

ABINGDON PRIMARY SCHOOL –
PSHE Progression of Knowledge



CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>VOCABULARY Each year group should be revisiting previous year groups' vocabulary and then introducing the new vocabulary.</p> <p>Vocabulary for the SRE/DAE are the topic titles for each unit.</p>	<p><u>Rights and Responsibilities</u> Rules Respect</p> <p><u>Money</u> Money</p> <p><u>Identity</u> Special</p> <p><u>Feelings and Friendship</u> Feelings Behaviour Consequences Anti-bullying</p> <p><u>Health</u> Hand washing</p> <p><u>Safety and Risk</u> Safe Unsafe</p>	<p><u>Rights and Responsibilities</u> Rules Responsibility Respect</p> <p><u>Money</u> Money Spending Saving</p> <p><u>Identity</u> Special Differences Similarities</p> <p><u>Feelings and Friendship</u> Emotions Anti-bullying</p> <p><u>Health</u> Hand washing Healthy eating</p> <p><u>Safety and Risk</u> Online, cycle and road safety</p>	<p><u>Rights and Responsibilities</u> Rules Responsibility Respect Rights</p> <p><u>Money</u> Money Spending Saving</p> <p><u>Identity</u> Independence</p> <p><u>Feelings and Friendship</u> Secrets Surprises Bullying Anti-Bullying</p> <p><u>Health</u> Hand washing Healthy eating Hygiene</p> <p><u>Safety and Risk</u> Online, cycle and road safety</p>	<p><u>Rights and Responsibilities</u> Duties</p> <p><u>Money</u> Profession Jobs Achievements Enterprising</p> <p><u>Identity</u> Independence</p> <p><u>Feelings and Friendship</u> Secrets Surprises Bullying Anti-bullying</p> <p><u>Health</u> Balanced diet</p> <p><u>Safety and Risk</u> Local community</p>	<p><u>Rights and Responsibilities</u> Duties</p> <p><u>Money</u> Profession Jobs Achievements Enterprising</p> <p><u>Identity</u> Diversity Customs</p> <p><u>Feelings and Friendship</u> Anti-bullying Social Media Compromise Negotiating</p> <p><u>Health</u> Puberty</p> <p><u>Safety and Risk</u> Risk Danger Hazard</p>	<p><u>Rights and Responsibilities</u> Discrimination</p> <p><u>Money</u> Consumer</p> <p><u>Identity</u> Community Volunteer</p> <p><u>Feelings and Friendship</u> Anti-bullying Social Media Compromise Negotiating</p> <p><u>Health</u> Drugs Alcohol</p> <p><u>Safety and Risk</u> Social Media</p>	<p><u>Rights and Responsibilities</u> Human Rights</p> <p><u>Money</u> Debt Tax Loan</p> <p><u>Identity</u> Community Volunteer</p> <p><u>Feelings and Friendship</u> Anti-bullying Marriage Civil Partnership</p> <p><u>Health</u> Physical, emotional and mental health</p> <p><u>Safety and Risk</u> Wellbeing</p>

<p>Living in the Wider World skill one: Rights and Responsibilities</p>	<p><u>ELG:Self-confidence and self-awareness</u> -To develop the confidence to try new activities and say why they like some activities more than others. -To choose the resources they need for their chosen activities. -To develop the confidence to speak in a familiar group. -To talk about their ideas. -To be able to say when they do or don't need help.</p>	<p><u>How do we decide how to behave?</u> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt -To contribute to the life of the classroom and school -To help construct, and agree to follow, group, class and school rules and to understand how these rules help them -To recognise that their behaviour can affect other people -To recognise what is fair and unfair, kind and unkind, what is right and wrong -To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -To offer constructive support and feedback to others -To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) -To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p><u>How can we help?</u> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment -To contribute to the life of the classroom and school -To help construct, and agree to follow, group, class and school rules and to understand how these rules help them -To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy -To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p><u>What are we responsible for?</u> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others -To recognise that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities -To understand that their actions affect themselves and others</p>	<p>Children will recap over the previous year's learning objectives.</p>	<p><u>What does discrimination mean?</u> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities -To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) -To understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) -To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ' -To recognise and challenge stereotypes -To learn about the difference between, and the terms associated with,</p>	<p><u>What are human rights?</u> Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence -To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) is available to people who are worried about this for themselves or others -To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships -To learn about respecting the differences and similarities between people and recognising what they have in</p>

