

PSHE Progression of knowledge and skills (from SCARF)

EYFS	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs <p>Understanding the World</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rules	<ul style="list-style-type: none"> • Understand the classroom rules help everyone to learn and be safe. • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills. • Explain some of the school rules and how those rules help to keep everyone safe. 	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom. • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Demonstrate active listening techniques (making eye contact, nodding head, making 	<ul style="list-style-type: none"> • Explain why we have rules. • Explore why rules are different for different age groups, in particular for internet-based activities. • Suggest appropriate rules for a range of settings. • Consider the possible consequences of breaking the rules. • Reflect on listening skills. • Explain what is meant by the term 'body space' (or personal space). 	<ul style="list-style-type: none"> • Understand the reason we have rules. • Know and explain strategies for safe online sharing. • Recognise that marriage includes same sex and opposite sex partners. • Know the legal age for marriage in England and Scotland. • Discuss the reasons why a person would want to be married, or 		<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online. • Know the legal ages (and reason behind these) for having a social media account. • Know that it is illegal to create and share sexual images of children under 18 years old.

		positive noises, and not being distracted).		live together, or have a civil ceremony.		<ul style="list-style-type: none"> • Know the legal age of consent and what it means. • Explain, in simple terms, some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs. • Explain why there are laws relating to drugs in this country. • Know the ages at which a person can marry, depending on whether their parents agree. • Understand that everyone has the right to be free to choose who and whether to marry.
Relationships	<ul style="list-style-type: none"> • Identify simple qualities of friendship. • Give and receive positive feedback, and experience how this makes them feel. • Identify the differences and similarities between people. • Empathise with those who are different from them and begin to appreciate the positive aspects of these differences. • Identify some of the people who are special to them and recognise/name some of the qualities that make a person special to them. 	<ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship. • Identify some of the ways that good friends care for each other. • Identify some of the physical and non-physical differences and similarities between people. • Know and use words and phrases that show respect for other people. • Describe and record strategies for getting on with others in the classroom. • Identify and reflect upon people who are special to them, explaining some of the 	<ul style="list-style-type: none"> • Identify people who they have positive healthy relationships and those with special relationships and suggest strategies for maintaining a positive relationship with these people. • Recognise that there are many different types of family and understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'. • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Give examples of respectful language. • Express opinions and listen to those of others, 	<ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship.' • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend. • Define successful qualities of teamwork and collaboration whilst demonstrating strategies for working on a collaborative task. • Define the terms 'negotiation' and 'compromise'. • Define the word 'respect' and demonstrate ways of showing respect to others' differences. 	<ul style="list-style-type: none"> • Define some key qualities of friendship and describe ways of making a friendship last. • Reflect on their own friendship qualities. • Explain why friendships sometimes end. • Identify what things make a relationship unhealthy. • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. • Demonstrate respectfulness in responding to others 	<ul style="list-style-type: none"> • Explain the difference between a 'friend' and an 'acquaintance'. • Describe qualities of a strong, positive friendship. • Describe the benefits of other types of relationships (e.g. neighbour, parent/carer, relative). • Recognise the people fall into a wide range of what is seen as normal. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Recognise and empathise with patterns of behaviour

		<p>ways those people are special.</p> <ul style="list-style-type: none"> Recognise and explain how a person's behavior can affect other people. Identify groups they are part of. Explain things that they like and dislike, and understand that they have choices about these things. 	<p>considering others' points of view.</p> <ul style="list-style-type: none"> Practise explaining the thinking behind their ideas and opinions. Define and demonstrate 'cooperation' and 'collaboration'. Identify the different skills that people can bring to a group task. Demonstrate how working together in a collaborative manner can help everyone to achieve success. Develop skills in discussion and debating an issue. Empathise with different viewpoints. 	<ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends and acquaintances). Recognise that there are times when they will make the same choices as their friends and will times when they will choose differently. Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender and religion). 	<p>by responding appropriately.</p> <ul style="list-style-type: none"> Explain what collaboration means and give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively. Understand and explain what is meant by the terms 'negotiation' and 'compromise'. Give examples of some key qualities of friendship. 	<p>in peer-group dynamics.</p> <ul style="list-style-type: none"> Describe the consequences of reacting to others in a positive or negative way; suggest ways that people can respond more positively to others. Describe ways in which people show their commitment to each other. Recognise that some types of physical contact can produce strong negative feelings. Demonstrate a collaborative approach to a task and describe/implement the skills needed to do this. Explain and implement what is meant by the terms 'negotiation' and 'compromise'. Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task.
<p>Community</p>	<ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us. Identify what they like about the school environment. Recognise who cares for and looks after the school 	<ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe. Identify what they like about the school environment. Identify any problems with the school environment (e.g. thing needing repair) 	<ul style="list-style-type: none"> Define the term 'community'. Identify the different communities they belong to. Recognise the benefits of belonging to a community, in particular the benefit to mental health and wellbeing. Explain that people living in the UK have different 	<ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven R's). Suggest ways the Seven R's recycling methods can be applied to different scenarios. Define what is meant 	<ul style="list-style-type: none"> State and explain what is meant by the term 'community'. Explain what being part of a school community means to them/ Suggest ways of improving the school community. Identify and describe the different groups 	<ul style="list-style-type: none"> Identify and describe the different groups that make up the school/wider community/other parts of the UK and the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and

