

BEDS PSHE Long Term Plan

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<ul style="list-style-type: none"> • Anti-bullying week wk beginning 13th November. • Children in Need – 18th November • LifeBase visit 6th & 7th December. 	<ul style="list-style-type: none"> • Children’s Mental Health week Wk beginning 4th February 2024 	<ul style="list-style-type: none"> • Red Nose Day 17th March 2024 		
	School Value	Friendship	Trust	Respect	Courage	Perseverance	Thankfulness
Year 1	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> • Understand what rules are and why they are put into place. E.g wider community. • Making a positive contribute towards our classroom rules. • Demonstrate attentive listening skills. • Strategies to resolve conflicts. • Recognising emotions. • Recognising how certain feelings may impact how we behave. • Understanding feelings inc. body language. 	<ul style="list-style-type: none"> • Identify the similarities and differences in people. • Understand the difference between unkindness, teasing and bullying. • To identify special people. • Recognise ‘my community’ and the special people within it. 	<ul style="list-style-type: none"> • How we can look after our school environment. • Explain the importance of looking after things that belong to themselves or to others. • To show awareness of some of the basic concept of first aid. • Discussing people who can help us. e.g. family members, emergency services. 	<ul style="list-style-type: none"> • Sleeping • Recognising emotions when feeling unsafe. • To understand each person’s body belongs to them. • To understand what sort of boundaries are appropriate. 	<ul style="list-style-type: none"> • Healthy choices • Recognise what I can do if I find something difficult. • To think about myself, to learn from my experiences, to recognise and celebrate my strength and set simple but challenging goals. 	<ul style="list-style-type: none"> • Identify an adult that I can talk to at both home and school if I need help • Young to old • To understand about change and loss, e.g starting school, new siblings, moving house, new class • To understand the feelings associated with change or loss • To learn how my skills have developed as I have got older

		<ul style="list-style-type: none"> • Show awareness to the link between our emotions and physical feelings. • To understand how actions can 'hurt' others feelings. • Being able to identify certain qualities that make a good friend. 					<ul style="list-style-type: none"> • To identify the main parts of the body including external genitalia and the differences between boys and girls • To know what some of my body parts do • To re-visit the differences between teasing and bullying
Skills	<ul style="list-style-type: none"> • Listening to each other. • Use simple strategies to solve conflicts e.g sand timer for sharing. • To be able to talk to others for help and support e.g teachers, T.A's friends, HT. 	<ul style="list-style-type: none"> • Share ways to show kindness. • Name qualities that make a special person. • To discuss how special people help us and how we can help them. • Listening to each other. 	<ul style="list-style-type: none"> • To demonstrate ways to look after our school environment e.g putting resources back. • Demonstrate responsibility in looking after something (e.g. a class pet or plant) • List some of the things that money may be spent on in a family home. • First Aid – Getting help, 	<ul style="list-style-type: none"> • To identify bedtime routines. • Is able to identify people who can help when feeling unsafe. • We have the right to say 'No!' 	<ul style="list-style-type: none"> • To understand that being 'healthy' involves making healthy choices. • Pupils to model making healthy choices. • Healthy consists of healthy eating, exercise and looking after ourselves • Pupils to model and sequence hygiene routines e.g. hand washing 	<ul style="list-style-type: none"> • Describe or demonstrate things that I can do now that I could not do previously • To identify the body gets energy from food, water and air (oxygen) • To remember the importance of exercise and sleep as a part 	

