

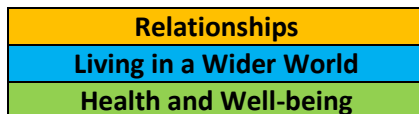


Lacewood Primary School

Knowledge and Skills Progression Plan for PSHE

Golden Threads

The core knowledge for has been chosen to aid pupil's understanding in PSHE and RSE, with reference to the Department for Education's statutory guidance on Relationships Education, RSE and Health Education. The needs of the children in our school have been a key focus point at Lacewood and the Mental Health and Wellbeing of the pupils have been referred to throughout this document. Public Health England Fingertips Data for the local area has been considered to ensure that this document meets the needs of the children as part of the wider community. This will be reviewed on a yearly basis. The golden threads were selected to ensure that the children gain a comprehensive knowledge of 'Relationships', 'Living in the Wider World' and their Health and Wellbeing. This document ensures that their knowledge and understanding will progress throughout their education at Lacewood.



Knowledge and Understanding Core Strands from the Curriculum

Building Relationships

FS1

- How to build relationships with adults and other children – sharing experiences and play ideas.
- To understand, through role modelling and guidance, how adults use their experiences to guide social interactions and relationships. (the adult as a co-creator of meaning, Thrive, Thinking)
- To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play.

Lines of Enquiry and Key Experiences

- Turn taking and sharing of resources and including of people's attention.
- Adults modelling this alongside the children and using the vocabulary linked to feelings and fairness.
- Using "WIN" alongside the children in their play e.g. I wonder, I Imagine, I notice... etc.
- Using VRFs to help children relate their physical sensations to their thought and feelings - Attune, validate, contain and regulate.
- Which Colour Monster are you today? Have you filled a bucket today? etc. Relating the language and experience seen and expressed in stories to the children's everyday experiences.
- Learning the basic expectations and boundaries of the setting. Why do we have rules in class?

FS2

- To understand power and responsibility, consequences and contexts in relationships with others – (Thrive Power and Identity, role modelling how to use power in relationships, helping the child to learn responsibility for their behaviour)
- To help children distinguish between fantasy and reality.
- To begin to recognise that each person is an individual and the importance of celebrating and respecting each other's individuality.

Lines of Enquiry and Key Experiences

- What happens if rules are broken?
- What is the effect my behaviour or actions have on others? Feedback from everyday issues e.g. conflicts, anger etc. Use of social stories and story books to model and represent typical issues at school and that come from forming new relationships at school.
- Adults using every opportunity to "think out loud" to help children in observing, noticing and considering actions, words and behaviours and how they can affect others.
- Celebrating and sharing the unique and special qualities of themselves and others from within the class and school community. What makes me special? What am I proud of? What do I enjoy?
- How am I similar or different to my friends in class? What things are we good at? What things do we enjoy? Is it OK to have different likes/dislikes to my friends?
- What is the difference between reality and fantasy?
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End Point FS1	End Point FS2
<p>I can play alongside my peers sharing resources and taking turns with others.</p> <p>I know what the class rules are.</p> <p>I know how to follow a class rule</p>	<p>I know our class rules.</p> <p>I know why rules are important.</p> <p>I can describe what actions I take to be fair and to follow our rules.</p> <p>I can describe when something is or isn't fair.</p> <p>I know that my actions can affect the feelings of others.</p> <p>I can name and identify a wider range of feelings – excited, anxious, frightened, calm, worried etc.</p> <p>I recognise what has made me feel a particular feeling.</p> <p>I can describe the ways in which I am similar and/or different to my peers.</p> <p>I know the difference between fantasy and reality</p>
Managing Self	
FS1	FS2
<ul style="list-style-type: none"> To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences) To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) To understand why rules are important. To learn about the ways in which we take care of ourselves e.g. hand washing, toileting, dressing ourselves, diet, etc. 	<ul style="list-style-type: none"> To recognise that they belong to a range of different communities and social groups. To sensitively discuss the similarities and differences between themselves and others in terms of likes, interests, preferences etc. To begin to be aware of the impact of prejudice and discrimination. To learn how to value and celebrate each others' skills, talents, abilities and what makes us all unique. To learn strategies and develop a positive mindset to enable them to overcome difficulties and problems with resilience. (learning buddies) To learn the importance of healthy practises including managing our physical, hygiene, dietary and mental needs.
Lines of Enquiry and Key Experiences	Lines of Enquiry and Key Experiences
<ul style="list-style-type: none"> Adults modelling and demonstrating through everyday activities what the rules are – what it looks like in practise. Lots of praise and feedback to children demonstrating the rules/expectations positively. Adults responding to the emotional needs of each individual – having consistent expectations but employing VRFs to respond to each individual in a way that catches and matches their level of emotional well-being and/or understanding. E.g. Being – physical containment/safety. Doing – adult supporting alongside, putting language to the feelings, WIN etc. Thinking – lending the adults' thinking brain, thinking out loud etc. What rules do I have to follow at school? Why is it important to have rules at school? Why might this be different to being at home? Who are my friends at school? How do we look the same/different? What things do we like that is the same/different? Who keeps me safe at school? How do I stay safe at school? Who are the important people to me at school? How do they help me to look after myself? Prompts, support and reminders to follow basic self-care routines e.g toileting, putting on shoes and coat, wiping nose, hand washing etc. What can I do to keep myself and my friends safe? 	<ul style="list-style-type: none"> Which people are important to me at home and family/my class/lunch time/school/hobby club etc? What different groups do I belong to? Exploring similarities and differences between themselves and others from their class community, the wider school, wider community etc. Helping children to recognise that they can belong to more than one group and not to some and that is OK – the importance to respect each others' differences. Celebrating and sharing the unique and special qualities of themselves and others from within the class and school community. What makes me special? What am I proud of? What do I enjoy? (see above) How am I similar or different to my friends in class? What things are we good at? What things do we enjoy? Is it OK to have different likes/dislikes to my friends? (see above) Sharing stories that represent a diverse range of communities – windows and mirrors – windows to the wider world beyond school and lifestyles, communities they may not have had experience of. Mirrors to avoid stereotypes, that demonstrate the ways in which our families/lives/communities are the same. Continuing to develop the children's understanding of the rules and expectations and why they are important – but also helping the children to recognise the characteristics of early learning and our school Learning buddies – developing resilience, reciprocity,

	<p>resourcefulness etc. Using positive praise and feedback to reward children’s efforts to overcome difficulties and learning from mistakes etc.</p> <ul style="list-style-type: none"> Reminders about healthy practises e.g. drinking water, washing hands, hygiene, exercise, respecting privacy etc. Using stories and thematic plans to teach the children why these things are important. How do we take care of our teeth? Why is exercise important? How do we keep ourselves safe and respect people’s privacy in the toilets? Etc.
End Point FS1	End Point FS2
<p>I know that the rules help us all to play together fairly, help to keep us safe and teach us how to take care of ourselves and each other.</p> <p>I know which groups I am a part of or belong to.</p> <p>I know what the word “special” means.</p> <p>I can describe what makes me special</p> <p>I can take care of my own self-care needs e.g. hand washing, nose wiping toileting etc.</p> <p>I know the important people to me in my family and at school.</p> <p>I know some of the ways that I am not the same as my friends.</p> <p>I know who can help me at home and at school.</p> <p>I know some of the people in my community that can help me – police, doctor, nurse etc.</p>	<p>I can describe a special time in my life.</p> <p>I know the people who are important to me in my life.</p> <p>I know who can help me at school and in the wider community.</p> <p>I know what I want to be good at and some of the steps I need to take to achieve my goal.</p> <p>I can talk about what makes me special and unique.</p> <p>I know that others have different likes, dislikes and qualities to myself that make them special and unique.</p> <p>I can bounce back after experiencing difficulties.</p> <p>I know how to break a problem down into smaller steps,</p> <p>I can use what I have learnt to begin to solve problems independently.</p> <p>I know what materials or resources I need to help me overcome a problem.</p>
Self-Regulation	
FS1	FS2
<ul style="list-style-type: none"> To name and identify basic feelings e.g. happy, sad, angry. To understand basic feelings in themselves and others and what action, words, event might have led to that feeling (Thrive Thinking) To begin to talk about and understand the impact of certain behaviours/actions/words on others To learn that expectations of actions and behaviours differ in different events and social situations. 	<ul style="list-style-type: none"> To understand a wider range of feelings such as excitement, guilt, self-doubt etc. To discuss and find out about the consequences of behaviours and actions on other people’s feelings. To understand and recognise that people may have different perspectives, ideas and needs. To learn strategies to identify and manage their own feelings socially and emotionally.
Lines of Enquiry and Key Experiences	Lines of Enquiry and Key Experiences
<ul style="list-style-type: none"> Using “WIN” alongside the children in their play e.g. I wonder, I Imagine, I notice... etc. Using VRFs to help children relate their physical sensations to their thought and feelings - Attune, validate, contain and regulate. What makes me happy/sad? What made this person/character feel happy? Sad? Angry? Frightened? Etc. Sharing stories that explore a range of themes relating to feelings – adding language to describe the feelings and relating this to how it may feel as a sensation in the body. Describing and exploring what in the story triggered that feeling/emotion. Making children aware when a change is about to happen that requires a change in expectation e.g. going to assembly, welly walk etc. Describing and discussing how it may feel, what the expectations are and why. 	<ul style="list-style-type: none"> Building children’s vocabulary linked to feelings- through stories etc. extend basic vocabulary by offering and collecting new words to describe that feeling e.g. sad = miserable, upset, heartbroken etc. Use and apply this new vocabulary through everyday interactions and focussed tasks, such as writing e.g. What word could I use for sad, something a little more interesting? Linking to learning about simple brain development begin to attach a wider range of vocabulary to the feelings and sensations that children experience through everyday encounters when the adult is lending their thinking brain – “I can see you are so angry, I noticed the rage rise in your body from your tummy right up and through until it came out of your mouth like a big scream” etc. What in your body do you feel...anger ,sadness, fear etc? What does/can it make your body do? How might someone be able to tell if you are

