make people feel better when they're ill. • To talk about safety and responsibility around medicines. 		
Prior Learning in Class R	Future Learning in Year 2	
<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • To explain simple issues of safety and responsibility about medicines and their use. • To identify situations in which they would feel safe or unsafe • To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation • To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. • To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> • That only one type of food, such as sugars, gives energy. • That exercise means playing sport. • Feeling unsafe can have physical symptoms. • Anyone who asks to see their privates is a "bad" person. • All medicines are safe if they look and taste nice. 	<p>bottom, buttocks, consent, donating, emotions, entertainment, feelings, grow, harmful, loss, lost, medicine, nervous, nipples, penis, private, privates, responsibility, rest, risks, safe, scared, sleep,</p>	<ul style="list-style-type: none"> • I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong, but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful.

	support, testicle, tired, trust, unsafe, vagina, vulva, worried	<ul style="list-style-type: none"> I can tell you how to stay safe around medicine.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Talk about some things their body needs to stay healthy. Say what to do if they feel upset or worried to keep safe. Say “no” if someone tries to touch them in a way they don’t like and tell a grown-up they trust. Say when medicine can help them and when it might not be safe. Talk about how to be safe with medicine and only take it from grown-ups. 	<ul style="list-style-type: none"> Talk about the things their body needs to stay well (exercise, sleep, healthy foods) Talk about what they can do if they have strong, but not so good feelings, to help them stay safe Say 'no' to unwanted touch and ask for help from a trusted adult. Say when medicines can be helpful or might be harmful. Talk about how to stay safe around medicine. 	<ul style="list-style-type: none"> Explain the different things their body needs to stay healthy, including exercise, sleep, and eating a balanced diet. Describe ways to manage strong or tricky feelings and how these help keep them safe and calm. Confidently say “no” to unwanted touch and know how to ask for help from trusted adults in different situations. Explain when medicines can be helpful and when they might be harmful if not used correctly. Discuss how to stay safe around medicines, including who can give them and why it’s important to follow instructions.

Year 1		
RIGHTS AND RESPONSIBILITIES		
KNOWLEDGE & UNDERSTANDING		
<ul style="list-style-type: none"> To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured. 		
Prior Learning in Class R	Future Learning in Year 1	
<ul style="list-style-type: none"> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> To identify strategies in cooperation. To identify strategies in self-regulation. To name ways to stay safe when using the internet. To recognise that they have a responsibility to help care for their immediate and broader environment. To learn about saving and spending money. 	
Common Misconceptions	Vocabulary	Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • That only doctors and medicine keep them healthy. • That small actions like throwing litter away or saving water help the environment. • That money is unlimited. • Only adults can call the emergency services. 	<p>accident, afford, bank, behaviour, bills, burn, coin, consequences, cost, danger, emergency, environment, first aid, hazard, kettle, money, needs, note, promise, responsible, responsibility, risk, rules, safe, saving, scald, spending, special person, worth</p>	<ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves.
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ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Wash hand with prompting. • Say ways to take care of my home and school. • Talk about some ways to look after someone or something special to me. • Say some things that people use money to buy. • Know who to ask for help if someone gets hurt. 	<ul style="list-style-type: none"> • Wash hands correctly. • Name ways to look after their home and school. • Explain how to look after a special person or thing. • Talk about some things that money is spent on. • Know how to get help if someone has hurt themselves. 	<ul style="list-style-type: none"> • Explain the steps of washing hands thoroughly and why it helps stop germs. • Describe different ways they and others can take care of their home and school environment. • Explain how to care for a special person or thing and why it is important. • Discuss different things money can be spent on and why people need to make choices. • Describe what to do and who to ask for help if someone is hurt, including in emergencies.

<h1>Year 1</h1>	
<h2>BEING MY BEST</h2>	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To recognise how a healthy variety of food can make us feel great. • Recognise that learning a new skill requires practice and the opportunity to fail, safely • To identify strategies to resolve conflict. • To give and receive praise 	
Prior Learning in Class R	Future Learning in Year 2

<ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. • 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process • To understand the importance of good hand and dental hygiene. • To recognise what the body needs to have energy and stay well. • To identify parts of the body that process food and create energy. •
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Common Misconceptions	Vocabulary	Skills
Some children may think: <ul style="list-style-type: none"> • That if we don't get things right immediately they shouldn't try again. • That by ignoring a problem it will go away. 	achievement, brain, cereal, clean, dairy, digested, disease, encourage, feedback, feelings, fruit, germs, healthy, heart, hygiene, intestines, learning, lungs, make mistakes, meat, organ, oxygen, portion, practice, praise, protein, routine, salt, spread, starchy, stomach, sugar, support, vegetables, vitamins	I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Pick a healthy meal with different kinds of food. • Keep trying when learning something new. • Say some things they can do if something is hard. • Help friends when they have a problem. • Say why saying "well done" helps them keep trying. 	<ul style="list-style-type: none"> • Choose a healthy meal with different food groups. • Be persistent when learning a new skill. • Name a few different ideas of what they can do if they find something difficult. • Help their friends when they fall out. • Explain why praise helps them to keep trying. 	<ul style="list-style-type: none"> • Explain how to choose a healthy meal that includes different food groups and why it's good for them. • Show persistence by trying new skills and learning from mistakes. • Describe several ways to manage difficulties and keep going when things are hard. • Support friends in resolving disagreements and explain why it's important. • Explain how giving and receiving praise can motivate themselves and others to keep trying.

<h1>Year 1</h1>
<h2>GROWING AND CHANGING</h2>
KNOWLEDGE & UNDERSTANDING
<ul style="list-style-type: none"> • To think of what babies need to stay happy and healthy. • To identify the changes they have made since they were a baby.

- To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.
- To identify some internal organs and systems and those body parts which are private.
- To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.

Prior Learning in Class R		Future Learning in Year 2	
<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. 		<ul style="list-style-type: none"> • To give positive feedback to someone. • To recognise the range of feelings associated with loss and to discuss things people can do to feel better. • To identify the different stages of growth and what people are able to do at these different stages. • To identify the human private parts/genitalia and explain that they are used to make a baby. • To explain who can see someone's private part, what consent means and how to protect privacy. 	
Common Misconceptions		Vocabulary	
Some children may think: <ul style="list-style-type: none"> • That they just grow on their birthdays. • That surprises and secrets are the same thing. • That babies/children need a mum and a dad, with no understanding of the importance of parents, rather than a specific family type. 		air, attention, bully, bullying, caring, change, doctor, energy, exercise, experience, feeling, food, getting help, growing, healthy, help, help, height, hygiene, love, my body is mine (body autonomy), needs, needs, oxygen, penis, private, private activity, private places, privates, secret, size, sleep, sore, surprise, tease, teasing, uncomfortable, unkind, unkindness, vulva, water, witness	
		Skills	
		<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help. 	
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL		WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say some things that help babies, like food or cuddles. • Say something they can do now that they couldn't do when they were little. • Say how surprises make them feel and tell an adult if they feel worried. • Name some parts of their body and know which ones are private. • Name a grown-up at home or school who can help them 	<ul style="list-style-type: none"> • Talk about some things that babies need. • Talk about what they can do now that they couldn't do as a toddler and some things that they are still learning to do. • Talk about how safe secrets and surprises make them feel and who to talk to if they are worried. 		<ul style="list-style-type: none"> • Explain what babies need to grow and be healthy, and describe how adults help meet those needs. • Describe how they have changed since being a toddler and talk about things they are still learning to do. • Explain the difference between safe secrets and unsafe secrets, how they might feel, and who they can talk to if they feel unsure or worried.

	<ul style="list-style-type: none"> Name the body parts girls and boys have that are the same and which body parts are different. Name the adults they can talk to at home and school if they need help. 	<ul style="list-style-type: none"> Name the body parts that are the same for boys and girls, identify the differences, and explain which parts are private and why. Name trusted adults at home and school and explain when and why they might need to ask them for help.
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<h1>Year 2</h1>		
<h2>ME AND MY RELATIONSHIPS</h2>		
<h3>KNOWLEDGE & UNDERSTANDING</h3>		
<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities. 		
Prior Learning in Year 1	Future Learning in Year 3	
<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. 	<ul style="list-style-type: none"> To know that feelings and emotions help a person cope with difficult times. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. To recognise which strategies are appropriate for particular situations. To listen to and debate ideas and opinions with others with respect and courtesy To recognise why friends may fall out and how to resolve issues 	
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> Everyone shows emotions in the same way. The right response is to try to 'fix' a problem, rather than listening or showing empathy. That by saying "it's a joke" means it is not unkind. 	<p>bullying, caring, don't do that, feelings, friendly, friendship, happy, help, regular, repeated, rules, safe, showing feelings, teasing.</p>	<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.

		<ul style="list-style-type: none"> • I can tell someone how they are making me feel. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Understand that feelings look and feel different. • Beginning to express feelings in a safe, controlled way. • Say who they would talk to if they are being bullied or if someone is being unkind. • Give some ideas about what being a good friend is. 	<ul style="list-style-type: none"> • Understand we have different ways to express our feelings. • Express their feelings in a safe, controlled way. • Talk about some ways that they can get help, if they are being bullied and what they can do if someone teases me. • Able to tell someone how they are making them feel. • Give lots of ideas about what makes a good friend and also tell you how I try to be a good friend. 	<ul style="list-style-type: none"> • Explain that people express their feelings in different ways and why it's important to notice these differences. • Describe and show how they can express a range of feelings clearly, calmly and respectfully in different situations. • Explain what bullying and teasing look like, suggest a range of safe actions they could take, and know who to ask for help and why. • Use clear language to tell someone how their actions or words are making them feel and suggest ways to solve the problem. • Give thoughtful examples of what makes a good friend, describe how they are a good friend to others, and explain why healthy friendships matter.

Year 2
VALUING DIFFERENCE
KNOWLEDGE & UNDERSTANDING
<ul style="list-style-type: none"> • To identify differences and similarities between others. • Recognise and explain how a person's behaviour can affect other people. • To learn and use different ways to show good listening. • Explain how it feels to be part of a group and left out of a group. • To recognise and talk about acts of kindness and how they can impact others.

Prior Learning in Year 1		Future Learning in Year 3	
<ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities). To identify ways in which we can show kindness towards others and how that makes them feel. 		<ul style="list-style-type: none"> Recognise that there are many different types of families. Identify the different communities that they belong to To learn ways of showing respect through language and communication. To identify different origins, national, regional, ethnic and religious backgrounds To recognise and explain why bullying can be caused by prejudice. 	
Common Misconceptions		Vocabulary	Skills
Some children may think: <ul style="list-style-type: none"> That fair treatment is the same as identical treatment. That listening just means being quiet. That only big actions show kindness. 		aggressive, being listened to, behaviour, calm, cooperate, feelings, help, kind, kindness, listen, listening, problem, respect, solve, special people, unique, unkind.	<ul style="list-style-type: none"> I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> Say kind things about people who are different from them. Say how what someone does can make another person feel happy or sad. Say why listening is important, even if someone thinks differently. Say what they could do or say to help someone who is feeling left out. Use kind words and actions to their friends. 	<ul style="list-style-type: none"> Be respectful of those who are different to them. Describe how someone can change someone's feelings. Talk about why it is important to show good listening to people who think differently to them. Name and suggest strategies to someone who feels left out. Be kind and use kind words to their friends. 	<ul style="list-style-type: none"> Show respect and talk confidently about why it's important to treat people kindly, even if they are different. Explain how actions and words can change how someone feels and give examples. Talk about why listening carefully to people with different ideas helps us understand them better. Suggest thoughtful ways to include someone who feels left out and explain how it might make them feel. Describe what being a kind friend looks like and how their words and actions can make a difference to others. 	