						sex, gender identity and sexual orientation	common with others e.g. physically, in personality or background -To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own -To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
<u>Living in the Wider World</u> <u>skill two:</u> Money	-To begin to experiment and become familiar with money through role play.	<u>What can we do with money?</u> Where money comes from; spending; saving; keeping money safe -To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving -To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	Children will recap over the previous year's learning objectives.	<u>What jobs would we like?</u> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets -To recognise and challenge stereotypes -To learn what is meant by enterprise and begin to develop enterprise skills -To work collaboratively towards shared goals -To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	Children will recap over the previous year's learning objectives.	<u>How can we manage our money?</u> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality - To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer - To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves <u>What makes us enterprising?</u> Different ways of achieving and celebrating personal goals; high aspirations; growth mindset; setting up an	<u>How can money affect us?</u> Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer -To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

						<p>enterprise; what enterprise means for work and society</p> <ul style="list-style-type: none"> -To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals -To learn what is meant by enterprise and begin to develop enterprise skills -To work collaboratively towards shared goals 	<p>-To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>
<p><u>Living in the Wider World</u> skill three: Identity</p>	<p>-To be able to say what makes them special.</p>	<p><u>What makes us special?</u> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p> <ul style="list-style-type: none"> -To identify and respect the differences and similarities between people -To identify their special people (family, friends, carers), what makes them special and how special people should care for one another -To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' -To recognise ways in which we are the same as all other people; what we have in common with everyone else 	<p><u>What is the same and different about us?</u> Recognise what they are good at; set simple goals; growing; and changing and being more independent;</p> <ul style="list-style-type: none"> - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals -To learn about the process of growing from young to old and how people's needs change -To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring -To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls -To identify and respect the differences and 	<p>Children will recap over the previous year's learning objectives.</p>	<p><u>Who are we?</u> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p> <ul style="list-style-type: none"> -To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -To consider the lives of people living in other places, and people with different values and customs -To recognise and challenge stereotypes 	<p><u>What makes a community?</u> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p> <ul style="list-style-type: none"> -To understand what being part of a community means, and about the varied institutions that support communities locally and nationally -To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing -To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -To consider the lives of people living in other places, and people with 	<p>Children will recap over the previous year's learning objectives.</p>

			<p>similarities between people</p> <p>-To understand that they belong to different groups and communities such as family and school</p>			different values and customs	
--	--	--	---	--	--	------------------------------	--

1

<p>Relationships</p> <p>Feelings and friendship</p>	<p><u>ELG: Managing feelings and behaviour</u></p> <p>-To be able to talk about how they and others show feelings.</p> <p>-To be able to talk about their own feelings and can talk about their own and others' behaviour.</p> <p>-To understand that some behaviour is unacceptable and that with certain behaviour there are consequences.</p> <p>-To work as part of a group or a class and they understand and follow the rules.</p> <p>-To adjust their behaviour to different situations and take changes of routine in their stride.</p> <p><u>ELG: Making relationships</u></p>	<p><u>How do we feel?</u></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss</p> <p>-To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>-To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p><u>What is bullying?</u></p> <p>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p> <p>-To understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>-To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them)</p> <p>-To be able to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>-To develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p><u>What can we do about bullying?</u></p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p><u>How can we describe our feelings?</u></p> <p>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p> <p>- To deepen their understanding of good and not so good feelings, to extend their vocabulary to</p>	<p><u>How can we be a good friend?</u></p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p> <p>- To recognise and respond appropriately to a wider range of feelings in others</p> <p>-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>-To be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>Children will recap over the previous year's learning objectives.</p>	<p><u>What makes a healthy and happy relationship?</u></p> <p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p> <p>-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>-To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>-To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>-To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each</p>
--	---	---	---	---	---	--	---

	<p>-To play co-operatively with others.</p> <p>-To take account of one another's ideas about how to organise their activity.</p> <p>-To show sensitivity to others' needs and feelings.</p> <p>-To form positive relationships with adults and other children.</p>		<p>-To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>-To learn about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><u>How do we show our feelings?</u></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p> <p>-To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>-To be able to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>enable them to explain both</p> <p>-To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>-To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>-To be able to recognise and respond appropriately to a wider range of feelings in others</p>			<p>other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>
--	--	--	--	--	--	--	---