	<p>feeling...happy/sad/frightened/shy? How do you know if someone else is feeling that way? Etc.</p> <ul style="list-style-type: none"> • Sharing stories and scenarios (role play/drama) to demonstrate typical common issues that the children may encounter in their everyday lives. Use to open up observation and discussion of the feeling people may have and the way it may affect their actions • Teach and practise techniques to regulate our bodies during different kinds of dysregulation e.g. deep breathing, yoga, mindfulness etc.
End Point FS1	End Point FS2
<p>I can name and identify happy, sad, angry. I can describe what makes me feel happy, sad or angry. I know who or what can help me when I feel sad or angry. I can recognise when another is feeling happy, sad, angry or tired/hungry. I can explain why a character from a story feels happy, sad or angry.</p>	<p>I can name and identify a wider range of feelings – excited, anxious, frightened, calm, worried etc. I recognise what has made me feel a particular feeling. I can identify how character in a story may be feeling and why. I know how to manage myself when I am feeling angry or upset – or, I know where and how to get help and support. I can describe what a feeling feels like in my body and how it may make me act/behave. I know how to help or support another when I recognise that they are feeling sad, distressed or upset. I know that someone else may see things differently to me and can accept another’s point of view.</p>
Living in a wider world.	
FS1 and FS2	
<ul style="list-style-type: none"> • To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) • To understand why rules are important. (Managing self) • To discuss and find out about the consequences of behaviours and actions on other people’s feelings (Self-regulation) 	
Lines of Enquiry and Key Experiences	
<ul style="list-style-type: none"> • Where do I belong? Family, school, class, friendship groups, personal hobbies etc. • Why are the rules different at home and at school? • Which rules/expectations are the same? • With support from familiar adults – learning to recognise the impact of not following the rules or actions that have negative effect on others. Learning how to co-operate, negotiate and share/take turns with others. • Through play activities – enabling the safe exploration of a range of familiar experiences and also scenarios from stories. • Role play activities and experiences to explore the roles and responsibilities of a range of people from familiar experiences e.g. friends, parents, teachers, roles in the community e.g. shop keep, police officers etc. (People who help us) • What are our 3 golden rules? • Opportunities to take care of living things – plants/animals. E.g. planting, hatching chicks etc. 	<ul style="list-style-type: none"> • Teaching simple online safety measures – before you click, click, click, think, think, think etc. • Teaching of the basic rules and expectations of showing respect and courtesy towards others e.g. The Underpants rule, using good manners, patience and turn taking, speaking and listening expectations, not interrupting etc. • Why is this rule important? What would happen if we didn’t have this rule? • Role play activities and experiences to explore the roles and responsibilities of a range of people from familiar experiences e.g. friends, parents, teachers, roles in the community e.g. shop keep, police officers etc. (People who help us) • How do I follow the 3 golden rules? What do they mean? What do they mean to me? • Looking at films and games and discussing the age rating on them and what that mean? Can I watch/play this? Why/Why not? • Opportunities to take care of living things – plants/animals. E.g. planting, hatching chicks etc.

- Projects linked to the local environment and environmental issues. Why is it important that we all do something towards taking care of the area around us and the planet as a whole?

End of EYFS - ELG

- Work and play co-operatively and take turns with others. (BR)
- Form positive attachments to adults and friendships with peers. (BR)
- Show sensitivity to their own and others' needs. (BR)
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS)
- Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS)
- Manage their own basic hygiene and personal need, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS)
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (SR)
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (SR)
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (SR)

Using Our Lacewood Learning Buddies in PSHE



- Develop an understanding through questioning and discussion
- Have opportunities to try things out, go wrong and take risks
- Learn where to ask for help if needed; both in and out of the classroom
- Develop their resilience and learn to never give up



- Learn the life-skills needed to become safe and independent members of society (e.g. road safety, first aid, stranger danger, online safety)
- Use what they have learned to develop an informed opinion
- Show an awareness of how they have changed over time and the skills that they have developed
- Develop confidence in themselves and to be proud of their achievements



- Listen to the ideas of others respectfully and following the PSHE classroom rules.
- Be kind when they disagree while also sharing their own opinions and views
- Develop an awareness of relationships which are both healthy or unhealthy (families, friendships)
- Develop an awareness of themselves (e.g. how they are special and unique, likes and dislikes)
- Develop their independence in looking after themselves and those around them (e.g. how to keep their bodies and minds healthy)
- Work in teams to take part in discussion and debates.



- Ask questions to develop and extend their knowledge
- Think of reasons when reflecting upon their own behaviour and choices and also that of others
- Break tasks down into small steps and developing logical thinking
- Use findings from enquiries, investigations and discussions to support further development
- Take feedback from others and using this to make an informed decision or opinion

PSHE	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships						
Families and People Who Care for me By the end of Year 6, pupils should know: <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. That marriage represents a formal and legally recognised commitment of two people to each other which is meant to be lifelong how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 			Caring Friendships By the end of Year 6, pupils should know: <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families, Friendships & People Who Care for Me	Roles of different people, different families and being cared for.	Making friends loneliness	How are families different or the same? What makes a 'family' a family?	Positive relationships with families and friends.	Complicated friendships, peer groups and influence.	Peer Pressure and influential friendships.
Key Questions	Who are my friends? Who are the people who care for me? Who are the members of my family? What is a family? Are all families the same? How can I share worries about my family?	What makes a good friend? How can I be a good friend? Why is it important to be kind and honest? How can I play well with my friends? How can I solve an argument with my friends?	What makes my family special? How are families the same? How are some families different? Do all families have the same family members? What are the good things about having a family? How can we support our family members?	What is a positive relationship? What makes a relationship 'positive'? What makes a relationship 'negative'? When should I choose to leave a friendship? How can I do this? How can I make strong friendships with the people around me? Who can I tell if I am	When am I being influenced? What makes a friendship 'healthy'? How can I make those around me feel included? How can I stop people from trying to influence me? How can friendships change over time? Why is it good to make new friends over time?	Why does my own voice matter? What are the qualities of a healthy relationship? How can peer pressure impact upon my decisions? How can I listen to my own voice and not those around me? How can I say no in a calm and respectful way?

		Who can help me when I am lonely or am having problems with my friends?	How do family members care for each other? Which family members can we go to for help? Who can I tell if I feel unsafe in my family?	worried about a friendship; both online and in real life?	How can I resolve arguments with my friends? How do I know if a friendship is making me feel unsafe? Who can help me if I am feeling unsafe in a friendship?	How do I know who is influencing me in a good or bad way?
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Substantive Knowledge

	<p>Know that I belong to a family.</p> <p>Know who my family members are.</p> <p>Know about the people who care for me.</p> <p>Begin to understand that not all families are the same.</p> <p>Know how to make friends.</p> <p>Know what makes a good friend.</p> <p>Know when I am being a good friend myself.</p> <p>Know that it is important to celebrate good friendships.</p> <p>Know who I can tell if I am worried about my family.</p>	<p>Know what it takes to be a good friend.</p> <p>Know what honest means.</p> <p>Know that honesty is important in a friendship.</p> <p>Know what kind means.</p> <p>Know that kindness is an important part of friendship.</p> <p>Know how to play well with friends.</p> <p>Know what an argument is.</p> <p>Begin to understand that others have different views to me.</p> <p>Know what lonely means.</p> <p>Know who I can speak to for help and support.</p>	<p>Know that families are unique and are not all the same.</p> <p>Know that families do not always all live together.</p> <p>Know that some families have the same members as mine.</p> <p>Know that families often look after and support each other.</p> <p>Know I can help my family members if they are feeling worried or sad.</p> <p>Know that I can speak to an adult in school if I am worried about my family.</p> <p>Know I can go to family members for help and support.</p>	<p>Know that a relationship is a connection between people.</p> <p>Know that a positive relationship makes everyone involved feel happy, equally valued and confident in being themselves.</p> <p>Know the key features of a negative relationship are controlling behaviours, mistrust, disrespect and poor communication.</p> <p>Understand that some friendships are not positive.</p> <p>Know how to spot a negative friendship and how to leave that friendship.</p> <p>Know how to build strong friendships with close people by sharing interests and having mutual and reciprocated positive interactions.</p> <p>Know they can speak to a trusted adult in school, parent or a close friend if</p>	<p>Know how to stop negative influences.</p> <p>Know that friendships change over time.</p> <p>Know the benefits of new friendships.</p> <p>Know methods for resolving arguments.</p> <p>Know when I feel unsafe in a friendship.</p> <p>Know where to seek help during friendship problems.</p>	<p>Understand what makes a healthy relationship.</p> <p>Know the dangers and consequences of peer pressure.</p> <p>Understand the importance of making my own decisions.</p> <p>Know how to say no in a calm and respectful voice.</p> <p>Understand who are good influences on my life.</p> <p>Understand that I am valued and my opinion matters.</p> <p>Know I can speak to someone if I am worried about a relationship.</p>
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				they are worried about something. Know it is always better to let someone know and not hide their worries.		
Vocabulary	Friendship, family members, worries.	Honesty, loneliness, friendship, problems, co-operation.	Similarities, differences, support, care, family members, unsafe.	Positive relationships, negative relationships, arguments, disagreements, choices.	Healthy friendships, inclusion, influence, resolving arguments, unsafe feelings, nervousness, anxiety, uncomfortable.	Peer pressure, healthy relationships, decision making, respectful behaviour, disagreements, negotiating.