	environment.	<p>and make suggestions for improving the school environment.</p> <ul style="list-style-type: none"> Recognise that they all have a responsibility for helping to look after the school environment. 	<p>origins.</p> <ul style="list-style-type: none"> Explain why some groups of people are not represented as much on television/in the media. Define what a 'volunteer' is and identify people who are volunteers in the school community. Define what is meant by the 'environment'. Evaluate and explain different methods of looking after the school environment. 	<p>by the word 'community'.</p> <ul style="list-style-type: none"> Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community. Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council). 	<p>that make up the school/wider community/other parts of the UK.</p> <ul style="list-style-type: none"> Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms 'voluntary', 'community' and 'pressure (action) groups'. Give examples of voluntary groups, the kind of work they do and its value. Explain some of the areas that local councils have responsibility for. Understand that local councillors are elected to represent their local community. 	<p>give examples of how we demonstrate this.</p> <ul style="list-style-type: none"> Challenge stereotypical gender portrayals of people. Recognise that people fall into a wide range of what is seen as normal. Evaluate the different public services and compare their value. Recap on explanations of what we mean by the terms 'voluntary', 'community' and 'pressure (action) groups'. Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way. Suggest actions that could be taken to live in a more environmentally sustainable way. Define what is meant by the term 'stereotype'. Recognise how the media can sometimes reinforce gender stereotypes.
Emotions	<ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions. Understand and explain how our emotions can give 	<ul style="list-style-type: none"> Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. 	<ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them. 	<ul style="list-style-type: none"> Identify a wide range of feelings. Describe 'good' and 'not so good' feelings and how feelings can 	<ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good 	<ul style="list-style-type: none"> Recap on recognising basic emotional needs, understand that they change according to circumstance.

	<p>a physical reaction in our body (e.g. butterflies in the tummy etc.).</p> <ul style="list-style-type: none"> Identify a range of feelings. Identify how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that learning a new skill requires practice and the opportunity to fail, safely. Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behavior (including their own) can affect other people. 	<ul style="list-style-type: none"> Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). Explain how it feels to be part of a group and how it feels to be left out from a group. Explain how these impact on other people's feelings. Suggest phrases and words of encouragement to give someone who is learning something new. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	<ul style="list-style-type: none"> Understand that these feelings are normal and a way of dealing with the situation. 	<p>affect our physical state.</p> <ul style="list-style-type: none"> Explain how different words can express the intensity of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information. 	<p>feelings, using appropriate vocabulary to describe these.</p> <ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others. Explain strategies they can use to build resilience. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Demonstrate how to respond to a wide range of feelings in others. Recognise basic emotional needs, understand that they change according to circumstance. Explain how someone might feel when they are separated from someone or something they like. 	<ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how these emotional needs impact on people's behaviour. Suggest positive ways that people can get their emotional needs met. Understand and give examples of conflicting emotions.
<p>Anti – Bullying</p>	<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Suggest simple strategies for making up and resolving conflict situations. Explain the difference between unkindness, teasing and bullying. Understand that bullying is 	<ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying – then rehearse and 	<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, not or in the future, skills for making up again. Give examples of how to challenge another's 	<ul style="list-style-type: none"> Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. Describe appropriate assertive strategies 	<ul style="list-style-type: none"> Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertive skills. Describe strategies for resolving difficult issues or situations. Develop an 	<ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges, demonstrating the need for respect and an assertive approach. List some assertive behaviours. Recognise peer influence and pressure.