Year 2

KEEPING SAFE

KNOWLEDGE & UNDERSTANDING

- To explain simple issues of safety and responsibility about medicines and their use.
- To identify situations in which they would feel safe or unsafe
- To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation
- "To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. "
- To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.

Prior Learning in Year 1

- To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.
- To recognise emotions and physical feelings associated with feeling unsafe.
- To learn the PANTS rule and which parts of my body are private.
- To understand that medicines can sometimes make people feel better when they're ill.
- To talk about safety and responsibility around medicines.

Future Learning in Year 3

- To identify risk factors in given situations
- To define the words danger and risk and explain the difference between the two.
- To define the word 'drug' and understand that nicotine and alcohol are both drugs.
- To recognise potential risks associated with browsing online.
- To recognise and describe appropriate behaviour online as well as offline.

Common Misconceptions

Some children may think:

- That a person they know well is always safe, even if a situation is risky.
- That feelings are easy to spot and may not pick up on subtle signs like body language.
- That all touch from an adult is okay if it is someone they know and trust.

Vocabulary

feelings, getting help, hurt, medicines, safe, safety, secret, sleep, surprise, tell, touch, uncomfortable, unsafe, worried.

Skills

- I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.
- I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.
- I can say what I do and don't like and who to ask for help.
- I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.
- I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

ASSESSMENT STATEMENTS

WORKING TOWARDS

WORKING AT EXPECTED LEVEL

WORKING AT GREATER DEPTH

<ul style="list-style-type: none"> • Understand that some medicines can help us but can also be dangerous, and say who can help us use them safely. • Use simple words like 'Yes', 'No', 'I'll ask', or 'I'll tell' to keep myself and others safe. • Say what makes them happy or unhappy and know who to ask for help. • Know the difference between safe secrets and unsafe secrets and name people they trust to talk to if something feels wrong. • Know some touches that feel okay and some that don't, and say who they can tell if they feel uncomfortable. 	<ul style="list-style-type: none"> • Keep themselves safe around medicines, explaining that they can be helpful or harmful, and say how they can be used safely. • Able to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • Say what they do and don't like and who to ask for help. • Give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • Give examples of touches that are ok or not ok (even if they haven't happened to them) and identify a safe person to tell if they felt 'not OK' about something. 	<ul style="list-style-type: none"> • Explain clearly how medicines can be both helpful and harmful, and describe ways to use them safely. • Confidently use phrases like 'Yes', 'No', 'I'll ask', or 'I'll tell' to protect themselves and others in different situations. • Clearly express their likes and dislikes and independently identify appropriate people to ask for help when needed. • Provide detailed examples of safe and unsafe secrets, explaining why it's important to tell a trusted adult if something doesn't feel right. • Describe different types of touch, including those that are appropriate and inappropriate, and confidently identify safe adults to talk to if they ever feel uncomfortable.
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<h2>Year 2</h2>	
<h3>RIGHTS AND RESPONSIBILITY</h3>	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money. 	
Prior Learning in Year 1	Future Learning in Year 3
<ul style="list-style-type: none"> • To identify ways of taking care of their health. • To identify how others take care of their environment. • To take care of something or someone else. • To talk about the importance of looking after money. • To learn what to do when someone is injured. 	<ul style="list-style-type: none"> • To talk about and identify people who help them in school and the community. • To learn differences between 'fact' and 'opinion' • To discuss, plan and evaluate ways of helping the environment. • To learn about saving, spending and essential purchases. • To consider how money is earned and the different factors effecting this.

Common Misconceptions	Vocabulary	Skills
Some children may think: <ul style="list-style-type: none"> • That cooperation means doing what someone else wants. • The internet is a safe place and that it is okay to share information without a thought for where it could end up. • You can either spend money or save it, with little understanding of the ability to have a balance between both. 	ask for help, control, environment, erupt, feelings, gamer, help, internet, listen, money, personal information, risk, safe, saving, share, spending, take turns, uniform, unsafe, responsibility.	<ul style="list-style-type: none"> • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money.

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Try to share and play nicely with others. • Use simple ways to calm down when feeling upset or angry. • Know how to ask a trusted adult for help. • Say some things they can do to care for their environment. • Explain that we can spend or save money. 	<ul style="list-style-type: none"> • Make choices that help them play and work well with others. • Use some strategies when they feel upset or angry. • Able to ask for help from a trusted adult. • Name some ways they can look after their environment. • Make choices with money. 	<ul style="list-style-type: none"> • Consistently make thoughtful choices that help them cooperate and work well with others. • Effectively use a range of strategies to manage feelings of upset or anger. • Confidently and independently ask for help from trusted adults when needed. • Clearly describe various ways they can actively care for and protect their environment. • Make informed choices about money, understanding the difference between saving and spending.

Year 2

BEING MY BEST

KNOWLEDGE & UNDERSTANDING

- Explain the stages of the learning line showing an understanding of the learning process
- To understand the importance of good hand and dental hygiene.
- To recognise what the body needs to have energy and stay well.
- To identify parts of the body that process food and create energy.

Prior Learning in Year 1

Future Learning in Year 3

<ul style="list-style-type: none"> To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise 	<ul style="list-style-type: none"> To recognise how different food groups work in our body. To explain how some infectious illnesses are spread from one person to another. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. To identify my achievements and skills to work on. To explain how skills are developed.
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Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That learning should be quick and easy without understanding it that mistakes and practice are part of learning. That hygiene, such as being clean and brushing teeth has no impact on the prevention of illness. 	<p>achieve, accident, brain, burn, challenge, choices, choose, danger, dental, disease, emergency, encourage, exercise, first aid, food, goal, germs, hazard, heart, healthy, hygiene, injection, kettle, large intestine, lungs, oxygen, practice, rest, risk, safe, scald, small intestine, stomach, teeth, unhealthy, vaccination, water.</p>	<ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy.

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Say what happens when they learn something new. Say why setting a goal can help them do something new or better. Say how washing their hands helps stop germs from making people sick. Give some examples of things they can do or eat to keep their body healthy. Name some parts inside their body that help turn food into energy. 	<ul style="list-style-type: none"> Explain what happens when they learn something new. Explain how setting a goal or goals will help them to achieve what they want to be able to do. Explain how hand hygiene stops viruses and germs from spreading. Give examples of what they can do and give to their body to stay healthy. Name different parts of their body that are inside them and help to turn food into energy. 	<ul style="list-style-type: none"> Clearly explain what happens in their brain and body when they learn something new. Explain in detail how setting one or more goals can help them focus and achieve what they want to do. Describe how good hand hygiene helps prevent the spread of viruses and germs, and why this is important. Give detailed examples of healthy habits and foods that support their body's energy and wellbeing. Identify and explain the roles of different internal body parts involved in processing food and creating energy.

Year 2

GROWING AND CHANGING

KNOWLEDGE & UNDERSTANDING

- To give positive feedback to someone.
- To recognise the range of feelings associated with loss and to discuss things people can do to feel better.
- To identify the different stages of growth and what people are able to do at these different stages.
- To identify the human private parts/genitalia and explain that they are used to make a baby.
- To explain who can see someone's private part, what consent means and how to protect privacy.

Prior Learning in Year 1

- To think of what babies need to stay happy and healthy.
- To identify the changes they have made since they were a baby.
- To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.
- To identify some internal organs and systems and those body parts which are private.
- To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.

Future Learning in Year 3

- To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.
- To identify the different types of relationships people have and their different purposes and qualities.
- To identify what makes a positive relationship and what makes a negative relationship.
- To identify puberty changes.
- To explain menstruation cycle as something that happens when a sperm does not meet an egg.

Common Misconceptions

Some children may think:

- That feedback and praise only comes from adults and not peers.
- That loss only brings feelings of sadness, with little understanding of the other feelings it can bring and that it is okay to feel differently from others.
- That growth is just about growing taller and not about the acquisition of new skills and knowledge.
- That babies grow in the stomach.

Vocabulary

asking permission, care, change, consent, eggs, emotions, feelings, food, forward looking, frightened, learning, loss, making choices, my body is mine (body autonomy), nervous, nipples, ovaries, penis, permission, pregnancy, privacy, private, private parts, rest, scrotum, secret, sleep, someone you trust, special, sperm, support, supportive, tell, uncomfortable, unsafe, vulva, womb.

Skills

- I can give support to a friend.
- I can describe feelings of loss and suggest what someone can do if a friend moves away.
- I can describe the stages of growth I have been through and what I look forward to in my future.
- I can name the human private parts that are used to make a baby.
- I can talk about keeping private parts private.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Say kind words or do something nice to help a friend.

WORKING AT EXPECTED LEVEL

- Give support to a friend.

WORKING AT GREATER DEPTH

- Thoughtfully give support to a friend by recognising how they feel and offering helpful words or actions.

<ul style="list-style-type: none"> • Say how someone might feel if a friend moves away and suggest one thing that could help. • Talk about how they have grown and name something they are excited to do when they are older. • Name some private parts of the body that are used to make a baby. • Say that private parts are not for showing and should be kept private. 	<ul style="list-style-type: none"> • Describe feelings of loss and suggest what someone can do if a friend moves away. • Describe the stages of growth they have been through and what they look forward to in their future. • Name the human private parts that are used to make a baby. • Talk about keeping private parts private. 	<ul style="list-style-type: none"> • Describe different feelings linked to loss and suggest a range of ways someone might cope if a friend moves away. • Clearly explain the stages of their own growth and talk about what they hope to do or achieve in the future. • Accurately name the human private parts involved in making a baby and understand that boys' and girls' bodies are different. • Confidently explain that private parts are personal, understand the idea of consent, and know who they can talk to if someone makes them feel uncomfortable.
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Year 3

ME AND MY RELATIONSHIPS

KNOWLEDGE & UNDERSTANDING

- To know that feelings and emotions help a person cope with difficult times.
- To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.
- To recognise which strategies are appropriate for particular situations.
- To listen to and debate ideas and opinions with others with respect and courtesy
- To recognise why friends may fall out and how to resolve issues

Prior Learning in Year 2

- Recognise that people have different ways of expressing their feelings
- To identify different ways to respond to the feelings of others.
- To recognise the differences between bullying, unkind behaviour or teasing.
- To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.
- To recognise a healthy friendship and its qualities.