				<p>basic techniques .e.g ice packs, plasters.</p> <ul style="list-style-type: none"> Recognising key people we can ask for help e.g. police, paramedics 		<ul style="list-style-type: none"> To recognise the importance of good oral hygiene Pupils to demonstrate how to prevent the spread of germs. To persevere with tasks and understand the learning process of overcoming challenges Pupils to demonstrate good attentive listening skills and to give and receive positive feedback and how it makes them feel Name major internal body parts and understand the bodily processes associated with them 	<p>of healthy lifestyles</p> <ul style="list-style-type: none"> Name people who have helped me develop my skills To identify and model some of the tasks required to look after a baby and to know the basic needs To recognise and know where and how I can get help when faced with situations that involve bullying To be able to identify what is a secret and what is a surprise and who they can get support from if they are feeling uncomfortable To name parts of the body that are private
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							<ul style="list-style-type: none"> To know ways in which private parts can be kept private To identify people that you can talk to about your private parts
	Vocab	Rules, feelings, emotions, good and bad feelings, friends, listening, families, bully, respect, kind, behaviour, Be ready, Be respectful & Be Safe	Families, bully, fair, special, same or different, kind, unkind, teasing. Be ready, Be respectful & Be Safe	Environment, caring first aid, money. Be ready, Be respectful & Be Safe	Rules, safe, unsafe environment, control, responsibility	Medicine, healthy, safe, hygiene, caring, support, feedback, heart, lungs, stomach, intestines, brain, ribs, exercise, oxygen, digested	Secrets, surprises, bully, tease, feelings, vagina, penis, testicles, vulva
	NC links			How to make a clear and efficient call to emergency services if necessary.			Science. Pupils should have plenty of opportunity to learn the names of the main body parts
Year 2	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> To use a range of words to describe my/others feelings. To understand and respect others when showing/sharing their feelings. 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people. Recognise acts of kindness and unkindness. Recognise and explain how acts 	<ul style="list-style-type: none"> Identifying any problems with our school environment. To understand we all have the responsibility to look after our school environment. 	<ul style="list-style-type: none"> Identify the people who look after me/ help me and how they care for me. Explain what I can do if I am worried and who I can go to. 	<ul style="list-style-type: none"> Help keep me healthy. Understanding my body. Know what I need to get energy. Explain how setting a goal will help me to achieve what I 	<ul style="list-style-type: none"> Describe things that help us grow (e.g. food, rest and sleep, care). Explain who helps us grow (people who look after us) and

		<ul style="list-style-type: none"> • Identify helpful ways to respond to others feelings. • Understand how to deal with feelings. • Explain how someone could be upset by someone else's behaviour. • Recognise friendship is a special type of relationship. • To understand the difference between bullying and unkind behaviour (teasing). • To understand different forms of bullying and unkind behaviour and how unacceptable it is. • To understand and describe strategies for dealing with bullying. 	<p>can impact how others feel.</p> <ul style="list-style-type: none"> • To explain how it feels to be part of a group. • To explain how it feels to be left out. 	<ul style="list-style-type: none"> • Understand that people have choices about what they do with their money. • Identify special people in the school and community who can help to keep them safe. 	<ul style="list-style-type: none"> • Describe how I can help and support those who care for me. • Give examples of safe and unsafe secrets • Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something. • Explain what medicines are for. • Explain that they can be helpful or harmful, and give examples of how they can be used safely. 	<p>want to be able to do.</p> <ul style="list-style-type: none"> • To know ways I can improve and learn from my experiences. • Recognise and celebrate what I am good at • Set challenging goals. 	<p>what things I can now do myself that I couldn't when I was younger.</p> <ul style="list-style-type: none"> • To know the biological differences between male and female animals including humans and their roles in the life cycle. • To recognise the importance of respecting differences and similarities between boys and girls. • Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).
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							<ul style="list-style-type: none"> • Give examples of how to give support to someone. • Give examples of how to give feedback to someone. • To discuss the importance of privacy and private parts and also private information • To re-visit secrets and surprises
Skills	<ul style="list-style-type: none"> • Making agreements with others. • To listen to other people and play and work cooperatively. • Use strategies to discuss feelings and resolve conflicts. • To show ways that good friends take care of each other. • To know where to go for help 	<ul style="list-style-type: none"> • Show acts of kindness towards others. • Suggest and use strategies for someone who was feeling left out. • Demonstrate active listening techniques (body language as well) • Suggest ways to negotiate to foster positive relationships. 	<ul style="list-style-type: none"> • Make suggestions to improve the school environment. • To explain and use strategies for impulsive behaviour. • How to save money for the future. • Recognising key people we can ask for help e.g. police, paramedics. 	<ul style="list-style-type: none"> • To name medications that make people feel better • To give examples of things a person can do to make them feel better without medicines • To understand the importance of 	<ul style="list-style-type: none"> • To have a clear understanding of the learning process. To model and discuss this as a learning journey • To think positively and to support others with their wellbeing • To develop positive mindset 	<ul style="list-style-type: none"> • To demonstrate simple ways of giving positive feedback to others • To discuss how we feel when we are faced with situations of loss and being reunited • To describe some of the 	