<p><u>Health and Wellbeing skill one:</u> Health</p>	<p>-To learn to wash their hands at the appropriate times of the day. -To understand what makes up a balanced diet.</p>	<p>Children will continue to learn how to keep healthy through every day classroom routines such as: washing hands and healthy eating.</p>	<p><u>How can we be healthy?</u> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices -To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health -To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences -To understand and appreciate importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention -To understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop</p>	<p><u>How can we eat well?</u> What makes a balanced lifestyle; balanced diet; making choices; what influences choices -To understand what positively and negatively affects their physical, mental and emotional health -To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' -To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p><u>How do we grow and change?</u> Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice -To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these -To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement -To understand that bacteria and viruses affect health and simple routines reduce their spread -To understand how their body will, and their emotions may, change as they approach and move through puberty</p>	<p><u>What choices help health?</u> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe -To understand what positively and negatively affects their physical, mental and emotional health -To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' -To understand what is meant by the term 'habit' and why habits can be hard to change -To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are</p>	<p><u>What affects our health and wellbeing?</u> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing -To understand what positively and negatively affects their physical, mental and emotional health -To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' -To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>

			simple skills to help prevent diseases spreading		-To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe -To be able to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships -To be able to recognise different types of relationship, including those between acquaintances, friends, relatives and families	illegal to own, use and give to others -To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe -To understand and recognise that their actions affect themselves and others	-To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
Health and Wellbeing skill two: Safety and Risk	-To learn how to be safe through role play, for example: construction area.	<u>How do we keep safe?</u> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help -To understand that household products, including medicines, can be harmful if not used properly -To learn the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety -To learn about people who look after them, their family networks, who to go to if they are worried and	<u>How can we keep safe in different places?</u> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency -To learn the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety -To learn about people who look after them, their family networks, who to go to if for help if they are worried and how to attract their attention -To learn about the ways that pupils can help the people who look after	<u>What are the rules that keep us safe?</u> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe -To learn the school rules about health and safety, basic emergency aid procedures, where and how to get help -To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread -To develop strategies for keeping physically and emotionally safe including road safety (including	<u>How can we keep safe in our local area?</u> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe -To be able to differentiate between the terms, 'risk', 'danger' and 'hazard' -To be able to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience -To be able to recognise how their increasing	<u>How can we be safe online and using social media?</u> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries; H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not	<u>What can we do about risk?</u> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours -To be able to differentiate between the terms, 'risk', 'danger' and 'hazard' -To be able to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use

		<p>how to attract their attention</p> <ul style="list-style-type: none"> -To learn about the ways that pupils can help the people who look after them to more easily protect them -To be able to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -To understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid -To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 	<p>them to more easily protect them</p> <ul style="list-style-type: none"> -To be able to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. 	<p>cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <ul style="list-style-type: none"> -To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe -To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond -To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<p>independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R7. that their actions affect themselves and others</p> <p>R15. to recognise and manage 'dares'</p>	<p>appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none"> -To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy -To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy -To be able to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others 	<p>this as an opportunity to build resilience</p> <ul style="list-style-type: none"> -To recognise and understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media -To recognise and understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media -To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others -To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others -To understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request -To be able to realise the consequences of anti-social, aggressive and harmful behaviours such
--	--	---	---	--	--	--	--