<p>Respectful Relationships By the end of Year 6, pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Being Safe By the end of year 6, pupils should know:</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.
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Respectful Relationships	Staying safe and privacy, stranger danger and personal information.	Secrets, peer pressure & recognising hurtful behaviour.	Personal boundaries and safe spaces, the impact of hurtful behaviour.	Responding to negative or hurtful behaviour.	Responding to physical contact, boundaries and personal space.	Managing consent in different situations.
Key Questions	<p>When should I ask for help? When might I hurt someone's feelings? Who can help me if my feelings are hurt?</p>	<p>When am I being helped or hurt? How can I recognise hurtful behaviour? What can I do if I see hurtful behaviour?</p>	<p>What are my personal boundaries? What information is appropriate to share with others?</p>	<p>How can I manage negative behaviour? What is the difference between teasing and bullying?</p>	<p>What is my comfort zone? When is physical touch acceptable? When might a physical touch be wanted?</p>	<p>When should I say no? What are the characteristics of a healthy friendship? What are the characteristics of an unhealthy friendship?</p>

	<p>What are the different types of touch?</p> <p>Which parts of my body are private?</p> <p>What is the underpants rule?</p> <p>What is personal space?</p> <p>What can I do if I am uncomfortable with how close someone is to me?</p> <p>How can I give permission for someone to come into my personal space?</p> <p>Why is it important to ask for permission before I touch others?</p>	<p>What can I do if someone is upsetting me in person or online?</p> <p>What is the difference between a surprise and a secret?</p> <p>What can I do if I am uncomfortable or worried?</p> <p>How can I say no if someone is pressuring me to do something that I don't want to?</p> <p>What words can I use to ask for help?</p> <p>Who can I ask for help?</p>	<p>What should I not share with strangers or online?</p> <p>Why is bullying unacceptable?</p> <p>How does bullying affect people?</p> <p>Who can I tell if I see bullying or hurtful behaviour?</p> <p>Where am I comfortable to be touched by others?</p> <p>Does this change depending on the person?</p> <p>Why should I ask permission before touching those around me?</p> <p>How can I say no to unwanted touch?</p>	<p>When does hurtful behaviour become bullying?</p> <p>How should I respond if I witness bullying?</p> <p>Who can help me if I feel that I am being bullied?</p> <p>When is it ok to share a secret?</p> <p>Who can I tell if I am uncomfortable about keeping a secret?</p>	<p>When might it be inappropriate for physical touch?</p> <p>How can I ask for physical touch?</p> <p>How can I ask for permission to touch someone else?</p> <p>How can I say no to physical touch?</p> <p>Who can I tell if I am uncomfortable with physical touch from someone else?</p>	<p>What should I do if someone pressures me to do something dangerous?</p> <p>What can I do as a bystander to a dangerous situation?</p> <p>How can I cope with peer pressure?</p> <p>What is the difference between a 'challenge' and a 'dare'?</p> <p>What is 'consent'? Why is it important?</p> <p>How can I get support when I need it?</p> <p>How is consent affected by changes in situations?</p> <p>What should I do if asked to do something that makes me feel uncomfortable?</p>
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Substantive Knowledge

<p>Know that my feelings can be hurt by others.</p> <p>Know that I can hurt the feelings of those around me with my actions.</p> <p>Know that 'physical contact' means touch.</p> <p>Know and think about the physical contact that I am comfortable with.</p> <p>Know the types of contact that I am not comfortable with.</p> <p>Know that some parts of my body are private.</p> <p>Know the underpants song and rule.</p> <p>Know that I should ask permission before touching others.</p>	<p>Know what hurtful behaviour might look like.</p> <p>Know when my body is hurt.</p> <p>Know when my feelings have been hurt.</p> <p>Know that I should always tell someone if I am upset.</p> <p>Know who can help me if I am hurt.</p> <p>Know who I can tell if I see someone being hurt.</p> <p>Know who I can tell if I'm being upset online.</p> <p>Know what a surprise is.</p> <p>Know what a secret is.</p> <p>Know that some secrets can be harmful.</p> <p>Know how I can calm myself if I am upset.</p>	<p>Know what information is appropriate to share with others and what information should not be shared.</p> <p>Know what information I should not share online or with strangers. E.g. school name, phone number, full name, address, photos.</p> <p>Know that bullying is when someone is harmed physically or verbally multiple times over a long period of time, and understand this is an ongoing problem not a one-off incident.</p> <p>Know that bullying can</p>	<p>Know that teasing can be done in a playful manner but if that teasing is meant to hurt and is done over and over, it can become bullying.</p> <p>Know that it is extremely important to tell a trusted adult, either in school or outside of school, or a close friend if they witness bullying of any kind.</p> <p>Know that all of the above mentioned can help if they feel they are being bullied.</p> <p>Know that it is always ok to share a secret with any of the above mentioned if</p>	<p>Know when physical touch is acceptable.</p> <p>Know when a physical touch may be positive.</p> <p>Know when physical touch is classed as inappropriate.</p> <p>Know an appropriate way to ask for physical.</p> <p>Know how to ask permission to touch someone else.</p> <p>Know how to say no to physical touch.</p> <p>Know who to turn to, to report unwanted physical touch.</p>	<p>Know what friendship is and how friends should be treated and treat others.</p> <p>Know what a healthy friendship looks like.</p> <p>Know what can happen in an unhealthy friendship.</p> <p>Know how to say no to something that is potentially dangerous (E.g. walk away and speak to a trusted adult).</p> <p>Know the roles and responsibilities of a bystander in a dangerous situation (E.g. filming, encouraging).</p> <p>Know I can speak to someone if I am worried about a friendship.</p> <p>Know different methods of coping with peer pressure</p>
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	<p>Know what 'personal space' means.</p> <p>Know who can help me if I feel unsafe or uncomfortable.</p>	<p>Know what I can do to help myself if I am worried.</p> <p>Know what pressure is.</p> <p>Know what pressure feels like.</p> <p>Know that it's okay to say no.</p> <p>Know different words to show that I need help.</p>	<p>happen online, this is called cyber bullying.</p> <p>Know how bullying makes others feel and know it is not acceptable to bully anyone.</p> <p>Know I can tell a staff member or a trusted adult if I see bullying or hurtful behaviour.</p> <p>Know the underpants rule.</p> <p>Know that I can say no if someone tries to touch me and I do not feel comfortable.</p> <p>Know that I may feel comfortable with some people and not with others.</p> <p>Know that I should ask for permission before touching someone else, as they may not feel comfortable.</p> <p>Know that it is okay to ask for a cuddle sometimes.</p> <p>Know that it is okay to feel no to physical touch.</p>	<p>you feel you or someone else is unsafe or being bullied.</p>		<p>(E.g. speaking with a trusted adult).</p> <p>Know the difference between and challenge and a dare.</p> <p>Know what 'consent' is.</p> <p>Know that consent is important.</p> <p>Know what to do if I was asked to do something that make me feel uncomfortable.</p>
Vocabulary	<p>Personal space, permission, hurtful behaviour, touch, private parts, comfort, help.</p>	<p>Hurtful behaviour, upset, surprises, secrets, pressure, worries, support.</p>	<p>Personal information, strangers, bullying, physical contact, boundaries, personal space, safe an unsafe touch, permission, support.</p>	<p>Negative behaviour, teasing, bullying, bystanders, witness, secrets, uncomfortable, anxiousness, support.</p>	<p>Comfort zone, inappropriate, appropriate, personal space, permission, uncomfortable, support.</p>	<p>Healthy/ unhealthy friendships, peer pressure, risks, danger, bystander, challenge, dare, consent, unease, unsafe, support, advice.</p>
Respecting Ourselves and Those Around Us	<p>Being polite or disrespectful. How am I unique or special?</p>	<p>Similarities and differences, playing together, cooperation and sharing.</p>	<p>Respectful behaviour recognition, self-respect, courtesy and being polite.</p>	<p>Respecting similarities and differences and the importance of sensitivity.</p>	<p>Prejudice and discrimination. Responding respectfully towards people.</p>	<p>Opinions and points of view and topical issues.</p>