		<p>and support e.g. if bullying arises.</p> <ul style="list-style-type: none"> To rehearse and demonstrate strategies for dealing with bullying. 			<p>safety and the responsibility of the use of medication</p> <ul style="list-style-type: none"> To name people who can help me when I am feeling unsafe To use clear phrases, yes, no, I'll ask or I'll tell in situations involving safety Give examples of the touches I like and those I don't like. Identify safe people who can help if something feels wrong. 	<p>strategies on their learning</p> <ul style="list-style-type: none"> Understand and give examples of things that they can choose and things that others choose for them Explain things they are like and dislike and how to make a choice To understand they can make the difference by making their own choices, whether that is healthy or unhealthy To describe and practise simple hygiene routines, e.g. hand washing Understand that vaccinations can help to prevent certain illnesses Describe simple dental 	<p>things that people are capable of at different stages in their lifecycle</p> <ul style="list-style-type: none"> To identify and name parts of the body that are private To understand and explain how a person's genitalia helps them to make babies when they are grown up To understand that the human body parts may look different from person to person To understand what privacy means To identify and discuss unsafe
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						<p>hygiene routines</p> <ul style="list-style-type: none"> • Can name major internal body parts • Describe how food, water and air get into the body and blood • To recognise and model basic techniques for dealing with common injuries • To role play making a clear and effective call to emergency services. 	<p>secrets and secrets that are nice surprises</p> <ul style="list-style-type: none"> • To understand what a safety network is and how it can help
Vocab	Classroom rules, pledges, bullying teasing, feelings, emotions, good friend, problems, act of kindness, left out, special, feel good, behaviour, Be ready, Be respectful & Be Safe	Similar and different, in common physical/non-physical	Environment, erupt control, responsibility, saving, Be ready, Be respectful & Be Safe	Safe, Be ready, Be respectful & Be Safe Secrets, Unsafe, Uncomfortable.	Choices, achieve, encouragement, hygiene, health, exercise, energy, first aid, heart, blood, lungs, stomach, small and large intestines, brain, ribs, digested	Secrets, surprises, touch, choices, uncomfortable, feelings, emotions, network, genitalia, nipples, lifecycle, similarities and differences, body, belly button	
NC links	The conventions of courtesy and manners. How important friendships are in making us feel happy				How to make a clear and effective call to emergency services if necessary and		

		and secure, and how people choose and make friends.				basic concepts of basic first aid.	
Year 3	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> Understand different feelings good and bad Why rules keep us safe Identify whereabouts in the body I have these feelings. Recognise these feelings in others. Identify things that I can do to help others manage not so good feelings. Accept the views of others and understand that we don't always agree with each other. Recognise ways of helping others to resolve arguments or disputes. Recognise my worth by identifying positive things about myself. 	<ul style="list-style-type: none"> Give examples of different types of families. Give examples of different community groups and what is good about having different groups. Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media fuelled etc.). Explain ways that prejudice can be safely challenged. Give examples where respect and tolerance have helped to make our classroom a happier, safer place. 	<ul style="list-style-type: none"> Give an example of a fact and of an opinion. Online safety – false facts. Explain how as I get older I start to take more responsibility for keeping myself safe and give an example of this e.g. money. 	<ul style="list-style-type: none"> Identify school rules about health and safety. Explain what an emergency is and give examples. Explain where and how to get help if I feel a situation is unsafe. Identify people they can ask for help for themselves or others. Explain the importance of continuing to ask for help until people listen. Give examples of situations when I might be put under pressure to do something 	<ul style="list-style-type: none"> Explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for. Explain how some infectious illnesses are spread from one to another. Identify mistakes, make amends and set personal goals. Revisit prior learning (Yr 2) naming major internal body parts, describing how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> Describe changes I or my family may have experienced. (moving house, loss, relationships, siblings). Identify some of the factors that affect how I feel about change. Describe my feelings of loss and grief. Describe what makes a positive relationship and things that make a negative relationship. Recognise the importance of personal space.