Future Learning in Year 4

- To know that feelings can vary by intensity, person and change over time.
- To know and understand the qualities of a 'positive, healthy relationship'.
- To know when it's appropriate to say no and how.
- To know the strategies and skills needed for collaborative work.
- To recognise bullying or pressured behaviour.

Common Misconceptions

Vocabulary

Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • That feelings of upset or sadness are wrong and should be hidden. • That collaborating just means going along with everyone. • That one strategy fits every situation, not realising the need to identify which strategy fits best for a specific situation. • That friends who argue are no longer friends. 	<p>apologise, calm, care, challenging, collaborate, compromise, conflict, continuum, cooperate, courteous, dare, falling out, feelings, friendship, listen, loss, making up, opinions, persuade, point of view, responsibility, respectful, rules, safety, strategies.</p>	<ul style="list-style-type: none"> • I can communicate my feelings and use this to try to manage my emotions. • I can collaborate with a team to achieve a goal. • I can accept I may not always agree with others. • I can listen and share my opinions respectfully. • I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say how they are feeling and try simple ways to feel better. • Work with others to do a task or play a game together. • Know that people don't always have to agree and that it's okay. • Listen to others and share what they think in a kind way. • Say why friends might fall out and suggest one way to make things better. • Say how to be kind to friends and try to stay friends with them. 	<ul style="list-style-type: none"> • Communicate their feelings and use this to try to manage their emotions. • Collaborate with a team to achieve a goal. • Accept they may not always agree with others. • Listen and share my opinions respectfully. • Explain why friends may fall out and how they can make up. • Know how to look after their friends and stay friends. 	<ul style="list-style-type: none"> • Clearly express their feelings and use a range of strategies to manage their emotions in different situations. • Work confidently and fairly as part of a team, helping others and staying focused on a shared goal. • Respectfully accept different opinions and show understanding when they disagree with others. • Listen carefully, take turns in conversation, and explain their own opinions clearly and politely. • Explain different reasons why friends may fall out and suggest thoughtful ways to solve problems and repair friendships. • Understand what makes a good friend and take active steps to care for and maintain friendships over time.

Year 3

VALUING DIFFERENCE

KNOWLEDGE & UNDERSTANDING

- Recognise that there are many different types of families.
- Identify the different communities that they belong to

<ul style="list-style-type: none"> To learn ways of showing respect through language and communication. To identify different origins, national, regional, ethnic and religious backgrounds To recognise and explain why bullying can be caused by prejudice. 		
Prior Learning in Year 2		Future Learning in Year 4
<ul style="list-style-type: none"> To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others. 		<ul style="list-style-type: none"> To identify different origins, national, regional, ethnic and religious backgrounds To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. To recognise potential consequences of aggressive behaviour To define the word respect. Understand and identify stereotypes, including those promoted in the media.
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That communities only include their immediate neighbourhood and school, not realising they belong to multiple cultural/religious groups, clubs and communities. That respect just means using please and thank you, not understanding the use of body language, tone and listening. That everyone in their community has the same beliefs/traditions and culture. 	<p>adoption, belonging, blended family, bullying, colour, community, cooperation, courtesy, differences, disability, family, fostering, gender, identity, listening skills, manners, name calling, politeness, prejudice, race, respect, same-sex couple, sexuality, similarities.</p>	<ul style="list-style-type: none"> I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Name some different types of families and say that all families are important. Say what groups they belong to and why having different groups is good. Use kind words and listen when talking with others. 	<ul style="list-style-type: none"> Give examples of different types of family. Respect these differences. Give examples of different community groups and what is good about having different groups. Use respectful language and communication skills when discussing with others. 	<ul style="list-style-type: none"> Clearly explain different types of families and show understanding and respect for these differences. Describe various community groups they belong to and explain the benefits of diversity within communities.

<ul style="list-style-type: none"> • Talk about times in class when being respectful has made people happy and safe. • Name some ways people from different backgrounds can be kind and work well together. • Say simple ideas about how to stop bullying and be fair to everyone. 	<ul style="list-style-type: none"> • Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • Name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • Suggest ways to deal with bullying and prejudice. 	<ul style="list-style-type: none"> • Consistently use respectful language and effective communication skills when discussing ideas with others. • Give examples of how respect and tolerance have positively impacted their classroom environment, making it happier and safer. • Identify and explain the qualities needed for people from diverse backgrounds to get along and work well together. • Suggest thoughtful and effective strategies to address bullying and prejudice in different situations.
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<h1>Year 3</h1>		
<h2>KEEPING SAFE</h2>		
KNOWLEDGE & UNDERSTANDING		
<ul style="list-style-type: none"> • To identify risk factors in given situations • To define the words danger and risk and explain the difference between the two. • To define the word 'drug' and understand that nicotine and alcohol are both drugs. • To recognise potential risks associated with browsing online. • To recognise and describe appropriate behaviour online as well as offline. 		
Prior Learning in Year 2	Future Learning in Year 4	
<ul style="list-style-type: none"> • To explain simple issues of safety and responsibility about medicines and their use. • To identify situations in which they would feel safe or unsafe • To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation • "To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. " • To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<ul style="list-style-type: none"> • To define the words danger and risk and explain the difference between the two. • To describe the different types of things that may influence a person to take a risk. • To understand and explain the risks that cigarettes and alcohol can have on a person's body. • To understand that influences can be both positive and negative. • To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. 	
Common Misconceptions	Vocabulary	Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • That danger and risk are the same thing and use them interchangeably. • That only illegal substances are drugs. • That the internet is safe because it is something used regularly. 	<p>alcohol, browsing, cigarettes, consequence, danger (dangerous), decisions, drugs, fake news, feelings, harmful, helpful, instructions, internet safety, medicines, nicotine, phishing, risk, risk (risky), risks, safe, safer, search engine, strategies, trust, unsafe.</p>	<ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can demonstrate strategies for dealing with a risky situation • I can identify some key risks from and effects of cigarettes and alcohol. • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say how I can make things safer or less risky. • Show ways to stay safe if something feels risky. • Name some dangers of cigarettes and alcohol. • Give simple ideas to stay safe when using the internet. • Know what personal information is and say when it's not safe to share. Say who to ask for help if something online feels unsafe. 	<ul style="list-style-type: none"> • Say what I could do to make a situation less risky or not risky at all. • Demonstrate strategies for dealing with a risky situation • Identify some key risks from and effects of cigarettes and alcohol. • Give examples of strategies for safe browsing online. • Identify personal information and when it is not appropriate or safe to share this. Know how to get help when an unsafe situation online occurs. 	<ul style="list-style-type: none"> • Clearly explain ways to reduce risks and keep themselves and others safe in different situations. • Confidently demonstrate a variety of strategies to manage and avoid risky situations effectively. • Identify and describe the key risks and effects associated with cigarettes and alcohol, showing understanding of their impact on health. • Provide detailed examples of strategies for safe browsing and responsible online behaviour. • Accurately identify personal information, explain why it's important to keep it private, and know how to seek help promptly if they encounter unsafe situations online.

Year 3

RIGHTS AND RESPONSIBILITY

KNOWLEDGE & UNDERSTANDING

- To talk about and identify people who help them in school and the community.

<ul style="list-style-type: none"> • To learn differences between 'fact' and 'opinion' • To discuss, plan and evaluate ways of helping the environment. • To learn about saving, spending and essential purchases. • To consider how money is earned and the different factors effecting this. 		
Prior Learning in Year 2		Future Learning in Year 4
<ul style="list-style-type: none"> • To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money. 		<ul style="list-style-type: none"> • To learn about human rights and responsibilities and how they can impact their community. • To recognise that they have a part in caring for and supporting their community. • To recognise influences, facts and opinions and doing so in a critical manner. • To identify the impact of bystander behaviour and how they can make a difference to a situation. • To define terms related to finance and explain how society is supported by the income of others.
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> • That only teachers and emergency services help them, overlooking librarians, caretakers, cleaners etc. • That opinions can be proven, like facts. • That needs and wants are the same thing 	<p>earning, environment, fact, healthy, helper, income, opinion, responsible, responsibility, safe, saving, spending, volunteer, waste, wellbeing.</p>	<ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can make a plan. • I can choose a method. • I can identify different times and reasons to spend money. • I can give examples of how people earn money.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Name some people who help them in different ways. • Spot the difference between some facts and opinions when sharing ideas. • Say what they would do to make a simple plan. • Choose one way to do something. • Say when and why people might spend money. 	<ul style="list-style-type: none"> • Identify people who help them in different ways. • Spot facts and opinions to help them share ideas. • Able to make a plan. • Able to choose a method. • Identify different times and reasons to spend money. • Give examples of how people earn money. 	<ul style="list-style-type: none"> • Clearly identify a variety of people who help them in different roles and explain how they help. • Confidently distinguish between facts and opinions and use this understanding to share clear, well-thought-out ideas. • Develop detailed plans to achieve a goal, showing foresight and organisation. • Select and justify the best method to complete a task from several options.

<ul style="list-style-type: none"> • Give simple examples of how people earn money. 		<ul style="list-style-type: none"> • Explain different times and reasons why people might choose to spend money, showing an understanding of priorities. • Provide detailed examples of how people earn money and discuss different types of jobs or ways of earning.
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Year 3

BEING MY BEST

KNOWLEDGE & UNDERSTANDING

- To recognise how different food groups work in our body.
- To explain how some infectious illnesses are spread from one person to another.
- To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.
- To identify my achievements and skills to work on.
- To explain how skills are developed.

Prior Learning in Year 2

- Explain the stages of the learning line showing an understanding of the learning process
- To understand the importance of good hand and dental hygiene.
- To recognise what the body needs to have energy and stay well.
- To identify parts of the body that process food and create energy.

Future Learning in Year 4

- To identify how they and their friends are unique.
- To recognise that we all make different choices because we are unique.
- To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)

Common Misconceptions

- Some children may think:
- That eating one healthy food is enough to be healthy.
 - That germs are only spread through dirt.
 - That are generic, not understanding that organs have specific names with specific jobs.
 - That skills and strengths are fixed and cannot be changed or improved further.

Vocabulary

achieve, ambitions, arteries, balanced diet, bones, cleanliness, collaboration, cooperation, courteous, dairy, debate, discussion, dose, drug, energy, fruit & veg, goal-setting, goals, healthy, hygiene, improve, infection, instructions, intelligence, intestine, justify, liver, lungs, medicine, muscles, proteins, rest, respectful, safety, skills, sleep,

Skills

- I can choose foods that make a balanced meal.
- I can explain how washing hands can prevent infections spreading.
- I can describe how food, water and air get into the body and blood.
- I can set goals and make a plan to develop a new skill.

	starchy carbohydrates, talents, teamwork, teeth, vessels, veins, water.	
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Say which foods can make a healthy meal. Say why washing hands helps stop germs from spreading. Talk about how food, water, and air enter the body. Say what they want to learn and make a simple plan to practice it. 	<ul style="list-style-type: none"> Choose foods that make a balanced meal. Explain how washing hands can prevent infections spreading. Describe how food, water and air get into the body and blood. Set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> Clearly explain how to choose foods that create a balanced and nutritious meal. Describe in detail how washing hands prevents the spread of infections and why this is important. Explain the processes of how food, water, and air enter the body and travel through the blood to keep the body healthy. Set specific goals and create a detailed plan to develop a new skill, showing self-motivation and reflection.