Key Questions	How does my behaviour affect other people?	What makes our team work?	Which groups do I belong to?	How can I be respectful?	What are the consequences of prejudice and discrimination?	How can I share my thoughts respectfully?
	Substantive Knowledge					
	<p>Know what unkind behaviour looks like.</p> <p>Know and talk about how I feel when someone is unkind to me.</p> <p>Know how I make others feel when I am unkind to them.</p> <p>Know what 'respect' means.</p> <p>Know who can help me at school if someone has been unkind to me.</p>	<p>Know and say some of my own interests.</p> <p>Begin to pay attention to the likes and interests of my friends.</p> <p>Begin to notice some similarities and differences in interests.</p> <p>Know what good playing looks like.</p> <p>Know strategies for playing well.</p>	<p>Know ways to show respect towards others.</p> <p>Know that I can show respect by taking it in turns when talking to others.</p> <p>Know that when I show others respect they will show respect to me in return.</p> <p>Know that responsible means.</p> <p>I know if someone is being responsible it</p>	<p>Know that we are all different in many ways.</p> <p>Know the different genders are: Male, Female, Non-binary</p> <p>Know that the six main faiths and religions are: Christianity, Sikhism, Hinduism, Judaism, Islam, Buddhism and that there are strands within these religions too.</p>	<p>Know what equality is.</p> <p>Know why it is important to listen to others.</p> <p>Know that I can learn from different people.</p> <p>Know how it feels to not be listened to.</p> <p>Know what discrimination is.</p> <p>Understand the effects of discrimination.</p> <p>Know how to challenge discrimination.</p>	<p>Know the qualities of a role model.</p> <p>Understand how a role model can influence other people in a positive way.</p> <p>Know the appropriate ways to sort a disagreement.</p> <p>Know that sometimes disagreements can be sorted by myself and some disagreements will need an adult to sort.</p> <p>Know that having a different opinion is ok.</p>

	<p>Know who can help me at home if someone has been unkind to me.</p>	<p>Know the importance of getting along with each other. Know the impact of not getting along. Know how to take turns. Know that everyone is entitled to their own opinion.</p>	<p>means they are looking after themselves, the things around them and the people around them. Know what polite means. Know that being polite means showing behaviour that is respectful to others. Know that I can be polite by saying please and thank you, turn-taking and listening to others. Know that when someone is not polite towards you it can often make you feel annoyed or frustrated. Know what self-respect is. Know that self-respect is important because it helps us to do the right thing and feel proud of ourselves and our actions. Know that courtesy means showing politeness towards others. Know how people in our society show courtesy and give some examples. Know that not all cultures may show courtesy in the same way.</p>	<p>Know that the world population can be divided into different races. Know that it is important to treat others as equals irrespective of their: gender, race, or faith. Treat people as you would like to be treated. Know it is important to understand others 'differences and then it is easier to show respect. To understand we may have more in common with some people than others. Know that all of our interests have the same importance to each one of us for various reasons, therefore each needs to be respected by others. Know that being, respectful, open and honest and showing kindness to others will bring you closer to them.</p>	<p>Know how to respond to online discrimination. Understand the effect of racism. Know what trolling and harassment are.</p>	<p>Know how to speak to other people calmly during a disagreement.</p>
Vocabulary	<p>Respect, kindness, upset, behaviour, feelings, worries, sadness, hurt.</p>	<p>Similarities, friendships, kindness, co-operation, teamwork, ideas, respect.</p>	<p>Respect, responsibility, politeness, self-respect, courtesy, society, culture.</p>	<p>Respect, differences, similarities, gender, race, faith, values, inclusion.</p>	<p>Prejudice, discrimination, equality, respect, trolling, harassment.</p>	<p>Role models, disagreements, respect, opinions, value, consider.</p>

Living in a Wider World

Online Relationships	Internet Safety and Harms
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By the end of year 6, pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

By the end of year 6, pupils should know:

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

Belonging to a Community	School and class rules, caring for others and the environment.	Being part of a group, responsibilities, similarities and differences in the community.	The purpose of rules, why they are important and what are our rights and responsibilities?	What is a community and what are our roles within it?	Compassion and protecting the environment. Rule of law.	Diversity, discrimination and stereotypes.
Key Questions	<p>How can I take care of the things around me?</p> <p>What are our class rules and why do we need them? How do our rules help us to be happy at school? Do rules change depending on where we are in school or times of day? How can we take care of the animals around us? How do we take care of living things? Why is it important to recycle?</p>	<p>Which groups do I belong to?</p> <p>What groups am I a part of? What role do I play in my groups? What are 'responsibilities'? What responsibilities do I have in school? How does my school help me to feel included? How do I feel included in my local area?</p>	<p>Why do we need rules?</p> <p>Why do we need laws in our country? Why do we need to follow the law? What happens when people break the law? What are human rights? How do human rights protect people? What are my rights and responsibilities in my country? How does every right have a responsibility?</p>	<p>What makes a 'community'?</p> <p>What is a 'community'? What is good about being part of a community? What are the different groups that make my community? Which groups do I belong to? How does volunteer work help our local community? What are the charities in our local area? What is 'compassion'? Why is it important to show compassion towards others in need?</p>	<p>How can we protect our environment?</p> <p>How are communities affected by the resources available to them? Why should we protect our environment? How can we protect our environment and look after our local area? How can money be spent to improve the local area? How are we all responsible for protecting our environment?</p>	<p>Why should we challenge discrimination and stereotypes?</p> <p>What does 'prejudice' mean? What is 'discrimination'? How is prejudice different to discrimination? How do stereotypes influence our attitudes and opinions? How can I challenge stereotypes effectively?</p>

				How can we help those in need? What does 'vulnerable' mean?		
Substantive Knowledge						
	<p>Know my class and school rules.</p> <p>Know that rules can sometimes change at different times and places throughout the day.</p> <p>Know that my needs may be different from my friend's.</p> <p>Know how to care for the things around me, including animals and living things.</p> <p>Know how I can help to look after the environment by recycling.</p> <p>Begin to understand why it is important to look after the environment.</p>	<p>Begin to understand what groups exist around me.</p> <p>Begin to understand what groups I fit into.</p> <p>Begin to understand different roles.</p> <p>Begin to understand which roles apply to me.</p> <p>Know what responsibilities are.</p> <p>Know which responsibilities apply to me in school.</p> <p>Know what inclusion is.</p> <p>Know the different ways my school helps me to feel included.</p> <p>Know how I feel included within my local areas.</p>	<p>Know that laws are and give an example of a law.</p> <p>Know that laws are like rules that we all have to follow.</p> <p>Know that we need laws to keep people safe.</p> <p>Know that we need to follow the law to keep ourselves and others around us safe.</p> <p>Understand that it is fair that we all follow the same laws and rules.</p> <p>Know that there are consequences when people break the law.</p> <p>Know that police ensure that people are following the law.</p> <p>Know some of my rights and responsibilities in my country.</p> <p>Know that I have a responsibility to exercise and use my rights.</p>	<p>Know that a community is a group of people living in the same place/area or belonging to the same club/group.</p> <p>Know that in a community people look out for each other and there is always someone to share things with and spend time with.</p> <p>Know that different community groups can be: family, class, school, a club I am part of, a church.</p> <p>Know which groups they are part of.</p> <p>Know that volunteers help the community by: giving their time to help people in lots of different ways.</p> <p>Know that some of the charities in Bolton upon Dearne are: Mind over Matter, Crisis Skylight South Yorkshire, Barnados, Barnsley Animal Rescue, Salvation Army.</p> <p>Know that compassion is concern and care for the suffering or misfortune of others.</p> <p>Know that it is important to show compassion as</p>	<p>Know that communities are affected by the resources available to them.</p> <p>Know the benefits of protecting our environment.</p> <p>Know how to protect our local area.</p> <p>Understand what regeneration is.</p> <p>Know our environmental responsibilities.</p>	<p>Know what prejudice means.</p> <p>Know what discrimination means?</p> <p>Know that stereotypes can influence our attitudes and opinions.</p> <p>Know the dangers of stereotyping.</p> <p>Know the laws associated with prejudice and discrimination.</p> <p>Know how to challenge stereotypes effectively</p>