		<ul style="list-style-type: none"> • Identify mistakes, make amends and set personal goals. • Describe what I admire in other people. • Describe steps I can take to improve. • Describe aspirations for the end of term/school year and be able to describe how I will know if I have achieved them? • What is a dare? 			<p>I am not happy about.</p> <ul style="list-style-type: none"> • Identify steps that support making an informed choice. • Describe choices that have positive consequences on their health • Describe what food they think should be eaten regularly to maintain good health and identify other ways of maintaining good health. • Explain what 'consent' means. • Discuss good and bad drugs. • 		<ul style="list-style-type: none"> • Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. • Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it. • Label some parts of the body that both boys and girls have. • Discuss the importance of online safety, sharing information and images.
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Skills	<ul style="list-style-type: none"> • Name different feelings I have experienced; some which are good and some which are not so good. • Describe situations that can cause good or not so good feelings. • Share, demonstrate and practise strategies to help manage not so good feelings. • Give ideas about how to be a good friend how 	<ul style="list-style-type: none"> • Understand what tolerance and respect mean and how they can help everyone. • Is able to identify examples of respectful behaviour. • Understand different family set-ups. • Define the term "community". • To share understanding of similarities and differences of a diverse range of people, e.g. 	<ul style="list-style-type: none"> • Describe ways of checking whether something is a fact or just an opinion. • Understand how to help the people who help me, and give examples. • Recognise key people who are responsible for them to stay safe and healthy. • Identify what a volunteer is. • Describe the reasons why 	<ul style="list-style-type: none"> • Demonstrate ways I can attract the attention of people who care for me if I am worried. • Demonstrate how to ask for help. • Describe what could happen if health and safety rules are not followed. • Demonstrate ways to resist pressure. 	<ul style="list-style-type: none"> • Recognise a skill or talent that I've developed and the goalsetting that I've already done (or plan to do) in order to improve it. • Describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these. • Recognise my worth by 	<ul style="list-style-type: none"> • Reflect on how others may be feeling about change or loss. • Understand what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine. • Identify qualities of positive 	

		<p>to make up with a friend if we've fallen out.</p> <ul style="list-style-type: none"> • Reflect on my achievements • Define and demonstrate co-operation and collaboration with peers, understanding that this can help everyone achieve success. • Being able to express opinions and listen well to others. • Being able to practise explaining the thinking behind their ideas and opinions. • Explain what a dare is, being able to talk openly about strategies they could use if feeling uncomfortable or unsafe. 	<p>national, regional, ethnic and religious backgrounds in the UK.</p> <ul style="list-style-type: none"> • Being able to suggest strategies for dealing with name calling as a form of bullying. • Understand and show awareness of reasons why different people are bullied. 	<p>volunteering has benefits for others and themselves.</p> <ul style="list-style-type: none"> • Describe the terms income, saving and spending. • To be able to explain how we earn through our jobs. • Being able to plan and demonstrate an event which will benefit the local environment. 	<ul style="list-style-type: none"> • Recognise that pressure to do something I am unsure about can come from others • Recognise that pressure to do something I am unsure about can come from myself and/or the need for approval. • Understand what it means to make an informed choice and give examples of the kinds of choices we have to make in daily lives. • Identify that if they are persuaded or threatened into agreeing to do something they don't want to do, 	<p>identifying positive things about myself.</p> <ul style="list-style-type: none"> • Reflect on my achievements • Describe what I admire in other people. • Describe steps I can take to improve. • Describe aspirations for the end of term/school year and be able to describe how I will know if I have achieved them? • Give examples of food that make a healthy meal. • Demonstrate and model simple hygiene practices to deter the spread of illnesses. • In this unit, skills, understanding, empathising and making recommendati 	<p>healthy relationships</p> <ul style="list-style-type: none"> • Recognise and describe appropriate behaviour online. • To have a clear understand of what constitutes personal information and when it is unsafe to share this. • Define the terms secret and surprise and understand the difference between a safe and unsafe secret. • Understand babies form in the womb when the sperm fertilises the egg. • Understandi ng the
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					<p>then they have not given their consent – even if they say yes to keep other people happy.</p> <ul style="list-style-type: none">• Demonstrate strategies for dealing with a risky situation.• Being able to identify risk factors in given situations. Suggest ways to manage those risks.• Understand what is internet safety using child friendly search engines, e.g. Kid-rex• To understand that medicines are drugs and suggest ways they can be	<p>ons are all covered under discussions and debates.</p>	<p>menstrual cycle.</p> <ul style="list-style-type: none">• How to make a clear and effective call to emergency services.
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					<p>helpful or harmful.</p> <ul style="list-style-type: none"> • Understand the risks from and the effects of alcohol and cigarettes. • Demonstrate strategies for assessing risks and decision making skills. 		
	Vocab	Friends, problems, special, dare, opinion, rule,.	Adoption, fostering and same sex relationships, family, community, neighbours, celebrate, differences, prejudice, bully, name calling, same, different, respect,	Income, savings, spending, earning, respect, challenge, money,	Danger, risk, alcohol, drugs, cigarettes, nicotine, vaping, browsing online, age unsafe, decisions, medicine, volunteers, safe, healthy, viewpoint,	Balanced diet, blood vessels, liver, healthy, skills, emergency services, heart, blood, lung, stomach, small and large intestines, brain, veins and arteries,	Egg, sperm, periods, puberty, womb, uterus, fertilised, relationship, trust, secrets, surprises, body space, healthy, online, sharing, images, behaviour,
	NC links						
Year 4	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> • Describe how I can tell a person is feeling worried just by their body language. • Describe how it feels to be overwhelmed 	<ul style="list-style-type: none"> • Describe ways that people are different besides how they look, including religious or cultural differences. 	<ul style="list-style-type: none"> • Understand that I can make a difference in relation to different things such as the environment, looking after people 	<ul style="list-style-type: none"> • Give examples of risky situations and what can make them less risky. • Give examples of 	<ul style="list-style-type: none"> • Give examples of different things that I do already that help to me keep healthy. • Explain the benefits of looking after 	<ul style="list-style-type: none"> • Label some parts of the body that both boys and girls have. • Label some parts of the body that