Year 3	
GROWING AND CHANGING	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. To identify the different types of relationships people have and their different purposes and qualities. To identify what makes a positive relationship and what makes a negative relationship. To identify puberty changes. To explain menstruation cycle as something that happens when a sperm does not meet an egg. 	
Prior Learning in Year 2	Future Learning in Year 4
<ul style="list-style-type: none"> To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To identify the human private parts/genitalia and explain that they are used to make a baby. To explain who can see someone's private part, what consent means and how to protect privacy. 	<ul style="list-style-type: none"> To identify the different emotional reactions to different types of change and discuss. To understand how the onset of puberty can have emotional as well as physical impact. To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.

		<ul style="list-style-type: none"> To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That it is rude to tell someone they need space. That relationships only include family and friends. That puberty happens all at once. 	<p>accident, angry, birth, body space, breasts, burn, caring, cervix, danger, egg, emergency, excited, fertilise, fallopian tube, feelings, first aid, genitals, healthy, hazard, hips, internet safety, invade, jealous, kettle, lining, mammals, menstruation, menstruation cup, menstrual cycle, menstruation pad, ovary, period, personal information, personal space, penis, positive, profile, public, puberty, pubic hair, scared, safety, scald, secret, sperm, spots, stop, surprise, sweat, talk, tampon, testicles, touch, trust, uterus (womb), upset, vagina, wet dream, womb, worried.</p>	<ul style="list-style-type: none"> I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has. I can describe how a girls and boys body will change when it reaches puberty. I can tell you what happens to a woman's body when the sperm does not meet the egg.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Say what body space means. Name some of the different people they have relationships with (like family or friends). Say what makes a good friend or kind relationship. Know that girls' and boys' bodies will change as they get older. Say that sometimes a woman's body changes even if a baby doesn't grow. 	<ul style="list-style-type: none"> Explain what body space is and how it feels when someone is too close to them. Talk about some of the different relationships they have. Talk about what qualities a healthy positive relationship has. Describe how a girls and boys body will change when it reaches puberty. Talk about what happens to a woman's body when the sperm does not meet the egg. 	<ul style="list-style-type: none"> Clearly explain what personal body space is, how it helps them feel safe, and how to respond when someone gets too close. Describe a range of different relationships they have and explain the role each one plays in their life. Identify and explain the key qualities of a healthy, positive relationship, such as trust, kindness, and respect. Describe the physical changes that happen to both girls and boys during puberty and show understanding that these changes happen at different times for everyone. Explain what happens inside a woman's body during the menstrual cycle, including what happens when an egg is not fertilised.

Year 4

ME AND MY RELATIONSHIPS

• KNOWLEDGE & UNDERSTANDING

- To know that feelings can vary by intensity, person and change over time.
- To know and understand the qualities of a 'positive, healthy relationship'.
- To know when it's appropriate to say no and how.
- To know the strategies and skills needed for collaborative work.
- To recognise bullying or pressured behaviour.

Prior Learning in Year 3

- To know that feelings and emotions help a person cope with difficult times.
- To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.
- To recognise which strategies are appropriate for particular situations.
- To listen to and debate ideas and opinions with others with respect and courtesy
- To recognise why friends may fall out and how to resolve issues

Future Learning in Year 5

- To learn characteristics and skills in assertiveness
- To apply their collaborative skills to friendships and assertiveness.
- To learn ways to resolve conflict in an assertive, calm and fair manner.
- To identify what things make a relationship unhealthy and who to talk to if they needed help.
- To recognise emotional needs according to circumstance and any risk factors that could affect them.

Common Misconceptions

- Some children may think:
- That a relationship is good if you get along and never argue.
 - That saying "No" is rude or disrespectful.
 - That bullying is when someone is physically hurt, not knowing that exclusion, peer pressure and repeated unkindness can also be bullying signs.

Vocabulary

abandoned, aching, aggressive, agonising, alone, apologetic, assertive, assured, body language, bully, calm, collaborate, collaboration, collaborative, confident, consequences, compromise, devastated, delighted, distressed, ecstatic, face-to-face, facial expressions, feelings, friendly, happy, ignored, independent, isolated, joyful, lonely, miserable, negotiate, pain, peaceful, physical effects, positive, healthy relationship, pressure, qualities, regretful, remorseful, repentant, respect, respectful, responsibilities, rude, rueful, sad, sore,

Skills

- I can talk about how feelings change and be different for others.
- I can read different emotions by a person's body language.
- I can say 'no' in a calm and controlled way.
- I can name some qualities or strategies that help team work. I am aware of others and their needs when working together
- I can say what to do if I am, or a friend is, hurt or bullied by another person.
- I can recognise the qualities of a healthy relationship.

	team work, tease, unkind, unhappy, untroubled.	
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say that people can feel differently about the same thing and that feelings can change. • Notice how someone is feeling by looking at their face or body. • Say 'no' in a calm voice when they feel uncomfortable. • Name some ways to be a good team member and try to think about others when working together. • Say what they could do if they or a friend are being hurt or bullied. • Say what makes a good or kind friendship. 	<ul style="list-style-type: none"> • Talk about how feelings change and be different for others. • Read different emotions by a person's body language. • Able to say 'no' in a calm and controlled way. • Name some qualities or strategies that help team work. Aware of others and their needs when working together • Say what to do if they are, or a friend is, hurt or bullied by another person. • Recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> • Confidently explain how feelings can change over time and be different for different people in the same situation. • Accurately read a range of emotions by observing body language and facial expressions, and respond sensitively. • Use assertive language and calm body language to say 'no' in a respectful and controlled way. • Describe several effective teamwork strategies and show awareness of others' needs, adapting their approach when needed. • Explain what to do if they or someone else is being bullied or hurt, including who to talk to and how to support a friend. • Identify and describe a range of qualities that make a relationship healthy, such as respect, trust, and kindness, and apply these in their own relationships.

Year 4	
VALUING DIFFERENCE	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To identify different origins, national, regional, ethnic and religious backgrounds • To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • To recognise potential consequences of aggressive behaviour • To define the word respect. • Understand and identify stereotypes, including those promoted in the media. 	
Prior Learning in Year 3	Future Learning in Year 5
<ul style="list-style-type: none"> • Recognise that there are many different types of families. • Identify the different communities that they belong to 	<ul style="list-style-type: none"> • To describe the benefits of living in a diverse society

<ul style="list-style-type: none"> To learn ways of showing respect through language and communication. To identify different origins, national, regional, ethnic and religious backgrounds To recognise and explain why bullying can be caused by prejudice. 	<ul style="list-style-type: none"> To develop an understanding of discrimination and its injustice, and describe this using examples. To understand that the information we see online, either text or images, is not always true or accurate; To reflect on the impact social media puts pressure on peoples' life choices. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.
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Common Misconceptions	Vocabulary	Skills
Some children may think: <ul style="list-style-type: none"> That everyone in the same country has the same beliefs, traditions and culture. That religion and ethnicity are the same. That respect is one way rather than mutual. 	acquaintances, aggressive, apologise, body space, compromise, differences, invade, negotiation, respect, sharing, similarities, stereotype.	<ul style="list-style-type: none"> I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Say that people are different and that can sometimes lead to problems, but it can also be a good thing. Try to solve problems by listening and taking turns. Say what they could do if someone is being unkind or aggressive. Show they can be kind and fair to people who are different from them. Say why it's not fair to think something about someone just because of how they look or who they are. 	<ul style="list-style-type: none"> Explain how differences sometimes cause conflict but can also be something to celebrate. Begin to manage conflict by using negotiation and compromise. Suggest strategies for dealing with someone who is behaving aggressively. Demonstrate ways of showing respect to others' differences. Explain why it's important to challenge stereotypes that might be applied to them or others. 	<ul style="list-style-type: none"> Explain how differences between people can lead to misunderstandings but also bring new ideas and strengths to a group. Use negotiation and compromise to help solve conflicts fairly, thinking about how everyone feels. Suggest a range of safe and respectful ways to respond to aggressive or unkind behaviour. Give thoughtful examples of how to show respect for people's differences in real-life situations. Explain how stereotypes can be unfair or harmful and suggest ways to challenge them positively.

Year 4

KEEPING SAFE

KNOWLEDGE & UNDERSTANDING

- To define the words danger and risk and explain the difference between the two.
- To describe the different types of things that may influence a person to take a risk.
- To understand and explain the risks that cigarettes and alcohol can have on a person's body.
- To understand that influences can be both positive and negative.
- To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.

Prior Learning in Year 3

- To identify risk factors in given situations
- To define the words danger and risk and explain the difference between the two.
- To define the word 'drug' and understand that nicotine and alcohol are both drugs.
- To recognise potential risks associated with browsing online.
- To recognise and describe appropriate behaviour online as well as offline.
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Future Learning in Year 5

- To reflect on risk and the different factors and outcomes that might influence a decision.
- To reflect on the consequences of not keeping personal information private and the risks of social media.
- To explore categorisation of drugs, the risks associated with medicines.
- To learn some key facts and information about drugs and medicines.
- To recognise the features of face to face and online bullying and the strategies that deal with it.

Common Misconceptions

- Some children may think:
- That danger and risk are the same thing.
 - That only ill-intentioned peer would encourage risky behaviour.
 - That if something is deleted it is gone forever.

Vocabulary

Assertive, choices, consequences, dare, danger, dangerous, drug, hazard, hazardous, influence, medicine, online safety, personal information, persevere, privacy, privacy settings, risk, risky, security, social norm.

Skills

- I can demonstrate strategies for dealing with a risky situation
- I can give examples of people or things that might influence me to take risks and make decisions.
- I can give reasons for why most people choose not to smoke, or drink too much alcohol.
- I can explain what might happen if people take unsafe or inappropriate risks.
- I can identify images that are safe or unsafe to share online.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Demonstrate some strategies for dealing with a risky situation

WORKING AT EXPECTED LEVEL

- Demonstrate strategies for dealing with a risky situation

WORKING AT GREATER DEPTH

- Choose and explain strategies they could use to manage a risky situation safely and sensibly.

<ul style="list-style-type: none"> • Give some examples of people or things that might influence them to take risks and make decisions. • Give some reasons for why most people choose not to smoke, or drink too much alcohol. • Identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> • Give examples of people or things that might influence them to take risks and make decisions. • Give reasons for why most people choose not to smoke, or drink too much alcohol. • Explain what might happen if people take unsafe or inappropriate risks. • Identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> • Explain how different people or things might influence their choices, and how to decide what is right. • Give thoughtful reasons why people avoid smoking or drinking too much, including health and social effects. • Explain the short-term and long-term consequences of taking unsafe or inappropriate risks. • Evaluate online images and explain why some are unsafe to share, including issues around consent and privacy.
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Year 4

RIGHTS AND RESPONSIBILITY

KNOWLEDGE & UNDERSTANDING

- To learn about human rights and responsibilities and how they can impact their community.
- To recognise that they have a part in caring for and supporting their community.
- To recognise influences, facts and opinions and doing so in a critical manner.
- To identify the impact of bystander behaviour and how they can make a difference to a situation.
- To define terms related to finance and explain how society is supported by the income of others.