	<p>usually quite rare.</p> <ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind. Suggest ways they can show kindness to others. Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe or are in a bullying situation. Suggest simple strategies for resolving conflict situations. Give examples of what they can do if they experience or witness bullying. 	<p>demonstrate some of these strategies.</p> <ul style="list-style-type: none"> Explain the differences between bullying and isolated unkind behavior. Recognise that there are different types of bullying and unkind behavior. Understand that bullying and unkind behavior are both unacceptable ways of behaving. Explain where someone could get help if they were being upset by someone else's behavior. Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness. Suggest kind words and actions they can how to others. Show acts of kindness to others in school. Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell', in relation to keeping 	<p>viewpoint respectfully.</p> <ul style="list-style-type: none"> Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is. Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe and suggest strategies for keeping safe. 	<p>for saying 'no' to a friend.</p> <ul style="list-style-type: none"> Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise potential consequences of aggressive behaviour and suggest strategies for dealing with this behaviour. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that they can play a role in influencing outcomes of situations by their own actions. Identify ways in which everyone is unique. Appreciate their own uniqueness. 	<p>understanding of discrimination and its injustice, and describe this using examples.</p> <ul style="list-style-type: none"> Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged. Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied. Recognise and describe the difference between online and face-to-face bullying. Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped. 	<ul style="list-style-type: none"> Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers. Know that all people are unique but what we have far more in common with each other than what is difference about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied. Understand and explain the term 'prejudice'. Describe what is meant by the term 'stereotype'.
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		<p>themselves and others safe.</p> <ul style="list-style-type: none"> Know how to ask for help. 				
Well – Being	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill. Explain simple issues of safety and responsibility about medicines and their uses. Understand that the body gets energy from food, water and air (oxygen). Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify simple bedtime routines that promote healthy sleep. Recognise the range of feelings that are associated with loss. Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least 5 portions of fruit and vegetables a day helps to maintain health. Recognise that they may have different tastes in food to others. Select foods from the Eatwell Guide in order to make a healthy lunch. Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how disease can spread and recognise/use simple strategies for preventing the spread of diseases. Recognise the importance 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill. Give examples of some of the things that a person can do to feel better without use of medicines (if they're unwell). Explain simple issues of safety and responsibility about medicines and their use. Recognise that body language and facial expressions can give clues as to how comfortable and safe someone feels in a situation. Understand that the body gets energy from food, water and oxygen. Describe how food, water and air get into the body and blood. Describe simple hygiene routines such as hand washing. Explain the importance of good dental hygiene and describe simple dental hygiene routines. Recognise that exercise and sleep are important to health. Name major internal 	<ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Define the words 'danger' and 'risk' and explain the difference between the two. Demonstrate strategies for assessing and dealing with a risky situation. Identify some key risks from and effects of cigarettes and alcohol. Know that most people choose not to smoke cigarettes. Define the word 'drug' and understand that nicotine and alcohol are both types of drugs. Explain what a dare is and understand that no-one has the right to force them to do a dare. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Evaluate the validity of statements relating to online safety. Recognise potential risks associated with browsing online – give examples of strategies for safe browsing online. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult 	<ul style="list-style-type: none"> Understand that medicines are drugs and explain the safety issues for medicine use. Suggest alternatives to taking a medicine when unwell. Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Understand some of the key risks and effects of smoking and drinking alcohol. Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol. Understand that we can be influenced both positively and negatively. Define what is meant by the word 'dare'. Identify from given scenarios which are dares and which are not. Suggest strategies for managing dares. Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close 	<ul style="list-style-type: none"> Know that all medicines are drugs but not all drugs are medicines. Understand some of the complexities of categorising drugs. Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situations, including emotional risks. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Know two harmful effects each of smoking/drinking alcohol. Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted. Understand that the 	<ul style="list-style-type: none"> Demonstrate an understanding that drugs can have both medical and non-medical uses. Explain how drugs can be categorised into different groups depending on their legal medical and legal context. Define what is meant by 'addiction', demonstrating an understanding that addiction is a form of behaviour. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol. Identify risk factors in a given situation (involving alcohol). Identify strategies for keeping personal information safe online. Describe safe and respectful behaviour when using communication technology. Recognise how the media can sometimes reinforce gender stereotypes. Accept that