		<p>with not so good feelings.</p> <ul style="list-style-type: none"> • Describe some ways of dealing with the feelings that arise from experiencing change. • Describe what to do if someone was upsetting me or if I was being bullied. • Explain what being 'assertive' means • Describe what I am proud of and what I can improve on. • Learning to say no in a tactful and diplomatic manner. • Describe how others can help me to achieve my goals. • Explain aspirations for the end of term/school year. • Explain what is meant by a positive healthy relationship. 	<ul style="list-style-type: none"> • Identify kinds of teasing, hurtful and bullying behaviour. • Describe what this behaviour looks like in offline life and on digital media. • Explain why, where and how to get advice and help if I am/know someone who feels they are being bullied • Describe the different kinds of discrimination that exist and the use of name calling or discriminatory language. • Explain my responsibility to do something if I think someone feels they are being bullied. 	<p>(including friends) and give an example of one of these.</p> <ul style="list-style-type: none"> • Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. • Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all). • Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people 	<p>people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities)</p> <ul style="list-style-type: none"> • Understand that people have choices about whether they take risks. • Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. • Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) 	<p>myself both now and in the future.</p> <ul style="list-style-type: none"> • Give examples of some of the things that I do already to help look after my environment. • Explain the benefits of looking after my environment both now and in the future, and for future generations. 	<p>only boys have and only girls have.</p> <ul style="list-style-type: none"> • Describe how some parts of the body change during puberty. • Name some of the difficult feelings someone might have as they go through puberty. • Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). • Know who can get married and how old they have to be and I explain why people get married.
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		<ul style="list-style-type: none">Describe how feelings can affect our physical state.		<p>think about things.</p> <ul style="list-style-type: none">Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me.	<p>could influence my behaviour and decisions.</p> <ul style="list-style-type: none">Give examples of positive and negative influences, including things that could influence me when I am making decisions.Describe the benefits of a balanced diet on health and wellbeing.Identify foods that we eat to make us feel good and do our bodies good.Identify foods that we eat that make us feel not so good and why treats are fine in moderation.Describe who or what influences		
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					<p>their choices about food.</p> <ul style="list-style-type: none">• Explain in what ways people might be influenced in their choices about food.• Explain how bacteria and viruses affect humans.• Describe ways to reduce the spread of bacteria and viruses.• Demonstrate choices that help to maintain health and wellbeing.• Describe personal care routines.• Describe the shared responsibility for maintaining a clean environment?• Explain what keeping safe means in the		
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					<p>physical world and in the online world.</p> <ul style="list-style-type: none">• Explain how I am becoming more responsible for my own safety in the physical world and online world.• Describe or demonstrate strategies I use to help me keep safe in both worlds• Explain or demonstrate how to manage my own safety in different situations• Describe steps to take to manage emotions when feeling unsafe• Identify or demonstrate strategies to use at both home and		
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					school to ensure online safety		
Skills	<ul style="list-style-type: none"> • Identify times I feel able to show feelings and times when I may wish to hide them. • Identify when feelings can overwhelm and what I can do to manage them. • Demonstrate what I can do to help my friends when they have not so good feelings. • Distinguish between good or not so good feelings. • Explain the difference between teasing and bullying. • Give examples of strategies to respond to being bullied. • Give an example of how to say 'no' to someone, without being aggressive 	<ul style="list-style-type: none"> • Evaluate the impact on the target, perpetrator, family and others. • Model and rehearse, what I should say, do or whom I should tell if I witness discrimination/bullying/hurtful behaviour/name calling. • Can clearly identify where I can get help from. • Identify what I should say, do or whom I should tell if I witness discrimination/bullying/hurtful behaviour/name calling. 	<ul style="list-style-type: none"> • Identify my rights as a human being and also my responsibilities. • Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these. 	<ul style="list-style-type: none"> • Identify safe places, risky places and dangerous places • Understand why we need different rules in different places. • Understand the risks of cigarettes and alcohol. • Understand why medicines can be helpful or harmful. • Understand that people have choices about whether they take risks. • Understand the term 'influence' and be aware that things around me (friends, people in the 	<ul style="list-style-type: none"> • Give examples of some of the things that I do already to help look after my environment • To appreciate my own uniqueness. 	<ul style="list-style-type: none"> • Name some of the difficult feelings someone might have as they go through puberty • Being able to communicate worries both verbally and in writing. 	