				<p>your support will help that person and they may be able to help you too one day.</p> <p>We can help people in need by listening to them, supporting them where possible and getting further help too if needed.</p> <p>Know that vulnerable means someone who needs more care and support than others might need.</p>		
Vocabulary	Rules, care, environment, recycle.	Groups, community, roles, responsibilities, included, helpful.	Laws, consequences, human rights, responsibilities, protection.	Community, groups, volunteer, charity, belonging, compassion, vulnerable.	Environment, communities, resources, protect, improve.	Discrimination, stereotypes, prejudice, attitudes, opinions, challenge, question.
Keeping Safe & Online Relationships	How rules and age restrictions help to protect them. Safety in the home.	Safety on the streets (crossing the road)	Safety in the community and unfamiliar place and emergencies. First Aid (Bites and stings and calling 999).	Dangers in the home (medicines, cleaning products). First Aid (Asthma and calling 999).	Responding to emergencies and keeping safe when not with an adult. First Aid (Bleeding and calling 999).	Keeping personal information safe, regulations & choices, false advertisements & social media. Managing time online. First Aid (Choking and calling 999).
Key Questions	<p>How can we stay safe online?</p> <p>What is 'personal information'?</p> <p>Why should I not share this online?</p> <p>Why do people use the internet?</p> <p>How can I be safe online?</p> <p>How do rules keep us safe?</p> <p>How do age restrictions keep us safe?</p>	<p>Why do we need to protect ourselves online?</p> <p>What are the different ways of accessing the internet?</p> <p>What devices do I have at home?</p> <p>Why do we need the internet?</p> <p>Is information always true on the internet?</p> <p>Are people always who they say they are on the internet?</p>	<p>How can I keep myself safe in the local area?</p> <p>How can I use the internet positively?</p> <p>How can information be changed online?</p> <p>Is everything that I read and see online a fact?</p> <p>How can I know the difference between something that is true or has been changed online?</p> <p>What is a 'hazard'?</p>	<p>How can I react in difficult situations?</p> <p>What is a 'digital footprint'?</p> <p>How can organisations use your personal information (cookies)?</p> <p>What are adverts?</p> <p>How do adverts influence our decision making?</p> <p>What is the difference between an informative advert and an advert</p>	<p>How should I react in an emergency?</p> <p>What are the 3 types of media and their purposes?</p> <p>When is online content factual, biased or opinion?</p> <p>What does 'biased' mean?</p> <p>When does the media promote stereotypes?</p>	<p>How does the media influence my decisions?</p> <p>What is a 'drug'?</p> <p>Which 'drugs' are common in everyday life?</p> <p>What are the effects of taking drugs? What are their side effects?</p> <p>What are 'illegal' drugs?</p> <p>What are the laws linked to drug taking?</p> <p>Why do people choose to take drugs?</p>

		<p>Who can I ask for help if I am worried about something on the internet?</p> <p>How can I tell if something is safe in my local area?</p> <p>How can I keep myself safe in familiar and unfamiliar places?</p> <p>Who is there to keep me safe in school and at home?</p> <p>How can I use household appliances safely?</p> <p>What can I do if I see an accident?</p>	<p>How can I spot hazards in my home and at school?</p> <p>How can I be safe when crossing the road?</p> <p>What is the Green Cross Code?</p> <p>What risks are there in the kitchen and home?</p> <p>Why should I follow safety rules?</p> <p>How do the adults around me keep me safe?</p> <p>How can stay safe in unfamiliar places?</p> <p>What should I do if I am bitten or stung by an insect?</p> <p>Who should I call for help?</p> <p>What number should I call for an emergency?</p>	<p>designed to influence me?</p> <p>How do adverts impact upon how I spend my money?</p> <p>Why is it important to store medicines safely?</p> <p>Why should I be careful when taking medicine?</p> <p>Why should cleaning products be stored safely in the home?</p> <p>Which cleaning products are harmful to my health?</p> <p>What is 'asthma'?</p> <p>What should I do if I see someone that cannot breathe?</p> <p>Who should I call for help?</p> <p>What number should I call for an emergency?</p>	<p>How do I know if online information is suspicious?</p> <p>How can I tell if a situation is unsafe or risky?</p> <p>When should I be responsible for my own safety?</p> <p>How can I be responsible for my own safety?</p> <p>When is it good to take a risk?</p> <p>When does taking a risk become dangerous?</p> <p>What should I do if I am bleeding?</p> <p>When should I worry about bleeding?</p> <p>How should I respond in an emergency?</p> <p>How can I contact the emergency services?</p>	<p>Do medicines prescribed by a doctor have side effects?</p> <p>What is a 'habit'?</p> <p>Are habits always negative?</p> <p>How can I ask for help or advice?</p> <p>What organisations are available to help people who are taking drugs?</p> <p>How can I protect my personal information online?</p> <p>When could my personal information be misused?</p> <p>What should I do if someone asks for images of myself?</p> <p>What could happen if I share images or information with someone online?</p> <p>What sort of images would it never be appropriate to send?</p> <p>What should I do if I see an image that upsets or embarrasses me?</p> <p>How do age restrictions help us to make safe decisions?</p> <p>What should I do if I see someone choking?</p> <p>Who should I call for help?</p> <p>What number should I call for an emergency?</p>
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Substantive Knowledge

<p>Know what 'personal information' is.</p> <p>Begin to understand what people might use my personal information for.</p> <p>Know that people are not always telling the truth online.</p>	<p>Know what the internet is and what is included in it.</p> <p>Know the different ways I can get onto the internet.</p> <p>Know the devices I have at home.</p> <p>Begin to understand the importance of the internet.</p>	<p>Know I can use the internet positively by being safe on the internet and following our school e-safety rules.</p> <p>Know that not everything we see online is the truth and information can often be changed online</p>	<p>Know that a digital footprint is data that is left behind when users have been online.</p> <p>Know that organisations can use your personal information to find out more about you,</p>	<p>Know the 3 types of media and their purpose</p> <p>Know how to judge online content.</p> <p>Know how the media utilises stereotypes.</p> <p>Know how to assess risk and be responsible for my own safety.</p>	<p>Know what a drug is.</p> <p>Know which drugs can be harmful and helpful.</p> <p>Know which drugs are common in everyday life.</p> <p>Know the effects and taking drugs and the side effects of different drugs (sleeping, heart rate increase etc.).</p>
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	<p>Know why people use the internet.</p> <p>Know how I can be safe on the internet.</p> <p>Know to tell an adult if I am worried about anything that I have seen on the internet.</p> <p>Know that the adults around me help to keep me safe by making rules.</p> <p>Know why some things have age restrictions (games, films, toys etc).</p> <p>Know the basic rules for keeping safe online.</p>	<p>Begin to understand that information on the internet may not always be true.</p> <p>Know that people are not always who they say they are on the internet.</p> <p>Know the people I can tell if I am worried about something on the internet.</p> <p>Know methods how to keep myself safe in familiar and unfamiliar places.</p> <p>Begin to understand what a safe environment looks like.</p> <p>Know who will keep me safe at school.</p> <p>Know who will keep me safe at home.</p> <p>Know what safe use means.</p> <p>Know how to safely use household appliances.</p> <p>Know who to call if I see an accident.</p> <p>Know what an accident is.</p> <p>Know what an emergency is.</p> <p>Know how to call 999 in an emergency.</p>	<p>so it is not always trustworthy.</p> <p>Know what true means.</p> <p>Start to understand why images are changed online.</p> <p>Know that some websites are reliable and others may not be.</p> <p>Know that a hazard is something dangerous that is likely to cause a problem.</p> <p>Know I can find hazards in home and at school by looking for things that could be dangerous of cause an accident.</p> <p>Know that electricals can often be a hazard.</p> <p>Know how to cross the road in a safe way.</p> <p>Know the green cross code for crossing the road.</p> <p>Know and give examples of some hazards/risks in the kitchen and at home.</p> <p>Know that safety rules are put in place to keep me safe.</p> <p>Know that adults around us keep us safe by keeping us away from hazards and taking care of us.</p> <p>Know I can stay safe in unfamiliar places by identifying the hazards.</p> <p>Know I should speak to a first aider, adult or call 999 if I am bitten by an</p>	<p>purchase things, use your details illegally.</p> <p>Know adverts are a way of selling or promoting a product, service or idea.</p> <p>Know that adverts can persuade you to buy something through eye-catching images, clever slogans and exaggeration.</p> <p>Know some adverts can have important messages and information but some are more to influence decisions.</p> <p>Know medicines can be harmful if taken by the wrong person or someone too young therefore should be kept away from children's reach.</p> <p>Know that a specific dose should be given by an adult.</p> <p>Know the dangers also apply to household cleaning products.</p> <p>Know that Asthma is a condition where someone can struggle to breathe.</p> <p>Know to call 999 if someone is struggling to breathe or there is another emergency.</p>	<p>Understand situations where taking risk can be positive or dangerous.</p> <p>Know what to do when I am bleeding.</p> <p>Know when to ask for help when I am bleeding.</p> <p>Understand an appropriate response to an emergency.</p> <p>Know how I contact the emergency services.</p>	<p>Know which drugs are illegal and why.</p> <p>Know which drugs are legal and why.</p> <p>Know that it is illegal to distribute drugs.</p> <p>Know the legal consequences of taking or supplying drugs.</p> <p>Understand some reasons as to why people take drugs.</p> <p>Know that drugs prescribed by a doctor has side effects.</p> <p>Know what a habit is.</p> <p>Know that not all habits are negative.</p> <p>Know who to call for help or advice about drugs.</p> <p>Know how to protect my personal information online.</p> <p>Understand the dangers of my personal information being shared online.</p> <p>Know the dangers of sharing images or personal information online.</p> <p>Know what to do if asked to share personal information or images online.</p> <p>Know the difference between appropriate and inappropriate images to share online.</p> <p>Know who to speak to if I see an image that upsets or embarrasses me.</p> <p>Understand why there are age restrictions on social media sites.</p> <p>Know how to make a clear and efficient call to emergency services.</p>
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			<p>animal or stung by an insect. Know I should call 999 for help in an emergency.</p>			<p>Know the concepts of basic first aid (E.g. dealing with common injuries, including head injuries). Know what choking is. Know that choking means that the airway is blocked. Know the dangers of choking. Know when someone is choking. Know medical advice is required for someone who is choking. I know there are variances when supporting a toddler, child, adult and the elderly who is choking. I know how to treat a casualty that has an airway obstruction and is choking. I know that I should call 999 in an emergency.</p>
Vocabulary	<p>Personal information, truth, honesty, restrictions, safety.</p>	<p>Protect, access, devices, help, familiar, unfamiliar, responsibility, accidents.</p>	<p>Safety, information, facts, truth, hazards, Green Cross Code, risks, danger, emergency, stings, bites, allergic reaction, breathing, rash, throat, sign, symptom.</p>	<p>Digital footprint, cookies, advertisements, information, influence, money, medicine, products, harmful, asthma attack, inhaler, trigger, pollen, pet hair, aerosols, thrusts, emergency.</p>	<p>Media, fact, bias, opinion, stereotypes, risk, safety, danger, emergency, services, bleeding, shock, fainting, vessels, pressure, emergency.</p>	<p>Drugs, side-effect, illegal, habits, side-effects, medicine, organisations, help, advice, images, restrictions, choking, signs, symptoms, airway, back blows, throat, blocked, bleeding, cough, emergency.</p>
Money & Work	<p>Interests, what jobs interest them?</p>	<p>Looking after money.</p>	<p>Jobs and skills, stereotypes and jobs, personal goals.</p>	<p>Keeping money safe, using money wisely and decision making.</p>	<p>Job interests and aspirations, career choices and influences and workplace stereotypes.</p>	<p>Attitudes towards money, influences upon choices, financial risks.</p>
Key Questions	<p>What do I want to be when I grow up? What am I good at?</p>	<p>Why do we need money? What types of money do we have in our country?</p>	<p>What could I achieve when I am older?</p>	<p>What should I do with my money? What is a 'budget'?</p>	<p>What are my long-term goals?</p>	<p>Why should I be careful with my money?</p>