	<p>of regular hygiene routines.</p> <ul style="list-style-type: none"> Sequence personal hygiene routines in logical order. Name major internal body parts (heart, lung, blood, stomach, intestines, brain). Understand and explain the simple bodily processes associated with them. 	<p>body parts (heart, blood, lungs, stomach, small and large intestines, brain).</p> <ul style="list-style-type: none"> Understand that vaccinations can help to prevent certain illnesses. 	<p>if this happens.</p> <ul style="list-style-type: none"> Recognise and describe appropriate behavior online as well as offline. Understand and explain decision-making skills and understand where to get help from when making decisions. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). Describe how food, water and air get into the body and blood. Understand and explain how the brain sends and receives messages through the nerves. Explain how each of the food groups on the Eatwell Guide benefits the body. Explain what is meant by the term 'balanced diet' and give examples of what foods might make up a healthy balanced meal. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. Demonstrate their understanding of health and wellbeing issues that are relevant to them. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them 	<p>to their body space.</p> <ul style="list-style-type: none"> Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Understand and identify stereotypes, including those promoted in the media. Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Identify situations which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online. Understand and explain the implications of sharing images online without consent. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide. Explain how different 	<p>information we see online, either text or images, is not always true or accurate.</p> <ul style="list-style-type: none"> Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them. Reflect on what information they share offline and online and recognise that people aren't always who they say they are online. Identify the consequences of positive and negative behaviour on themselves and others. Give examples of how individual/group actions can impact on others in a positive or negative way. Identify people who can be trusted. Explain what a habit is, giving examples and describe why and how a habit can be hard to change. Recognise that there are positive and negative risk and explain how to weigh up risk factors when making a decision. Describe some of the possible outcomes of taking a risk. Recognise which situations are risky. 	<p>responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <ul style="list-style-type: none"> Understand describe the ease with which something posted online can spread. Describe safe behaviours when using communication technology. Recognise what risk is and explain how a risk can be reduced. Understand risks related to growing up and explain the need to be aware of these. Assess a risk to help keep themselves safe. Know where someone could get support if they were concerned about their own or another person's safety. Identify situations where someone might need to break confidence in order to keep someone safe. Explain what the five ways to wellbeing are. Describe how the 5 ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference
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			<p>to stay safe and healthy and suggest ways they can help these people.</p>	<p>people in the school and local community help them stay healthy and safe.</p> <ul style="list-style-type: none"> • Describe the various responsibilities of those who help them stay healthy and safe and suggest ways to help those people. • Define the word 'influence' – recognise that reports in the media can influence the way they think about a topic. • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	<ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify people who are responsible for helping them stay healthy and safe. • Identify ways that they can help these people. • Explore and share their views about decision making when faced with a risky situation. • Define what is meant by a 'dare'. • Explain why someone might give a dare and suggest ways to stand up to someone who gives a dare. • Identify, write and discuss issues currently in the media concerning health and wellbeing. • Express their opinions on an issue concerning health and wellbeing. • Suggest ways to help someone who is separated from someone or something they like. 	<p>between them.</p> <ul style="list-style-type: none"> • Understand why people don't tell the truth and often post only the good bits about themselves online. • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Understand that fame can be short-lived and recognise that photos can be changed to match society's view of perfect. • Understand the risks of sharing images online and how these are hard to control once shared. • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
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Growing and Changing