		<p>(mean or unkind).</p> <ul style="list-style-type: none"> • Give a few examples of ways of being assertive. • Identify personal strengths that will help them achieve my goals. • Identify what personal actions I can take to improve. • Being able to demonstrate strategies on collaborative tasks. • Understand what is meant by a positive healthy relationship. 			<p>media etc.) could influence my behaviour and decisions.</p> <ul style="list-style-type: none"> • Identify foods that we eat to make us feel good and do our bodies good. • Identify foods that we eat that make us feel not so good and why treats are fine in moderation. • Identify or demonstrate strategies to use at both home and school to ensure online safety 		
Vocab	Positive, heathy, relationships, friends, assertive, teamwork, collaboration, feelings, bullying, pressure, delegate, compromise.	close family, wider family, acquaintances, race, gender, religion, differences, similarities, aggressive, consequences, customs, festivals, ethnicity, world, stereotypes,	responsibilities, rights, influence, antisocial, environment, organisations, taxes, payslip,	hazard, medicine, images, dares, disease, hygiene, drugs, smoking, alcohol, managing risks, healthy,	first aid unique, choices energy, food, water, oxygen, exercise, sleep balanced, recycling,	change, same sex, marriage, ceremony, secrets, surprises, menstrual cycle, vulva, vagina, ovaries, eggs, womb clitoris, breasts, labia,	

							penis, testicles, sperm, pubic hair,
	NC links						
Year 5	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> • Give examples of our emotional needs and explain why they are important. • Demonstrate a rich vocabulary for expressing the range and intensity of feelings. • Describe how feelings influence behaviour and thoughts. • Recognise that sometimes we have conflicting thoughts and emotions. • Explain how feelings may change over time. • Identify or demonstrate strategies that I use to manage feelings and emotions. • Give examples of how to be a good friend and explain why these 	<ul style="list-style-type: none"> • Give examples of how having different groups of people is something to celebrate. • Give examples of different faiths and cultures and positive things about having these differences. • Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. 	<ul style="list-style-type: none"> • Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. • Explain some of the wider rights and responsibilities that we have, such as to the community or the environment. • Give examples of things that I am responsible for to keep myself healthy. • Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to 	<ul style="list-style-type: none"> • Identify role models of healthy lifestyles and describe what makes them healthy. • Describe positive and negative effects on my health and wellbeing. • Describe the benefits of a healthy lifestyle. • Identify the everyday choices I make about my health and wellbeing. • Explain how to take care of my body and mind. • Identify how the media portrays healthy, fit, successful people. 	<ul style="list-style-type: none"> • Give an example of when I have had increased independence and how that has also helped me to show responsibility. • Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality). • Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. 	<ul style="list-style-type: none"> • Explain what resilience is and how it can be developed. • Recognise good and not so good feelings that people have, and how having resilience can help. • Describe how I can develop my confidence/resilience. • Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement). • Describe some of the effects of puberty on male and female bodies,