							as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
<p><u>Sex and Relationships Education (SRE)</u></p> <p><u>Drug and Alcohol Education (DAE)</u></p>	N/A	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> -To understand that babies become children and then adults -To know the differences between boy and girl babies <p><u>Families and Care</u></p> <ul style="list-style-type: none"> -Know there are different types of families -Know which people we can ask for help <p><u>Keeping Clean</u></p> <ul style="list-style-type: none"> -To understand some basic hygiene principles 	<p><u>Differences: Boys and Girls</u></p> <ul style="list-style-type: none"> - Understand that some people have fixed ideas about what boys and girls can do - Describe the difference between male and female babies <p><u>Differences: Male and Female</u></p> <ul style="list-style-type: none"> -To be able to describe some differences between male and female animals -Understand that making a new life needs a male and a female <p><u>Naming the Body Parts</u></p> <ul style="list-style-type: none"> -Describe the physical differences between males and females -Name the male and female body parts <p><u>Risk</u></p> <ul style="list-style-type: none"> - To know what is safe or unsafe 	<p><u>Differences: Male and Female</u></p> <ul style="list-style-type: none"> -Know some differences and similarities between males and females -Name male and female body parts using agreed words <p><u>Family Differences</u></p> <ul style="list-style-type: none"> -Understand that all families are different and have different family members -Identify who to go to for help and support <p><u>Personal Space</u></p> <ul style="list-style-type: none"> -To identify different types of touch that people like and do not like -To understand personal space -To talk about ways of dealing with unwanted touch 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> -Describe the main stages in the human lifecycle -Describe the body changes that happen when a child grows up <p><u>Puberty</u></p> <ul style="list-style-type: none"> -Discuss male and female body parts using agreed words -Know some of the changes which happen to the body during puberty <p><u>Puberty Changes and Reproduction</u></p> <ul style="list-style-type: none"> -Know about the physical and emotional changes that happen in puberty -Understand that children change into adults so they are able to reproduce <p><u>Effects of Alcohol</u></p> <ul style="list-style-type: none"> -To know what alcohol is and how it affects the body 	<p><u>Male and Female Changes</u></p> <ul style="list-style-type: none"> -Understand how puberty affects the reproductive organs -Describe how to manage physical and emotional changes <p><u>Talking about Puberty</u></p> <ul style="list-style-type: none"> -Explain the main physical and emotional changes that happen during puberty -Ask questions about puberty with confidence <p><u>Puberty and Hygiene</u></p> <ul style="list-style-type: none"> -Explain how to stay clean during puberty -Describe how emotions change during puberty -Know how to get help and support during puberty <p><u>Legal and Illegal Drugs</u></p> <ul style="list-style-type: none"> -To know about a range of legal and illegal drugs 	<p><u>Puberty and Reproduction</u></p> <ul style="list-style-type: none"> -Describe how and why the body changes during puberty in preparation for reproduction -Talk about puberty and reproduction with confidence <p><u>Understanding Relationships</u></p> <ul style="list-style-type: none"> -Discuss different types of adult relationships with confidence -Know what form of touching is appropriate <p><u>Conception and Pregnancy</u></p> <ul style="list-style-type: none"> -Describe the decisions that have to be made before having a baby -Know some basic facts about pregnancy and conception <p><u>Communicating in Relationships</u></p> <ul style="list-style-type: none"> -To have considered when it is appropriate to share personal/private information in a relationship <p><u>Cannabis</u></p>

		<p><u>Staying Healthy</u> -To identify how to stay healthy</p> <p><u>Medicines</u> -To know how medicines get into our bodies To know why people use medicines -To understand that some people need to take medicines all the time to stay healthy</p> <p><u>Who Gives us Medicines?</u> -To know when we should take medicines and who should give them to us -To know the rules about medicines</p>	<p>- To know when something is too risky</p> <p><u>Hazardous Substances</u> -To know that some things we put into our bodies can harm us -To know some rules about keeping safe</p> <p><u>Safety Rules</u> -To be able to follow safety instructions and rules at home and at school</p>	<p><u>Why People Smoke</u> -To know how smoking affects people -To consider why people smoke</p> <p><u>Physical Effects of Smoking</u> -To know some of the effects of smoking on the body -To know about passive smoking</p> <p><u>No Smoking</u> -To know the rules and laws to prevent smoking -To be able to make the positive choice not to smoke</p>	<p>-To understand that everyone will be affected differently by alcohol</p> <p><u>Alcohol and Risk</u> -To know there are risks to drinking alcohol</p> <p><u>Limits to Drinking Alcohol</u> -To know some laws about drinking alcohol -To consider ways of persuading people to drink alcohol sensibly</p>	<p>-To have some understanding of the effects and risks of illegal drugs</p> <p><u>Attitudes to Drugs</u> -To explore attitudes to drug use -To understand that all sorts of people may misuse drugs -To challenge myths about drug use</p> <p><u>Peer Pressure</u> -To know a range of skills to resist peer pressure -To develop some assertiveness skills</p>	<p>-To know what effect cannabis can have on your health and life -To know the legal consequences of using cannabis</p> <p><u>VSA and Getting Help</u> -To know the effects and risks of volatile substance abuse -To know how to get and to give help</p> <p><u>Help, Advice and Support</u> -To know how and where to get support if an online relationship goes wrong -To have practised communicating with adults -To know how to access help and support</p>
--	--	--	--	---	---	--	---