Prior Learning in Year 3

- To talk about and identify people who help them in school and the community.
- To learn differences between 'fact' and 'opinion'
- To discuss, plan and evaluate ways of helping the environment.
- To learn about saving, spending and essential purchases.
- To consider how money is earned and the different factors effecting this.

Future Learning in Year 5

- To identify, write and discuss issues currently in the media concerning health and wellbeing.
- To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.
- To identify the responsibilities to my home, community and environment I might have in the future.
- To consider what advice to give relating to saving and borrowing money.
- To define financial terms and explain how others have financial responsibility for the community.

Common Misconceptions

Vocabulary

Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • That only adults have rights. • That rights are limitless. • That responsibility does not come with being a part of a group or a community. 	<p>Anti-social behaviour, being responsible, conservation, courteous, deductions, democracy, environment, essential, expenditure, healthy, income, income tax, influence, laws, national insurance, opinion, public services, reliable, respectful, responsibility, rights, rules, safe, trustworthy, United Nations, VAT, witness.</p>	<ul style="list-style-type: none"> • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that affect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. • I can explain how others have a financial responsibility to their families and community. • I can give examples of choices and decisions with money that will affect me.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say some things they are responsible for and some things they have a right to. • Talk about their ideas and join in when decisions are made. • Give their opinion and say what helped them decide. • Say how they could help someone in a tricky situation. • Say how people use their money to help their family or others. • Give simple examples of money choices they might have to make. 	<ul style="list-style-type: none"> • Name some responsibilities and rights that I have. • Share ideas and make decisions that affect others. • Give their own opinion based on facts, opinions and other influences. • Give examples of how they can support others as a bystander. • Explain how others have a financial responsibility to their families and community. • Give examples of choices and decisions with money that will affect them. 	<ul style="list-style-type: none"> • Compare different rights and responsibilities they have in different parts of their life (e.g. at home, school, or in the community). • Listen to others' views and help make fair decisions that consider everyone's needs. • Give a reasoned opinion, showing they can tell the difference between facts, opinions, and influences. • Explain how bystanders can affect a situation positively or negatively, and suggest ways to help. • Explain how people manage money to support their family and give back to the wider community. • Consider the short-term and long-term effects of different money choices.

<h1>Year 4</h1>
<h2>BEING MY BEST</h2>
<h3>KNOWLEDGE & UNDERSTANDING</h3>

- To identify how they and their friends are unique.
- To recognise that we all make different choices because we are unique.
- To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)

Prior Learning in Year 3		Future Learning in Year 5	
<ul style="list-style-type: none"> • To recognise how different food groups work in our body. • To explain how some infectious illnesses are spread from one person to another. • To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. • To identify my achievements and skills to work on. • To explain how skills are developed. • 		<ul style="list-style-type: none"> • To describe the four main internal systems of the human body. • To understand the actual norms around smoking and the reasons for common misperceptions of these. • To identify the skills and qualities that make us successful and achieve our best. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To consider the different responsibilities that they and others have for their health and wellbeing. 	
Common Misconceptions		Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> • That being different from others is a bad thing. • That only visible traits make someone unique. • That they should go with the popular choice because 'fitting in' is the 'right' choice. • That food is the only source of energy, overlooking water, oxygen and sleep. 		<p>Accident, airway, balanced diet, be active, be mindful, blood, breathing, burn, casualty, choking, choices, community, connect, emergency, first aid, get creative, give to others, individual, injury, mental health, minor, nose bleed, recovery, reduce, re-think, re-use, recycle, refuse, repair, rot, scald, unresponsive, unique, volunteer, wellbeing, wound.</p>	<ul style="list-style-type: none"> • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can plan a healthy, balanced meal. • I can give examples of the ways people can look after their physical and mental wellbeing. • I can give different examples of some of the things that I do already to help look after my environment.
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> • Say something that makes them special and different. • Give examples of choices they make and ones adults make for them. • Choose some foods to make a healthy meal. 	<ul style="list-style-type: none"> • Say how being unique makes everyone special, different and valuable. • Give examples of choices they make and the choices others make for them. • Plan a healthy, balanced meal. 	<ul style="list-style-type: none"> • Explain how being unique helps people contribute in different ways and why this is valuable. • Compare the choices they make with those others make for them, and explain how this can change as they grow. 	

<ul style="list-style-type: none"> • Say ways people can keep their body and mind healthy. • Give examples of things they do to help care for the environment. 	<ul style="list-style-type: none"> • Give examples of the ways people can look after their physical and mental wellbeing. • Give different examples of some of the things that they do already to help look after their environment. 	<ul style="list-style-type: none"> • Plan a healthy, balanced meal and explain why the foods they chose are good for the body. • Give a range of ways people can care for both their physical and mental wellbeing and explain why it matters.
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Year 4

GROWING AND CHANGING

KNOWLEDGE & UNDERSTANDING

- To identify the different emotional reactions to different types of change and discuss.
- To understand how the onset of puberty can have emotional as well as physical impact.
- To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.
- To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.
- To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- To know that marriage should be entered into freely.

Prior Learning in Year 3

- To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.
- To identify the different types of relationships people have and their different purposes and qualities.
- To identify what makes a positive relationship and what makes a negative relationship.
- To identify puberty changes.
- To explain menstruation cycle as something that happens when a sperm does not meet an egg.

Future Learning in Year 5

- To describe the intensity of different feelings and strategies to build resilience.
- To understand the different types of feelings and emotions associated with puberty.
- To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.
- To identify the different types of products someone might use during puberty or menstruation.
- To explain how people might feel at times of change and loss. To consider strategies when coping with this.

Common Misconceptions

- Some children may think:
- That change is bad or scary, forgetting that changes can be exciting and positive.

Vocabulary

Acne, all about getting your period, body odour, breast growth, breasts, cervix, civil partnership, clitoris, compromise, conflict, cramps, deeper voice, ejaculate, ejaculation, embarrassed, endometrium (uterus lining), eggs, facial hair, fallopian tube, felt good, fertilised egg, feelings, foetus, forced marriage, genitals, growth spurt, guilty, hair removal, headache, hips, hormones,

Skills

- I can describe how change can make a person feel (both negative and positive).
- I can explain why young people can have mixed up feelings when they go through puberty.

	<p>independence, labia, laundry, learning line, legal age of consent, lining of the uterus, live together, lubricated, marriage, masturbation, menstrual cup, menstrual cycle, menstruation, mood swings, natural, nocturnal emission, normal, ovaries, pads, pee, penis, period/menstruation pad, periods, pleasure, practice, pregnant, privacy, pubic hair, puberty, reproduction, romantic/sexual interest, secret, semen, sexual feelings/horny, sexual nature, sheets, slippery, sperm, spontaneous erections, spots, stomach ache, surprise, sweat, tampons, testicles, testosterone, underarm hair, uncomfortable feelings, vagina, voice deepens, vulva, wet, wet dreams, What is a wet dream?, whitish fluid, wider hips, womb.</p>	<ul style="list-style-type: none"> • I can explain why puberty happens. • I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. • I can explain why some people choose to get married, have a civil ceremony or live together.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say how change can make someone feel happy, sad, or confused. • Say that people can feel lots of different things when their bodies start to change. • Say that puberty happens as you grow up. • Talk about how people might feel during puberty and periods, and say what could help. • Say some reasons why people might get married, live together, or have a special ceremony. 	<ul style="list-style-type: none"> • Describe how change can make a person feel (both negative and positive). • Explain why young people can have mixed up feelings when they go through puberty. • Explain why puberty happens. • Talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. • Explain why some people choose to get married, have a civil ceremony or live together. 	<ul style="list-style-type: none"> • Describe a range of feelings people might have during change and explain why these feelings can be different. • Explain why puberty can bring mixed emotions and how this is a normal part of growing up. • Describe what causes puberty to happen and why it is an important part of human development. • Talk in detail about how people feel during puberty and the menstrual cycle, and suggest helpful ways to manage these changes. • Explain the different reasons why people might choose to get married, live together, or have a civil ceremony, and understand that not everyone makes the same choice.

Year 5

ME AND MY RELATIONSHIPS

KNOWLEDGE & UNDERSTANDING

- To learn characteristics and skills in assertiveness
- To apply their collaborative skills to friendships and assertiveness.
- To learn ways to resolve conflict in an assertive, calm and fair manner.
- To identify what things make a relationship unhealthy and who to talk to if they needed help.
- To recognise emotional needs according to circumstance and any risk factors that could affect them.

Prior Learning in Year 4

- To know that feelings can vary by intensity, person and change over time.
- To know and understand the qualities of a 'positive, healthy relationship'.
- To know when it's appropriate to say no and how.
- To know the strategies and skills needed for collaborative work.
- To recognise bullying or pressured behaviour.

Future Learning in Year 6

- To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.
- To practice and use strategies in compromise and negotiation within a collaborative task or activity.
- To consider the types of touch that are safe, legal and that I am comfortable with.
- To name assertive behaviours and recognise peer influence or pressured behaviour.
- To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

Common Misconceptions

- Some children may think:
- That assertive means aggressive
 - That assertiveness is only used in a disagreement.
 - That collaboration means letting others take charge.
 - That unhealthy behaviour is easy to see.
 - That risk only means physical danger.

Vocabulary

Aggressive, assertive, body language, collaborate, compromise, conflict, emotional needs, emotions, face-to-face, insensitive, negotiation, non-verbal, passive, physical abuse, resolution, sensitive, sexual abuse, tone of voice, uncomfortable touching, unhealthy relationship, unsafe, verbal abuse.

Skills

- I can be assertive to keep myself happy, healthy and safe.
- I can use strategies to resolve arguments or disagreements.
- I can reflect on my behaviour, attitudes and qualities.
- I am aware of the warning signs that a relationship could be unhealthy or unsafe.
- I can manage my emotional needs and any risks to them.
- I can respond to emotions according to the situation and person.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Begin to demonstrate assertiveness to keep themselves happy, healthy and safe.

WORKING AT EXPECTED LEVEL

- Be assertive to keep themselves happy, healthy and safe.
- Use strategies to resolve arguments or disagreements.

WORKING AT GREATER DEPTH

- Confidently use assertive language and actions to protect their own wellbeing and make safe choices.