		<p>qualities are important. Give examples of these qualities in action and the difference they make.</p> <ul style="list-style-type: none"> • Describe change and loss and identify ways that grief and loss may be expressed. • Describe how to support and comfort someone who is sad or bereaved. • Identify the importance of sharing memories. • Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. • Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses). 		<p>overcome the blockers.</p> <ul style="list-style-type: none"> • Explain that local councils spend money on services where I live and give examples of one of these services. • Understand that local councils have to make decisions about how money is spent on things we need in the community. • Describe ways I have become more independent as I am growing up. • Identify the responsibilities I now have. • Describe my responsibilities, rights and duties at home, school and in the community • Explain how responsibilities and rights can sometimes be in conflict. • Identify occasions where 	<ul style="list-style-type: none"> • Explain whether the media's portrayal of people is realistic and how it might affect us. • Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky. • Give examples of things that might influence a person to take risks online and understand that I have a choice. • Describe or demonstrate steps to take to protect personal information online. • Describe protocols for using social media safely. 		<p>especially the parts that are related to having babies (the reproductive organs) and how it may affect physical appearance.</p> <ul style="list-style-type: none"> • Explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings • Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them • Explain that the way the media portray people does not always
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		<ul style="list-style-type: none"> • Identify my achievements so far, in and out of school • Identify my strengths and areas for development • Explain steps I can take to achieve goals. • Explain or demonstrate positive ways to face new challenges. • Identify my aspirations for end of term/end of year. 		<p>I am responsible for the safety of others.</p>	<ul style="list-style-type: none"> • Explain how to protect personal information in school and at home. • Identify or demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get support. • Describe the impact of misuse of personal information. • Explain school rules for health and safety. • Explain what an emergency is. • Identify or demonstrate steps in how to summon the emergency services and give accurate answers to information 		<p>reflect reality and how this can put pressure on us in relation to our bodies.</p> <ul style="list-style-type: none"> • Describe how to manage physical changes of puberty. • Explain why it is important and how to keep themselves clean during puberty. • Explain what happens during periods (menstruation) and ejaculation and how to manage both. • Identify where to get help and support. • Identify the different types of relationships there are between people, including marriage.
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					<p>that may be requested.</p> <ul style="list-style-type: none">• Identify potential sources of help.• Demonstrate strategies to use for keeping calm.• Identify commonly available substances and drugs.• Describe legal substances and drugs used in everyday life.• Give reasons for taking legal substances and drugs.• Describe some of the risks associated with use both now and in the future.• Explain or demonstrate how to manage risks in different familiar situations including managing		<ul style="list-style-type: none">• Describe expectations within different kinds of relationships, e.g. parent, friend, best friend.• Know the differences and similarities between kinds of relationships including intimate relationships.• Listen to and respect the views of others
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					<p>pressure from others assertively.</p> <ul style="list-style-type: none"> Identify some illegal substances and drugs and talk about potential risks 		
Skills	<ul style="list-style-type: none"> Demonstrate a rich vocabulary for expressing the range and intensity of feelings. Identify or demonstrate strategies that I use to manage feelings and emotions. Give examples of how to be a good friend and explain why these qualities are important. Give examples of these qualities in action and the difference they make. Give examples of how to stand up for myself (be assertive) and say when I might need 	<ul style="list-style-type: none"> Is able to tell what key qualities of friendship are. Describe their own qualities. Rehearse active listening skills To understand that information we see online is not always true and understand the dangers of online profiles and the importance of avatars. 	<ul style="list-style-type: none"> Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. Give examples of things that I am responsible for to keep myself healthy. Understand that local councils have to make decisions about how money is spent on things we need in the community. Identify the responsibilities I now have. Identify occasions where I am responsible 	<ul style="list-style-type: none"> Identify the everyday choices I make about my health and wellbeing. Identify how the media portrays healthy, fit, successful people. Give examples of things that might influence a person to take risks online and understand that I have a choice. Identify or demonstrate language, strategies and skills needed to deal with challenging 	<ul style="list-style-type: none"> Describe the function of at least one internal organ. Identify own strengths and talents. Identify strategies for areas that need improvement. Role play basic first aid skills and emergency calls. Sepsis awareness 	<ul style="list-style-type: none"> Recognise good and not so good feelings that people have, and how having resilience can help. Describe how to manage physical changes of puberty. Know the differences and similarities between kinds of relationships including intimate relationships Listen to and respect the 	