	<p>What do I want to practise and be better at? What are the jobs that people do? How do people with special jobs help us in our local area?</p>	<p>How can we pay for things at the shop? How can I save my money? Where should I keep my money? Why do people get paid for the jobs that they do? What is a 'need' and a 'want'? How do adults decide what is a 'need' or a 'want'?</p>	<p>What are the types of jobs that people do? Does everyone do a job for money? Why is it important that people work for charities? What role do charities play in our country? What is a 'stereotype'? Which jobs are linked to gender stereotypes? How can I challenge stereotypes when I am older? What job do I want to do when I am older? What skills will I need to do the job that I would like? Why is teamwork important in the workplace? How might my interests lead me into a job when I am older? What goals can I set myself to learn and improve?</p>	<p>Why is it important to budget? How should people spend their money based upon their needs? What are the different ways of paying for things? What are the positive ways that I can spend my money? What things is it wasteful to spend my money on? What things should I try not to buy? Which items have a negative impact upon the environment?</p>	<p>What job would I like to do in the future? What is 'ambition'? How will my ambition help me to get the career that I want? What details will I consider when getting a job? How will my personal qualities and family values influence me when getting a job? How important is money and salary to me when getting a job? How will my life change when I get a job? How can I challenge stereotyping in the workplace? How do I need to prepare for getting the job of my choice? Will I need to go to university? Do I want to do an apprenticeship? What training will I need to get a job?</p>	<p>What role will money play in my life? How important is it to have money? When is something a good value for money or not? What is a 'critical consumer' and how can I be one? How can money impact upon my emotional wellbeing and health? What are the risks of borrowing money? What are the positive and negative results of gambling with money? How can I get help if I am worried about gambling?</p>
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Substantive Knowledge

	<p>Know what I am good at. Know what 'strengths' are. Know that everyone has different strengths, and this is ok. Know that people have different interests. Know that people want to do different jobs.</p>	<p>Know what money is. Know the different types of money in our country. Know the different payment methods available. Know what saving money means. Know how to be sensible with my money.</p>	<p>Know that there a lot of different jobs that people work for money. Know that not everyone works for money. Know that it is important that people work for charities so that they can continue to raise money for those in need. Know that charities help</p>	<p>Know that it is important to make sure you have enough money for essential living costs. Know a budget is a way of organising your money to make sure you have enough for the things you need and maybe some spare, for things you like to do or to save.</p>	<p>Know the effect of ambition on my future. Know what is important when looking for a job. Understand what qualities and traits will be valued when getting a job. Understand my own expectations of money</p>	<p>I understand the importance of money and how it will play an important role in my life. I know that I will need to earn money in order to have a house, pay for bills etc. I know I will need to work in order to earn money. I know what benefits are and why people receive them.</p>
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	<p>Begin to think about what I would like to do when I am older.</p> <p>Know the jobs of people who help me in the community.</p>	<p>Know the different ways to keep money safe.</p> <p>To understand why people get paid for doing their job.</p> <p>To understand the difference between 'needing' and 'wanting' something.</p> <p>Begin to understand how adults decipher between a want and a need.</p>	<p>those in need.</p> <p>Know that a stereotype is believing something about a whole group of people without knowing them all personally.</p> <p>Know that some jobs are linked to gender stereotypes but this does not mean that only one gender can have these jobs.</p> <p>Give an example of a job linked to a gender stereotype.</p> <p>Know that you can challenge stereotypes by going for a job that you want, even if it is not stereotyped to your gender.</p> <p>Have an idea of what job they would like to do when they are older.</p> <p>Know that teamwork is important in the workplace so that everyone can work together as a team to create a positive place to work.</p> <p>Know that my interests and hobbies now may influence my choice of career when I am older.</p> <p>Know that I can set myself goals to make progress and improve in the areas I choose.</p>	<p>Know that you can pay for things by cash, by bank debit or credit card, by direct debit or by PayPal or apple pay.</p> <p>Know that it is important you spend your money on essentials first and then, if you have money spare, you can buy yourself treats or treat others too.</p> <p>Know saving money is always a great idea so you can afford things like cars, holidays, nice clothes etc.</p> <p>Know that spending money on non-essentials can sometimes be wasteful.</p> <p>Know not to buy lots of things you don't need.</p> <p>Know to recycle plastic, glass, paper, cardboard as this is better for the environment.</p>	<p>and salary prospects in a job.</p> <p>Know how my life will be affected by getting a job.</p> <p>Know appropriate methods of challenging stereotypes in the workplace.</p> <p>Understand various routes in to a career.</p>	<p>I know how money can help me in the future.</p> <p>I know that money can have a negative impact on people's lives.</p> <p>I know that things have different values.</p> <p>I know why some things cost more money.</p> <p>I understand the importance of thinking carefully before buying something or investing money.</p> <p>I know that not everything is worth the cost.</p> <p>I know that money can cause stress.</p> <p>I know the dangers and consequences of borrowing money.</p> <p>I know who I can speak to if I am worried about money.</p> <p>I know the age restrictions on gambling.</p> <p>I know that gambling can make money.</p> <p>I know that gambling can lose money.</p> <p>I know that gambling is addictive.</p> <p>I know the dangers of gambling online.</p> <p>I know where I can get support if I am worried about gambling.</p>
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Vocabulary	Strengths, interests, community, jobs.	Money, payments, value, saving, needs, wants, priority.	Jobs, professions, charities, stereotypes, skills, interest, teamwork, workplace, progress.	Budget, needs, cost, value, saving, environment.	Ambition, goals, career, qualities, value, stereotype, training, development, education.	Career, money, critical consumer, wellbeing, borrowing, debts, gambling, support.
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Health and Wellbeing