<ul style="list-style-type: none"> • Try to sort out arguments by talking and listening. • Talk about what they do well and how they act. • Notice when something in a friendship or relationship doesn't feel right. • Ask for help or use ideas to feel better when something is worrying them. • Show different feelings in a way that matches the situation. 	<ul style="list-style-type: none"> • Reflect on my behaviour, attitudes and qualities. • Demonstrate awareness of the warning signs that a relationship could be unhealthy or unsafe. • Manage their emotional needs and any risks to them. • Respond to emotions according to the situation and person. 	<ul style="list-style-type: none"> • Use a range of respectful strategies to resolve disagreements and explain why these help. • Reflect honestly on their own behaviour, attitudes, and qualities, and explain how these affect others. • Identify subtle warning signs of unhealthy or unsafe relationships and explain why these matter. • Recognise when emotional needs change and use positive strategies to manage their wellbeing and safety. • Respond sensitively to different emotions in themselves and others, depending on the person and situation.
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Year 5

VALUING DIFFERENCE

KNOWLEDGE & UNDERSTANDING

- To describe the benefits of living in a diverse society
- To develop an understanding of discrimination and its injustice, and describe this using examples.
- To understand that the information we see online, either text or images, is not always true or accurate;
- To reflect on the impact social media puts pressure on peoples' life choices.
- To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.

Prior Learning in Year 4

- To identify different origins, national, regional, ethnic and religious backgrounds
- To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- To recognise potential consequences of aggressive behaviour
- To define the word respect.
- Understand and identify stereotypes, including those promoted in the media.

Future Learning in Year 6

- To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
- To know that all people are unique but that we have far more in common with each other than what is different about us
- To understand and explain the term prejudice.
- To define what is meant by the term stereotype
- 5. To describe different types of friendships and relationships and their differing positive qualities.

Common Misconceptions

Vocabulary

Skills

<p>Some children may think:</p> <ul style="list-style-type: none"> • That diversity is only about differences in appearance. • That everything on the internet must be true and factual. 	<p>Biological sex, consequences, discrimination, diverse, embarrassed, excluded, friendship, gender expression, gender identity, gender identify, listening, listening skills, metaphor, multicultural society, physical abuse, prejudice, reactions, respect, sex, sexual orientation, talking, verbal abuse.</p>	<ul style="list-style-type: none"> • I can give examples of different faiths and cultures and positive things about having these differences. • I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • I can empathise with people who have been, and currently are, subjected to injustice, including through racism. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) • I can reflect on how individual/group actions can impact on others in a positive or negative way.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Name some different faiths and cultures and say why it's good to have these differences. • Say why it's important to respect different faiths and beliefs and give examples of how we can show respect. • Understand how people feel when they are treated unfairly, including because of their race. • Talk about how people might share things online that are not true about themselves and why they might do this. • Give reasons why sharing things online that are not true about themselves can cause problems. • Think about how what we do can affect other people in good or bad ways. 	<ul style="list-style-type: none"> • Give examples of different faiths and cultures and positive things about having these differences. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Empathise with people who have been, and currently are, subjected to injustice, including through racism. • Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people 	<ul style="list-style-type: none"> • Identify a range of different faiths and cultures and analyse the benefits of having such diversity in society. • Explain in detail why mutual respect for different faiths and beliefs is important and describe specific ways to demonstrate this respect in everyday life. • Show empathy by discussing the experiences of people who have faced injustice and racism, and reflect on the impact this has on individuals and communities. • Analyse why people might create false or selective impressions of themselves online and evaluate the motivations behind these choices.

	<p>that do it (trying to live up to their image, taking risks etc.)</p> <ul style="list-style-type: none"> • Reflect on how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> • Evaluate the potential risks and consequences of posting inaccurate or selective information about oneself online, including the pressures to maintain a certain image. • Reflect critically on how individual and group behaviours can influence others positively or negatively, giving examples to support your ideas.
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Year 5

KEEPING SAFE

KNOWLEDGE & UNDERSTANDING

- To reflect on risk and the different factors and outcomes that might influence a decision.
- To reflect on the consequences of not keeping personal information private and the risks of social media.
- To explore categorisation of drugs, the risks associated with medicines.
- To learn some key facts and information about drugs and medicines.
- To recognise the features of face to face and online bullying and the strategies that deal with it.

Prior Learning in Year 4

- To define the words danger and risk and explain the difference between the two.
- To describe the different types of things that may influence a person to take a risk.
- To understand and explain the risks that cigarettes and alcohol can have on a person's body.
- To understand that influences can be both positive and negative.
- To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.

Future Learning in Year 6

- To explore the risks and legality of communicating and sharing online.
- To describe and explain how easily images can be spread online.
- To explain some of the laws, categories and uses of drugs (both medical and non-medical)
- To understand the definition of an emotional need and how they can be met.
- To explore and understand the terms 'conflicting emotions', responsibility and independence.

Common Misconceptions

- Some children may think:
- That if something is risky it will lead to a bad outcome.
 - That it is okay to share information online as long as it doesn't include their name and address.

Vocabulary

Addiction, alcohol, assertive, assessing risk, bullying, cigarettes, cyberbullying, dare, drugs, habit, influence, norms, perception, personal

Skills

- I can suggest what someone should do when faced with a risky situation.
- I can protect my personal information online. I can recognise disrespectful behaviour online.

<ul style="list-style-type: none"> • That bullying only happens face to face. 	<p>information, pressure, privacy settings, resist pressure, risk taking, stimulant, substance.</p>	<ul style="list-style-type: none"> • I can identify the risks in a specific situation (including emotional risks). • I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. • I can support someone who is being bullied.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say some things someone could do if they find themselves in a risky situation. • Show awareness of how to keep their personal information safe when using the internet. • Spot when someone is being disrespectful online. • Name some risks that might happen in a certain situation, including feelings that might get hurt. • Talk about why some people don't smoke and what helps them make that choice. • Help someone who is being bullied. 	<ul style="list-style-type: none"> • Suggest what someone should do when faced with a risky situation. • Protect their personal information online. • Recognise disrespectful behaviour online. • Identify the risks in a specific situation (including emotional risks). • Discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. • Support someone who is being bullied. 	<ul style="list-style-type: none"> • Explain in detail what actions someone should take when faced with a risky situation and why those actions are important. • Demonstrate how to protect personal information online and discuss why this is crucial for safety. • Analyse examples of disrespectful behaviour online and explain how it can affect others. • Identify different types of risks in a specific situation, including emotional and social risks, and evaluate their potential impact. • Discuss social norms around smoking and critically examine factors that influence a person's decision not to smoke. • Describe effective ways to support someone who is being bullied and explain why this support matters.

Year 5

RIGHTS AND RESPONSIBILITY

KNOWLEDGE & UNDERSTANDING

- To identify, write and discuss issues currently in the media concerning health and wellbeing.
- To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.
- To identify the responsibilities to my home, community and environment I might have in the future.
- To consider what advice to give relating to saving and borrowing money.
- To define financial terms and explain how others have financial responsibility for the community.

Prior Learning in Year 4		Future Learning in Year 6	
<ul style="list-style-type: none"> To learn about human rights and responsibilities and how they can impact their community. To recognise that they have a part in caring for and supporting their community. To recognise influences, facts and opinions and doing so in a critical manner. To identify the impact of bystander behaviour and how they can make a difference to a situation. To define terms related to finance and explain how society is supported by the income of others. 		<ul style="list-style-type: none"> To analyse and reflect on bias in the media. To discuss methods of saving and considerations for spending money. To discuss voluntary and pressure groups and their role in making changes to our communities and environments. To identify or suggest ways that help the environment. To define 'democracy' and explain how laws are made. 	
Common Misconceptions	Vocabulary	Skills	
Some children may think: <ul style="list-style-type: none"> That everything they see or hear in the media is true. That responsibilities are just jobs and tasks. 	Biased, borrow, community group, council, councillors, costs, credit, debit, duties, elections, fair trade, fact, interest, loan, opinion, pressure (action) group, public services, rent, responsibility, rights, salaries, unbiased, voluntary group, vote, wages.	<ul style="list-style-type: none"> I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community. 	
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> Share some ideas and opinions about a topic in a small group. Say how what other people do can affect them and their community. Give some reasons why people might find it hard to do their responsibilities. Name some of their rights and responsibilities as they get older, at 	<ul style="list-style-type: none"> Develop ideas and opinions based on a current issue and present these with a group. Identify how the responsibilities of others impact them and their community. Give examples of barriers that can stop others following their responsibilities. Give examples of some of the rights and responsibilities they have as they grow 	<ul style="list-style-type: none"> Develop well-reasoned ideas and opinions about a current issue and present these clearly and confidently within a group discussion. Explain how the responsibilities and actions of others can affect individuals and the wider community. Identify and explore different barriers that may prevent people from meeting their 	

<p>home, in the community, and for the environment.</p> <ul style="list-style-type: none"> • Give simple ideas about how to use and save money sensibly. • Say a few things they know about money and name someone in the community who works with money. 	<p>older, at home, in their community and the environment.</p> <ul style="list-style-type: none"> • Give real examples of each of the above that relate to them. • Suggest ways to spend and save money responsibly. • Explain some things about finance and money and name a person who deals with money in my community. 	<p>responsibilities, including personal and societal factors.</p> <ul style="list-style-type: none"> • Give detailed examples of rights and responsibilities they have now and will gain as they grow, at home, in their community, and in caring for the environment. • Make meaningful connections between these rights and responsibilities and their own life experiences. • Suggest and justify sensible ways to save and spend money, showing an understanding of long- and short-term consequences. • Explain key financial terms and describe the role of people in the community who manage or support financial decisions.
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Year 5

BEING MY BEST

KNOWLEDGE & UNDERSTANDING

- To describe the four main internal systems of the human body.
- To understand the actual norms around smoking and the reasons for common misperceptions of these.
- To identify the skills and qualities that make us successful and achieve our best.
- To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
- To consider the different responsibilities that they and others have for their health and wellbeing.

Prior Learning in Year 4

- To identify how they and their friends are unique.
- To recognise that we all make different choices because we are unique.
- To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)
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Future Learning in Year 6

- To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.
- To define aspirations and goals.
- To recognise that we will meet challenges on the way to achieving our goals.
- To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
- To understand risks related to growing up and explain the need to be aware of these.

Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> • That each organ works on its own, not realising each organ is a part of a body system. • That adults smoke so it is a part of growing up. • That success is only linked to winning or being the best at something. 	<p>Body systems, celebrities, commitment, community, determination, independence, interpersonal skills, life skill, organs, patience, perseverance, personal qualities, resilience, responsibility, school community, sepsis.</p>	<ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can effect a person’s health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success.

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Say what one part of the body does to help keep them healthy. • Say how smoking or drinking can be bad for someone's health. • Talk about something they want to get better at and how they could practise to improve. • Say what makes someone a good person, like being kind or helpful, not just how they look. • Give an example of something they've done on their own and felt proud of. 	<ul style="list-style-type: none"> • Explain how one organ functions and how it contributes to the health of their body. • Explain how choices relating to smoking and drinking can effect a person’s health. • Think of ways to improve a skill and the strategies that will help them do this. • Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • Give examples of how they are independent and manage my own success. 	<ul style="list-style-type: none"> • Describe in detail how one organ works and explain how it helps the body stay healthy as part of a body system. • Explain how choices like smoking and drinking can damage different parts of the body and affect long-term health. • Evaluate their own strengths and areas for improvement, and suggest clear, realistic strategies to develop a skill over time. • Give thoughtful examples of personal qualities—such as empathy, honesty, and respect—that make someone truly admirable, beyond appearance. • Reflect on times they have worked independently, explaining how their actions led to success and how they plan for future goals.