<ul style="list-style-type: none"> • Understand and learn the PANTS rules. • Name and know which parts should be private. • Describe ways in which private parts can be kept private. • Explain the difference between appropriate and inappropriate touch. • Understand that they have the right to say 'no' to unwanted touch. • Identify people they can talk to about their private parts. • Start thinking about who they trust and who they can ask for help. • Explain the difference between a secret and a nice surprise. • Identify situations as being secrets and surprises. • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Understand some of the tasks required to look after a baby. • Explain how to meet the basic needs of a baby (E.g. eye contact, cuddling, washing, changing, feeding). • Identify things they could do as a baby, a toddler and can do now. • Identify the people who help/helped them at those different stages. 	<ul style="list-style-type: none"> • Recap PANTS rules. • Identify which parts of the human body are private. • Explain that a person's genitals help them to make babies when they are grown up. • Explain that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means and know that you are not allowed to touch someone's private belongings without their permission. • Identify the types of touch they like and do not like. • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting. • Know that they can ask someone to stop touching them. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). • Understand and describe some of the things that people are capable of at these different stages. • Explain that if someone is being 	<ul style="list-style-type: none"> • Identify their achievements and areas of development. • Recognise that people may say kind things to help us feel good about ourselves. • Identify when it is appropriate/inappropriate to allow someone into the body space. • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm. • Explain what happens when an egg doesn't meet a sperm. 	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives. • Explain how the Learning Line can be used as a tool to help them manage change more easily. • Suggest people who may be able to help them deal with change. • Understand how the onset of puberty can have an emotional as well as physical impact. • Suggest reasons why young people sometimes fall out with their parents. • Identify parts of the body that males and females have in common and those that are different. • Know the correct terminology for their genitalia. • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle. • Understand that periods are a normal part of puberty for girls. • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe 	<ul style="list-style-type: none"> • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Describe 'star' qualities of celebrities as portrayed by the media. • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • Describe 'star' qualities that 'ordinary' people have. • Identify their own strengths and talents. • Identify areas that need improvement and describe strategies for achieving those improvements. • Understand what kinds of touch are acceptable or unacceptable. • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Know the correct words for the external sexual organs. • Discuss some of the myths associated with puberty. • Identify some products that they 	<ul style="list-style-type: none"> • Know that some inappropriate touch is also illegal. • Explain the difference between a safe and an unsafe secret. • Explore the risks of sharing photos and films of themselves with other people directly or online. • Identify aspirational goals. • Describe the actions needed to set and achieve these. • Recognise some of the changes they have experienced and their emotional responses to those changes. • Suggest positive strategies for dealing with change. • Identify people who can support someone who is dealing with a challenging time of change. • Identify qualities that people have, as well as their looks. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Identify the changes that happen through puberty to allow sexual reproduction to
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<p>Responsibility</p>	<ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (E.g. a class pet or plant). • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from. • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value. • Explain the importance of keeping money safe. • Identify safe places to keep money. • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<ul style="list-style-type: none"> • Understand that people have choices about what they do with their money. • Know that money can be saved for a use at a future time. • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential. • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<ul style="list-style-type: none"> • Identify what constitutes personal information and when it is not appropriate or safe to share this. • Understand and explain how to get help in a situation where requests for images or information of themselves or others occur. • Understand the difference between 'fact' and 'opinion'. • Understand how an event can be perceived from different viewpoints. • Understand the terms 'income', 'saving' and 'spending'. • Recognise that there are times we can buy items we want and times when we need to save for items. • Suggest items and services around the home that need to be paid for (e.g. food, furniture, 	<ul style="list-style-type: none"> • Define what is meant by 'being responsible'. • Understand that humans have rights and also responsibilities. • Identify some right and responsibilities that come with these. • Recognise that everyone can make a difference within a democratic process. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment. • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'. 	<ul style="list-style-type: none"> • Know how to protect personal information online. • Understand the difference between a fact and an opinion. • Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights and duties. • Discuss what can make them difficult to follow. • State the costs involved in producing and selling an item. • Suggest questions a consumer should ask before buying a product. • Define the terms 'loan', 'credit', 'debt' 	<ul style="list-style-type: none"> • Know how to keep their information private online. • Understand and reflect on how independence and responsibility go together. • Explain some benefits of saving money. • Describe the different ways money can be saved, outlining the pros and cons of each method. • Describe the costs that go into producing an item. • Suggest sale prices for a variety of items, taking into account a range of factors. • Explain what is meant by the term 'interest'. • Recognise and explain that different jobs have different levels of

			<p>electricity etc.).</p> <ul style="list-style-type: none"> • Explain that people earn their income through their jobs. • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.). 	<ul style="list-style-type: none"> • List some of the items and services of expenditure in the school and in the home. • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. • Understand how a payslip is laid out, showing both pay and deductions. • Prioritise public services from most essential to least essential. 	<p>and 'interest'.</p> <ul style="list-style-type: none"> • Suggest advice for a range of situations involving personal finance. 	<p>pay and the factors that influence this.</p> <ul style="list-style-type: none"> • Explain the different types of tax (income tax and VAT) which help fund public services.
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