<p><u>Mental Wellbeing</u> By the end of year 6, pupils should know:</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p><u>Physical Health, Fitness & Healthy Eating</u> By the end of year 6, pupils should know:</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
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<p><u>First Aid</u> By the end of year 6, pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p><u>Health Prevention, Drugs, Alcohol and Tobacco</u> By the end of year 6, pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
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- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Physical Health & Mental Wellbeing	Keeping healthy, healthy eating, hygiene routines, dental hygiene, sun safety. Worries and who can help them.	The importance of sleep, managing feelings and asking for help. Worries and positive emotions.	Emotions and expressing them effectively, health choices and habits. Positive and negative emotions.	Oral hygiene, dental care and a balanced diet. Positive and negative emotions and how these impact upon their everyday lives. Isolation.	Medicines, vaccinations, immunisations, and allergies. Bacteria and viruses. Coping with 'stress'. Isolation and solitude.	Mental health and influential factors, coping with change, loss and bereavement. Stress, anxiety & isolation.
Key Questions	How can I keep my body healthy? What does 'healthy' mean? Why is it important to be healthy? How can I make sure that my body is healthy? How can I keep myself clean? What are germs? What foods should I not eat much of? Which foods does my body need to be healthy? How is too much sugar not good for my body and teeth? Why do I need to drink water? How does my play keep me healthy? Who can help me to be healthy? Why do I need to protect my skin from the sunshine?	How can I take care of my mental and physical health? How can I keep my body healthy? How can I make myself happy and mentally healthy? Why is sleep important? How does sleep help me to grow? How do medicines keep me healthy? Why is it important to look after my teeth? How can I look after my teeth? Why do I need check-ups at the dentist? Who can help me if I am unwell? How can I express and describe my feelings? How can I calm myself if I am upset or worried. How can I change my mood?	How can I be mentally and physically fit? How can my daily life choices affect my health? Which choices are unhealthy? How is my mood affected by negative choices? How do negative food choices affect my physical health? Who can help me to make healthy choices? What things in the world around me affect my choices? What is a 'habit'? How can I stop or change 'bad habits'? How will too much fat and sugar in my diet change my mental and physical health? What is a healthy balanced diet? What does this look like? How does regular exercise help me to be	How can I be more independent in my self-care? What is a 'healthy lifestyle'? What factors in my life impact upon my health? How can I maintain good physical and mental health? How does my body change when I am ill? How are my emotions affected when I am ill? What are the early signs of illness? Who can help me if I am ill? How will they help me? Why is oral hygiene important? Why is it important to brush my teeth twice a day and floss them? How can I make sure that I am brushing my teeth correctly?	How do medicines protect us and keep us healthy? Why is sleep important in maintaining a healthy lifestyle? What strategies can I use to maintain a healthy sleep pattern? How is my sleep affected by technology? How is being in the outdoors good for my mental health? How does exercise impact upon my mental health? How should I keep safe in the sun? How often should sun cream be applied and reapplied? What do the different factors of sun cream mean? What is heat stroke? How can it be prevented?	How can I manage my mental health? Why is it important that I look after myself both physically and mentally? What is mental ill-health? Who can be affected by mental ill-health? Where can I go for support if I am experienced mental ill-health? How is my mental wellbeing affected by feeling lonely or bullying? What strategies can I use to manage negative emotions? When might I experience conflicting emotions? When might I experience mixed emotions? How does my body feel and look when this happens? How do my emotions affect my behaviour? Who can help or support me with my mental wellbeing? When should I ask for help or support?

		Which feelings are big feelings? How can I manage them?	physically and mentally strong? How can I talk about my feelings? Who can I talk to about my feelings?	Why is it important to visit the dentist regularly? How do food and drinks damage my teeth?	What should I do if I have heat stroke? What are allergies? How do medicines treat my allergies? What are vaccinations and immunisations? How can diseases be prevented by vaccinations and immunisations? How can I prevent the spread of bacteria and viruses? Why are healthy hygiene practises important? How am I responsible for keeping my environment clean?	Who are the trusted adults around me? How can I cope with grief? How am I affected by loss or change? How does my time online affect my mental wellbeing and physical health? What good habits can I get into to manage my time online; particularly at night? Who should I tell if I have seen something upsetting online?
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Substantive Knowledge

	<p>Begin to understand what it means to be 'healthy'.</p> <p>Begin to know why it is important to be healthy.</p> <p>Know how I can look after myself and keep myself clean.</p> <p>Know why it is important to wash my hands.</p> <p>Know what germs are.</p> <p>Know about the foods that are unhealthy.</p> <p>Know how unhealthy foods affect my teeth and body.</p> <p>Begin to understand that physical activity is important.</p> <p>Know about different types of play and which are good and bad for me</p>	<p>Know what healthy means.</p> <p>To understand what a healthy body looks and feels like.</p> <p>Know what types of food I should put into my body.</p> <p>Know that I should keep my body clean.</p> <p>Know what mental health is.</p> <p>Know different ways to keep my brain healthy and happy.</p> <p>To understand why sleep is important.</p> <p>Know that sleep helps my brain work better.</p> <p>Know that I should have the right amount of sleep.</p> <p>Know what medicine is.</p>	<p>Know that choices I make everyday can affect my health.</p> <p>Know that some food choices are unhealthy and should not be eaten all the time.</p> <p>Know that making negative choices can affect my mood in a negative way.</p> <p>Know that choosing unhealthy foods a lot of the time can affect my physical health by making it harder for my body to exercise and making me feel tired.</p> <p>Know that adults in school and at home can help me to make healthy food and exercise</p>	<p>Know that I can make sure I have a morning and evening daily routine that includes: washing, brushing teeth, brushing hair etc.</p> <p>Know that to be healthy I have to have a balanced diet, do regular exercise, keep hydrated and get enough sleep.</p> <p>Know that physical health helps mental health.</p> <p>Know that when I'm ill I have to rest more and drink plenty of fluids.</p> <p>Know I may have to take medicines to make me better.</p> <p>Know that I may feel more emotional and tired when I'm ill.</p>	<p>Know the importance of sleep to maintain a healthy lifestyle.</p> <p>Know some strategies that help to keep a healthy sleep pattern.</p> <p>Understand the detrimental effects of technology on sleep.</p> <p>Know the positive aspects of the outdoors on mental health.</p> <p>Know the positive effects of exercise on my mental health</p> <p>Know how to keep safe in the sun.</p> <p>Understand what allergies are.</p> <p>Know how allergies are treated.</p>	<p>Know that exercise is important for my physical and mental health.</p> <p>Know that sleep is important for my physical and mental health.</p> <p>Know that eating healthily is important for my physical and mental health.</p> <p>Know that healthy relationships are important for my mental health.</p> <p>Know that talking to someone about worries is important for my mental health.</p> <p>Know relaxing is important for my mental health.</p> <p>Know that computer games can have a negative impact on my physical and mental health.</p>
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	<p>(playing outside vs video games). Know the people who help me to be healthy (parents, doctors, nurses, dentists). Know that I need to protect my skin from the sunshine and begin to understand why.</p>	<p>Know that medicines usually come from a parent or doctor for a specific illness. To understand dental hygiene. Know that we should brush our teeth twice a day. Know that certain food types can cause damage to your teeth. Know what a dentist is. To understand that dentists help to keep your teeth and gums healthy. Know different services that can help them if they are feeling unwell. To understand different feelings and emotions. Know different ways to communicate how I'm feeling. Know self-soothing strategies for different situations. Begin to understand 'big' feelings. Know when I need help from others. Know when I can help myself.</p>	<p>choices. Know that adverts and posters affect my choices. Know that a habit is something we do regularly or often, which is often hard to stop. Know that having too much sugar will make me feel tired and could affect my body and ability to exercise. Know what the eat well plate looks like and why it is important to balance our diets. Know that exercise makes me healthy and strong by working my muscles and pumping blood around my body. Know I can talk about my feelings by speaking to a trusted adult or writing down my worries.</p>	<p>Know that my family, friends and people at school can help me when I'm feeling ill. Know how to recognise various signs of illness starting and to let someone know. Know that I need to keep my teeth healthy by: brushing them properly with a fluoride toothpaste at least twice a day, flossing them regularly, not eating or drinking too many sugary things, visiting the dentist every 6 months for check-ups. Know that sugary foods and drinks can cause decay in teeth.</p>	<p>Understand what vaccinations and immunisations are and how they can prevent the spread of disease and viruses. Know the importance of hygiene and hygienic environments and my responsibilities around these.</p>	<p>Know that being ill is not always because of a physical illness. Know that ill-health can be due to mental health issues. Know that anyone can suffer mental ill-health. Know how my mental wellbeing is being affected by feeling lonely or bullying. Know that it is important to talk to someone if I am experiencing loneliness or bullying. Know methods that can help manage negative emotions. Know what conflicting emotions are. Know that I will experience conflicting emotions. Know what mixed emotions are. Know that my body will look and feel different when experiencing mixed emotions. Know that emotions change the way people behave. Know that people experience different emotions to what I do. Know people manage their emotions in different ways. Know who can help or support me with my mental wellbeing. Know when it is appropriate to ask for help or support with my mental wellbeing. Know who the trusted adults are in my life. Know what grief is.</p>
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						<p>Know that I will experience grief at some point in my life. Know that people are affected in different ways by loss or change.</p> <p>Know that being online too late can affect my mental health.</p> <p>Know what good habits can help me manage my time online.</p> <p>Know who I can speak to if I see something upsetting online.</p>
Vocabulary	Health, unhealthy, germs, physical activity, cleanliness, protect, hygiene.	Physical health, mental health, dental hygiene, medicine, mood, feelings.	Physical health, mental health, habit, balanced diet, exercise, feelings.	Healthy lifestyle, physical health, mental health, oral hygiene, illness.	Sleep pattern, technology, physical health, mental health, factors (sun cream), heat stroke, allergies, medicines, viruses, bacteria, immunisation, vaccination, hygiene.	Mental health, mental ill-health, loneliness, isolation, bullying, trust, grief, loss, change.