<h1>Year 5</h1>
<h2>GROWING AND CHANGING</h2>
<h3>KNOWLEDGE & UNDERSTANDING</h3>
<ul style="list-style-type: none"> • To describe the intensity of different feelings and strategies to build resilience.

- To understand the different types of feelings and emotions associated with puberty.
- To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.
- To identify the different types of products someone might use during puberty or menstruation.
- To explain how people might feel at times of change and loss. To consider strategies when coping with this.

Prior Learning in Year 4

- To identify the different emotional reactions to different types of change and discuss.
- To understand how the onset of puberty can have emotional as well as physical impact.
- To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.
- To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.
- To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- To know that marriage should be entered into freely.

Future Learning in Year 6

- To identify types of emotional responses and some strategies for coping with change.
- To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.
- To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.
- To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.
- To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.

Common Misconceptions

- Some children may think:
- That resilience means hiding or ignoring feelings.
 - That secrets should always be kept secret.
 - That there is a time limit on feeling a certain way.

Vocabulary

Acne, acne cream, anus, body anxiety, body autonomy, body confidence, body odour, breast development, break a confidence, chest hair, chemicals, circumcised, clean underwear, clitoris, commitment, community, compromise, confidential, conflict, crush, deodorant, determination, doctor, emotional changes, emotions, erection, exercise, facial wash, FGM/cuts to the vulva, foreskin, fostered, genitalia, good hygiene, hair growth, hair removal, height gain, healthy food, hips widen, hormones, hydration, if using film clip, in confidence, independence, interpersonal skills, involuntary erections, life skill, lips (labia), managing feelings, masturbation, medication, menstruation, menstruation cup, mood swings, oil glands, organs, patience, period, period protection, period products, period/menstruation pads, personal qualities, perseverance, penis, pimples, puberty, public hair, pubic hair, rashes, respect, resilience, responsibility, school community, scrotum, separation, semen, sensitive, shampoo, sharp razors, shaving rash, shower gel, showers, sleep, soap, social confidence, softening cream, spots, spot cream, stretch marks, sweat, tampon, taking care of your body, testicles, tissues, trust, under arm, unwanted attention, unwanted touch, urinary opening, vaginal discharge, vaginal opening, vulva, washing, washing powder, wearing a bra, weight gain, wellbeing, wet dream, wet dreams, zits.

Skills

- I can begin to manage challenging emotions by building my resilience.
- I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.
- I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.
- I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.
- I can give examples of feelings and emotions people have at times of change.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • I can try to handle my difficult feelings by staying calm and strong. • I can talk about some feelings people have during puberty and how to be kind when there are problems. • I can say who I can ask for help if I feel unsafe and ways to keep safe. • I can use simple words to explain what happens during puberty and what things people might use during their period. • I can give examples of feelings people might have when things change. 	<ul style="list-style-type: none"> • Begin to manage challenging emotions by building my resilience. • Describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. • Identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. • Explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. • Give examples of feelings and emotions people have at times of change. 	<ul style="list-style-type: none"> • I can confidently manage challenging emotions by developing my resilience and understanding how it helps me. • I can describe a wide range of emotions and feelings people experience during puberty, and suggest respectful and effective ways to resolve conflicts. • I can clearly identify different ways to stay safe in unsafe situations, naming trusted adults and explaining strategies to protect myself and others. • I can accurately explain the menstruation cycle and other puberty changes using the correct scientific vocabulary, including the different products people might need. • I can provide detailed examples of complex feelings and emotions people may have during times of change and explain why these feelings happen.

Year 6	
ME AND MY RELATIONSHIPS	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. • To practice and use strategies in compromise and negotiation within a collaborative task or activity. • To consider the types of touch that are safe, legal and that I am comfortable with. • To name assertive behaviours and recognise peer influence or pressured behaviour. • To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance. 	
Prior Learning in Year 5	Future Learning in KS3
<ul style="list-style-type: none"> • To learn characteristics and skills in assertiveness • To apply their collaborative skills to friendships and assertiveness. 	<ul style="list-style-type: none"> • KS3 Curriculum

<ul style="list-style-type: none"> To learn ways to resolve conflict in an assertive, calm and fair manner. To identify what things make a relationship unhealthy and who to talk to if they needed help. To recognise emotional needs according to circumstance and any risk factors that could effect them. 		
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That negotiation means one party must “lose”. That peer pressure is always direct and obvious. 	<p>appropriate, assertive, assertiveness, balanced friendship, civil partnership, collaboration, compromise, forced marriage, illegal, inappropriate, marriage, negotiation, peer pressure, response, respectful, resolution, sensitive, teamwork, thoughtful</p>	<ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Try to solve problems with their friends by being kind, clear, and understanding. Give examples of sharing and taking turns and use these skills in real situations. Know that some types of touch are not allowed. Use confident words and actions to keep themselves safe from friends who try to make them do things they don't want to. Explain what people who watch bullying do and give examples of how they help or don't help. 	<ul style="list-style-type: none"> Work through challenges they have with my friends with respect, assertiveness and understanding. Give examples of negotiation and compromise and use these skills in practical situations. Know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. Use assertive behaviours to keep themselves safe from peer influence or pressure. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 	<ul style="list-style-type: none"> Confidently resolve friendship challenges using respect, assertiveness, and empathy to understand different points of view. Clearly explain negotiation and compromise and apply these skills effectively in a variety of practical situations. Identify illegal and inappropriate types of touch and articulate strategies for seeking help and supporting others who experience such situations. Demonstrate assertive behaviours to resist peer pressure and influence, maintaining their personal boundaries and safety. Analyse bystander behaviour during bullying incidents and evaluate different ways bystanders can respond to support the person being bullied.

Year 6

VALUING DIFFERENCE

KNOWLEDGE & UNDERSTANDING

- To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
- To know that all people are unique but that we have far more in common with each other than what is different about us
- To understand and explain the term prejudice.
- To define what is meant by the term stereotype
- 5. To describe different types of friendships and relationships and their differing positive qualities.

Prior Learning in Year 5

- To describe the benefits of living in a diverse society
- To develop an understanding of discrimination and its injustice, and describe this using examples.
- To understand that the information we see online, either text or images, is not always true or accurate;
- To reflect on the impact social media puts pressure on peoples' life choices.
- To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.

Future Learning in KS3

- KS3 Curriculum

Common Misconceptions

- Some children may think:
- That bullying has to be intentional.
 - That differences are bigger than similarities, missing the subtle things that people have in common.
 - That prejudice is just being unfriendly.
 - That friendships and relationships don't differ much.

Vocabulary

acquaintance, assumption, biological sex, body language, bystander, confidence, cultural norms, disrespect, diversity, empathy, friend, gender expression, gender identity, gender stereotype, identity, media influence, point of view, positive feedback, prejudice, relationships, respect, self-esteem, sexual orientation, stereotype, tolerance, unique, witness

Skills

- I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
- I can show respect to others by using verbal and non-verbal communication.
- I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
- I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
- I can recognise how the media can reinforce gender stereotypes and begin to challenge this.

ASSESSMENT STATEMENTS

WORKING TOWARDS

WORKING AT EXPECTED LEVEL

WORKING AT GREATER DEPTH

<ul style="list-style-type: none"> • Explain the difference between someone who watches bullying without helping and someone who steps in to help, and give an example of how helping can stop bullying. • Show respect to others by using kind words and friendly actions. • Explain why some people might be unkind or bully others because they are different. • Describe some reasons why it's important to care about other people's feelings. • Recognise when TV, ads, or videos show boys and girls in certain ways and begin to say when this is unfair. 	<ul style="list-style-type: none"> • Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. • Show respect to others by using verbal and non-verbal communication. • Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • Describe how empathy can help people to be more tolerant and understanding of those who are different from them. • Recognise how the media can reinforce gender stereotypes and begin to challenge this. 	<ul style="list-style-type: none"> • Analyse the difference between passive bystanders and active bystanders, providing detailed examples of how active intervention can effectively prevent or stop bullying. • Consistently demonstrate respect for others through thoughtful verbal and non-verbal communication in a variety of social situations. • Critically reflect on and articulate the underlying reasons why some individuals display prejudiced behaviours and may bully others based on differences. • Explain how empathy deepens understanding and promotes tolerance towards people who are different, supporting inclusive attitudes and behaviours. • Critically evaluate how media representations can reinforce gender stereotypes and confidently challenge these portrayals with reasoned arguments.
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<h1>Year 6</h1>	
<h2>KEEPING SAFE</h2>	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To explore the risks and legality of communicating and sharing online. • To describe and explain how easily images can be spread online. • To explain some of the laws, categories and uses of drugs (both medical and non-medical) • To understand the definition of an emotional need and how they can be met. • To explore and understand the terms 'conflicting emotions', responsibility and independence. 	
Prior Learning in Year 5	Future Learning in KS3
<ul style="list-style-type: none"> • To reflect on risk and the different factors and outcomes that might influence a decision. • To reflect on the consequences of not keeping personal information private and the risks of social media. • To explore categorisation of drugs, the risks associated with medicines. 	<ul style="list-style-type: none"> • KS3 Curriculum

<ul style="list-style-type: none"> To learn some key facts and information about drugs and medicines. To recognise the features of face to face and online bullying and the strategies that deal with it. 		
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That if they share information or pictures with friends it won't be shared any further. That medical drugs and non-medical drugs are the same thing. That emotional needs are not important. That independence means self-reliance. 	<p>addiction, age restrictions, alcohol, conflicting emotions, drug, drug laws, emotional needs, habit, illegal, independence, legal, long-term effects, medical, non-medical, norms, online safety, parental consent, penalties, permission, physical needs, possess, produce, privacy settings, responsibility, right to privacy, risks, secure, sharing, sexual images, short-term effects, social media, supply, trolling</p>	<ul style="list-style-type: none"> I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Use kind, safe, and sensible behaviour when using social media. Give simple examples of how to share pictures online in a safe way. Say how other people's choices about alcohol might affect what someone else decides to do. Suggest good ways to feel better when they are sad, worried, or upset, and explain how this helps them behave more calmly. Begin to make their own choices and try to make the right decisions. 	<ul style="list-style-type: none"> Use safe, respectful and responsible behaviours and strategies when using social media. Give examples of how to safely share images online. Explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. Suggest positive ways to meet their emotional needs and how this impacts their behaviour. Begin to make decisions independently and responsibly. 	<ul style="list-style-type: none"> Consistently demonstrate safe, respectful, and responsible behaviours when using social media, and explain strategies for managing risks online. Explain how to share images online safely, including understanding privacy settings, consent, and the risks of digital permanence. Explain how social expectations and peer influence can affect someone's decision to drink alcohol, and reflect on how to make independent choices. Suggest a range of healthy strategies for meeting emotional needs and explain how these choices can positively impact their mood, behaviour, and relationships. Confidently make independent decisions, showing responsibility and awareness of how their choices affect themselves and others.

Year 6

RIGHTS AND RESPONSIBILITY

KNOWLEDGE & UNDERSTANDING

- To analyse and reflect on bias in the media.
- To discuss methods of saving and considerations for spending money.
- To discuss voluntary and pressure groups and their role in making changes to our communities and environments.
- To identify or suggest ways that help the environment.
- To define 'democracy' and explain how laws are made.

Prior Learning

- To identify, write and discuss issues currently in the media concerning health and wellbeing.
- To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.
- To identify the responsibilities to my home, community and environment I might have in the future.
- To consider what advice to give relating to saving and borrowing money.
- To define financial terms and explain how others have financial responsibility for the community.

Future Learning

- KS3 Curriculum

Common Misconceptions

- Some children may think:
- That anything in the news is true.
 - That only politicians and people in power have the ability to make a difference.
 - That laws are made quickly and they're all decided by the King.

Vocabulary

amendments, ballot box, ballot slip, bank (building society) account, beneficiary, biased, campaign bid, cash, candidate, community group, composting, debate, debit card, democracy, election, enforcement, energy, fact, Fair Trade, food miles, grant, House of Commons, House of Lords, income tax (PAYE), image, interest, Junior ISA, majority, manifesto, materials, mission statement, MP, online safety, opinion, penalties, pitch, policies, political constituencies, pressure (action) group, profile, proposal, public services, recycling, reuse, saving, shop local, sharing, social media,

Skills

- I can use safe, respectful and responsible behaviours and strategies when using social media.
- I can give examples of how to safely share images online.
- I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.
- I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.
- I can begin to make decisions independently and responsibly. I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.
- I can discuss the reasons why people post online and the positive and negative effects relating to social media.
- I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.
- I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.

	stereotype, stereotype, tax, transport, value, values, VAT, voting, voting booth, voluntary group, waste	<ul style="list-style-type: none"> • I can suggest ways that I can help my environment. • I can give examples of why we need a democratic society and how laws keep us safe.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Use social media in a kind, safe, and sensible way. • Say how other people’s actions might affect someone’s choice to drink alcohol or not. • Say some good ways to feel better when they are upset, and how this helps them behave well. • Beginning to make their own choices and try to make good decisions. • Talk about some differences between a fact and an opinion, and begin to say what bias means. • Talk about why people post things online and what can be good or bad about social media. • Talk about how people earn money, that some people earn more than others. • Talk about and talk about how they can help make a change in their school, community, or the environment. • Give some ideas about how to look after the environment. • Give some examples of why rules and laws are important and how they help keep people safe. 	<ul style="list-style-type: none"> • Use safe, respectful and responsible behaviours and strategies when using social media. • Give examples of how to safely share images online. • Explain how social norms around alcohol can influence a person’s decision whether to drink alcohol or not. • Suggest positive ways to meet their emotional needs and how this impacts their behaviour. • Begin to make decisions independently and responsibly. • Talk about the difference between 'fact' and 'opinion' and explain what 'bias' means. • Discuss the reasons why people post online and the positive and negative effects relating to social media. • Talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • Describe how a group of people can make a change. • Reflect on their role in making a change in their community or environment. • Suggest ways that they can help their environment. • Give examples of why we need a democratic society and how laws keep us safe. 	<ul style="list-style-type: none"> • Confidently use social media in a safe, respectful, and responsible way, and explain how to manage risks and challenges online. • Give clear, well-reasoned examples of how to share images online safely, including the importance of consent and privacy settings. • Explain how peer pressure and social expectations can affect someone’s decision to drink alcohol, and reflect on how to make safe, independent choices. • Suggest a range of positive ways to meet emotional needs and explain how these strategies influence their behaviour, relationships, and wellbeing. • Make independent and thoughtful decisions, showing responsibility for themselves and others. • Explain the difference between fact and opinion and describe how bias can affect how information is presented or interpreted. • Discuss a range of reasons why people post on social media and evaluate the positive and negative impacts on individuals and society. • Explain how money is earned in different ways, understand differences in income, and describe how public services are funded through taxation. • Describe how people working together as a group can bring about meaningful change in their community or beyond. • Reflect thoughtfully on their own role in making a positive difference in their community or environment. • Suggest practical and meaningful ways to care for and protect the environment.

		<ul style="list-style-type: none"> Give clear examples of why democratic societies are important and explain how laws help protect people and ensure fairness.
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Year 6

BEING MY BEST

KNOWLEDGE & UNDERSTANDING

- To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.
- To define aspirations and goals.
- To recognise that we will meet challenges on the way to achieving our goals.
- To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
- To understand risks related to growing up and explain the need to be aware of these.

Prior Learning

- To describe the four main internal systems of the human body.
- To understand the actual norms around smoking and the reasons for common misperceptions of these.
- To identify the skills and qualities that make us successful and achieve our best.
- To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
- To consider the different responsibilities that they and others have for their health and wellbeing.

Future Learning

- KS3 Curriculum

Common Misconceptions

- Some children may think:
- That success is being clever or lucky.
 - That aspirations only relate to being a grown up in the future.
 - That adults will always stop risky things.

Vocabulary

999, accurate, adult, ambulance, aspirations, be active, calm, choices, community, connect, dilemma, emergency, feelings, first aid, goal setting, give, health, information, influence, keep learning (get creative), operator, panic, perseverance, reliable, Red Cross, role, responsive, scenario, script, serious, sources,

Skills

- I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.
- I can set goals so that I can achieve an aspiration.
- I can tell you how I can overcome problems and challenges on the way to achieving my goals.
- I can identify risk factors in a given situation
- I can assess the level of risk and explain how a risk can be reduced.

	take notice (mindful), unresponsive, valued, wellbeing, weigh up	
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Begin to give simple examples of how to look after their wellbeing. • Set a small goal to help them work towards something they want to do or be. • Talk about some ways to solve problems and keep going when something is difficult. • Spot some things that might be risky or unsafe in a situation. • Say how risky something is and give simple ideas to make it safer. 	<ul style="list-style-type: none"> • Explain, giving examples, how they can manage their wellbeing using the five ways to wellbeing. • Set goals so that they can achieve an aspiration. • Talk about how they can overcome problems and challenges on the way to achieving their goals. • Identify risk factors in a given situation • Assess the level of risk and explain how a risk can be reduced. 	<ul style="list-style-type: none"> • Explain, using clear examples, how each of the five ways to wellbeing can support their mental and emotional health. • Set realistic, personal goals and explain how these goals will help them achieve a longer-term aspiration. • Reflect on possible challenges they may face when working towards a goal and suggest positive strategies to overcome them. • Identify a range of risk factors in different situations, including physical and emotional risks. • Assess how serious a risk is and explain thoughtful ways to reduce or manage that risk to keep themselves and others safe.

Year 6	
GROWING AND CHANGING	
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • To identify types of emotional responses and some strategies for coping with change. • To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. • To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. • To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. • To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe. 	
Prior Learning	Future Learning
<ul style="list-style-type: none"> • To describe the intensity of different feelings and strategies to build resilience. • To understand the different types of feelings and emotions associated with puberty. • To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. 	<ul style="list-style-type: none"> • KS3 Curriculum

<ul style="list-style-type: none"> To identify the different types of products someone might use during puberty or menstruation. To explain how people might feel at times of change and loss. To consider strategies when coping with this. 		
Common Misconceptions	Vocabulary	Skills
<p>Some children may think:</p> <ul style="list-style-type: none"> That puberty is only a physical change. That people in the spotlight and on social media are always happy. 	<p>active labour, adoption, age of consent, antibodies, artificial insemination, birth, birth canal, blended family, blood transfusions, breastfeeding, cancer, caesarean, cells, cervix, cervical opening, change, condom, conception, contractions, contracts, conversation, cuddle, cut, delivery, derogatory, dilate, donate sperm, down syndrome, embryo, efface, ejaculate, emotional changes, energized, erection, erections, excited, fallopian tube, fertilisation, feeling funny sexually, fertility, fetal head, FGM, foster parents, friends, gender stereotype, hips widen, HIV, human immunodeficiency virus, human papilloma virus, hormones, hug, immune system, illness, implant, IVF, kiss, labour, life threatening, lifelong condition, lining of womb, loving relationship, manipulation, manage emotions, mature egg, media manipulation, medication, menstrual cycle, miscarriage, midwife, mood swings, more independence, muscles, mucous plug, musical, myometrium, natural family planning, orgasm, online safety, ovaries, ovulation, pelvic floor, pelvis, period, period products, physical changes, placenta, pregnancy, prejudice, premature birth, pregnancy loss, pleasurable feeling, puberty, puberty and finding out who you are, puberty changes, puberty growth, queer couple, reproductive health, reproductive system, reproductive technologies, right to privacy, ripen, role models, semen, sexual activity, sexual contact, sexual intercourse, sexual reaction, sexual orientation, sharing needles, sharing online, skin changes, skull bones, sperm, sperm bank, spots, start to have questions about sex, stereotype, surrogacy, testicles, transmission, transgender, transgender health, transgender rights, transgender surgery, transgender youth, transmission, trial, trust, unprotected sex, uterine lining, vagina, vaginal childbirth, vaginal fluids, vaginal wetness, vaccination, voice deepening, water break, wet dreams, womb, wrongful birth</p>	<ul style="list-style-type: none"> I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Name some feelings people might have when things change, like feeling happy, sad, or worried. 	<ul style="list-style-type: none"> Name some of the feelings and emotions people have during change. Give examples of how someone could cope with or get support during puberty. 	<ul style="list-style-type: none"> Describe a range of emotions people may experience during times of change and explain why these feelings might happen. Give thoughtful examples of healthy ways to cope with puberty, including emotional

<ul style="list-style-type: none"> • Give simple examples of how someone can get help or feel better during puberty, like talking to a trusted adult. • Say that TV, adverts, or online posts can show unfair ideas about how people should look, and this might make someone feel upset about their body. • Explain how to stay safe online by not sharing private pictures or personal information. • Give advice and name trusted adults who can help keep someone safe. • Tell when a secret is not safe and should be shared with an adult. 	<ul style="list-style-type: none"> • Identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • Explain how to stay safe when sharing images and information online. • Offer advice and name people to help keep someone safe. • Identify if a secret is unsafe. 	<p>support and where to find reliable information.</p> <ul style="list-style-type: none"> • Explain how media can reinforce stereotypes about appearance and describe how this might affect someone's confidence or body image. • Explain clearly how to stay safe when sharing images or personal information online, including understanding privacy settings and consent. • Give sensible advice and identify trusted adults or services that someone can go to for help in unsafe situations. • Confidently recognise unsafe secrets and explain when and why it's important to tell a trusted adult.
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