Changing Adolescent Body
By the end of year 6, pupils should know:

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

Growing & Changing	Naming body parts, including sexual organs. How their body has changed up to the present day.	How their bodies will change in future, naming sexual organs.	How their bodies will change over time and how this may impact upon their emotions.	Physical and emotional changes, external sexual organs, personal hygiene and puberty.	Puberty and their changing bodies, periods.	Human reproduction and birth.
Key Questions	How have I changed so far? What makes me special?	How will I change over time?	How will my emotions change as my body changes?	How will I change in the years to come? What are 'genitalia'?	How will my body mature and change?	How are human lives created?

	<p>What body parts do I have? What are the names for them?</p> <p>How am I the same or different to my friends?</p> <p>How do I know what I am feeling?</p> <p>Who can I ask for help if I need help with my feelings?</p> <p>How do my feelings affect my behaviour?</p> <p>How do I feel about moving class?</p> <p>Who can I share my worries with about moving class?</p>	<p>How will I grow and change as I get older?</p> <p>How will my body change as I grow up?</p> <p>What are the names of the parts of my body?</p> <p>How can I prepare myself for moving to my new class?</p>	<p>How am I individual and unique?</p> <p>What contributions can I make to the class?</p> <p>How can I contribute at home?</p> <p>How do my interests shape me as a person?</p> <p>What is 'self-worth'?</p> <p>What challenges my self-worth?</p> <p>How can I bounce back from the problems that I face?</p> <p>What are the names of the parts of my body?</p>	<p>How will my body change during puberty?</p> <p>How do boy's and girl's bodies change during puberty?</p> <p>Do some changes happen to boys and girls?</p> <p>Which changes are different for boys or girls?</p> <p>What is a period? What happens during the menstrual cycle?</p> <p>How might the menstrual cycle impact upon the emotions that a girl experiences?</p> <p>Why is personal hygiene important?</p> <p>Why do I need to wash regularly?</p> <p>Why do I need to wear deodorant during puberty?</p> <p>Who can help me with the changes I am experiencing during puberty?</p> <p>Where can I get information about puberty?</p>	<p>What makes my 'personal identity'?</p> <p>What contributes towards my personal identity?</p> <p>How can I express my personal identity and individuality?</p> <p>How can I improve my emotional wellbeing?</p> <p>How do groups and hobbies impact upon my emotional wellbeing?</p> <p>What is a period? What happens during the menstrual cycle?</p> <p>How might the menstrual cycle impact upon the emotions that a girl experiences?</p> <p>Why is personal hygiene important?</p> <p>Why do I need to wash regularly?</p> <p>Why do I need to wear deodorant during puberty?</p> <p>Who can help me with the changes I am experiencing during puberty?</p> <p>Where can I get information about puberty?</p>	<p>How will my independence develop as I grow and change?</p> <p>What will it feel like to be more independent?</p> <p>How will I be affected by going to Secondary School?</p> <p>How will my relationships change as I go to Secondary School?</p> <p>How can I practise new routines before going to Secondary School to prepare myself?</p> <p>What is 'commitment'?</p> <p>What is 'love'? What might it feel like to be in love?</p> <p>What is 'sexual intercourse'?</p> <p>What is 'consent' and why is it important?</p> <p>What is 'conception'?</p> <p>How does pregnancy occur?</p> <p>What is needed from a man and a woman to make a baby?</p> <p>Where does a baby grow?</p> <p>How can pregnancies be prevented?</p> <p>What is contraception?</p> <p>What are the responsibilities of being a parent or carer?</p> <p>How does a baby change a person's life?</p>
Substantive Knowledge						
	<p>Know and talk about what makes me special.</p> <p>Know that I am unique.</p> <p>Know what I like and dislike.</p>	<p>Know the different changes my body will go through.</p> <p>Know the process of ageing.</p>	<p>Know and explain a way that I am individual and technique.</p> <p>Know that I can put my hand up to suggest my</p>	<p>Know that genitalia are</p> <p>The genitals (the penis for boys and the vulva for girls)</p>	<p>Know what makes me, me.</p> <p>Know how to express myself and my individuality.</p>	<p>Know that my body will change.</p> <p>Know that my body will grow.</p>

	<p>Know and talk about what I am good at.</p> <p>Know who I can tell if I am finding things difficult.</p> <p>Know who I can ask for help when things go wrong.</p> <p>Know how I am the same as my friends.</p> <p>Know how I am different to my friends.</p> <p>Know that boys have a penis and testicles.</p> <p>Know that girls have a vagina.</p> <p>Begin to understand that it is ok to be different.</p> <p>Know that changes in my life can affect my feelings.</p> <p>Know who to ask for help if I am worried or upset.</p> <p>Know how to recognise when my friends are worried or upset.</p>	<p>Know the difference between adults and children.</p> <p>Know the names of different parts of my body.</p> <p>To understand changes that happen whilst I'm at school.</p> <p>To notice different changes that happen around me.</p> <p>Begin to understand the importance of having an open mind.</p>	<p>ideas and opinions in class.</p> <p>Know that I can help at home by asking an adult what jobs I can be responsible for and taking care of my own belongings.</p> <p>Know that my interests impact on my personality and who I am as a person.</p> <p>Know that self-worth means knowing I am good enough.</p> <p>Know that things I do or negative behaviour may impact my self-worth.</p> <p>Know that I can bounce back from the problems I face by trying my best to solve problems in a sensible way.</p> <p>Know the names of different parts of my body.</p>	<p>Know that, during puberty, our bodies change in lots of ways.</p> <p>Know the physical changes that occur during puberty in boys are</p> <ol style="list-style-type: none"> 1 Broadening of chest and shoulders. Onset of puberty brings many physical changes in boys. 2 Deepening of voice and appearance of facial hair. The voice gets deeper. 3 Appearance of body hair and pubic hair. 4 Increase in size of genitals. The penis and the testicles grow bigger in size. <p>Know the physical changes that occur during puberty in girls are</p> <ol style="list-style-type: none"> 1 Breasts start to grow 2. Appearance of body hair and pubic hair. 3 Widening of the hips. 4. Starting Periods. 5. Growth Spurts. <p>Know that boys and girl can have different mood changes during Puberty and both produce more sweat.</p> <p>Know that it is extremely important to wash every day and use deodorants once puberty has started.</p> <p>Know that periods are part of the Menstrual cycle. A period is when blood is released from the vagina. This generally</p>	<p>Know what I can do by myself to improve my mental well-being.</p> <p>Know what a period is and what happens physically and emotionally throughout the menstrual cycle.</p> <p>Know the importance of personal hygiene.</p> <p>Know who can help me through changes I experience during puberty.</p> <p>Know where I can get additional information about puberty.</p>	<p>Know that I will become more independent as I grow and change.</p> <p>Know what it means to be more independent.</p> <p>Understand that I will feel different when I become more independent.</p> <p>Know that I will experience different feelings about moving to secondary school.</p> <p>Know that my relationships will change when I move to secondary school.</p> <p>Know that I will feel differently about other people when I move to secondary school.</p> <p>Know ways in which I can practise new routines in preparation for secondary school.</p> <p>Know what my routine will look like when I move to secondary school.</p> <p>Know the expectations will be different at secondary school</p> <p>Know that there will be older children at secondary school.</p> <p>Know what commitment is.</p> <p>Know what love is.</p> <p>Know what it might feel like to be in love.</p> <p>Know that I can love people in different ways (E.g. family, partner).</p> <p>Know what sexual intercourse is.</p> <p>Know that sexual intercourse can take place between a man and a woman, a woman</p>
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Vocabulary	Dislikes, special, unique, differences, growing, changing, penis, testicles, vagina, help, changes,	Growing, changing, stages, lifetime, penis, testicles, vagina	Interests, self-worth, growing, changing, stages, lifetime, problems, penis, testicles, vagina, vulva.	Genitals, penis, testicles, vagina, vulva, breasts, anus, puberty, periods, menstrual cycle, deodorant, perspiration,	Personal identity, individuality, hobbies, penis, testicles, vagina, breasts, anus, puberty, periods, menstrual cycle,	Penis, testicles, vagina, breasts, anus, uterus, ovaries, puberty, periods, menstrual cycle, sanitary towels, tampons, deodorant,

				body hair, personal hygiene.	sanitary towels, tampons, deodorant, perspiration, pubic hair, personal hygiene, glans, urethra, bladder.	perspiration, pubic hair, conception, sperm, ovum, glans, urethra, bladder, sperm duct, ejaculation, pregnancy, wet dreams, transition, routines, commitment, love, consent, contraception, parent, birth, sexual intercourse.
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