		<p>to use assertiveness skills.</p> <ul style="list-style-type: none"> • Understand and rehearse assertiveness skills. • Identify my achievements so far, in and out of school • Identify my strengths and areas for development • Identify my aspirations for end of term/end of year. • Demonstrate attributes needed to work collaboratively. • Demonstrate strategies to resolve issues using delegation and compromise. 		<p>for the safety of others.</p>	<p>situations and to recognise when to get support.</p> <ul style="list-style-type: none"> • Describe or demonstrate steps to take to protect personal information online. • Identify potential sources of help. • Identify commonly available substances and drugs. • Identify some illegal substances and drugs and talk about potential risks. 		<p>views of others</p> <ul style="list-style-type: none"> • To be able to talk openly or to use strategies to feel comfortable to talk about concerns.
Vocab	<p>Delegation, friendships, help, unhealthy, passive, aggressive, assertive, communication, qualities, conversations, responsible.</p>	<p>Conversations discrimination, injustice, racism, diverse society, faith and beliefs.</p>	<p>Rights, duties, community, voluntary, pressure group, consumer, buying, selling, loan, credit, debt, interest finance,</p>	<p>Bullying, dare, safe, health, wellbeing, media, fact/opinion,</p>	<p>Alcohol, vaping, food, water, oxygen, sleep, exercise, internal organs, strengths, talents, improvement, independence, qualities, resilience</p>	<p>Effects, bullying, gender identity, sexual orientation gender expression, biological sex, resilience, consent, trust, safe and unsafe secret,</p>	

							menstruation, puberty, sanitary products, relaxed, nervous, sad, conflict, mood, teenager.
	NC links						
Year 6	Unit	Me and my relationships	Valuing differences	Rights and respect	Keeping Safe	Being my best	Growing and Changing
	Knowledge	<ul style="list-style-type: none"> Identify situations where I may experience strong, challenging or conflicting emotions. Recognise that conflicting emotions need to be listened to carefully. Describe how feelings may be influenced by life changes. Explain how changing relationships can cause strong emotions. Identify my personal goals. Describe or demonstrate ways I can support others to recognise their own worth. 	<ul style="list-style-type: none"> Give examples of prejudice-based bullying. Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Describe how empathy can help people to be more tolerant and understanding of those who are different from them. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. 	<ul style="list-style-type: none"> Explain how people's social media profiles often give a biased view of them. Define the terms, fact, opinion, bias and unbiased. Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Give examples of some of the ways a person can keep healthy in relation to their use of social media, to 	<ul style="list-style-type: none"> Analyse the positive and negative influences on choices related to health. Recognise that responsibility for my choices lies with me. Describe the influence of media advertising/celebrity culture on health and lifestyle choices. Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing. Describe the long term 	<ul style="list-style-type: none"> Describe how I can overcome problems and challenges on the way to achieving my goals. Understand that risks can be physical or emotional. Describe the things I (and others) can do to reduce or remove risk in different situations Understand risks relate to growing up and explain the need to be aware of these. Building on from previous years, focusing on basic first aid, 	<ul style="list-style-type: none"> Give an example of a secret that can be kept private (confidential). Give an example of a secret that should be shared with a trusted adult. Identify physical, emotional and behavioural changes that occur for both males and females during puberty and how to manage them. Give examples of how the media portrays males and females.

		<ul style="list-style-type: none"> • Identify ways to face new challenges. • Describe aspirations for secondary school. • Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. • Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied. • Explain what is meant by compromise. • Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. 	<ul style="list-style-type: none"> • Give some different examples of what bystanders might do and how their behaviour affects a bullying situation. • Give examples of when it might be safe or unsafe to be an active bystander. • Explain the importance of mutual respect for different faiths and beliefs. • What is meant by the term “stereotype”. 	<p>overcome the pressures that sometimes come with its use.</p> <ul style="list-style-type: none"> • Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this. • Explain that what ‘environmentally sustainable’ living means and give examples of how we can live in a more ‘sustainable’ way. • Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. • Describe different ways of saving money and understand the advantages and 	<p>consequences of informed choices on their body and mind.</p> <ul style="list-style-type: none"> • Explain why emotional needs are as important as physical needs and what might happen if a person doesn’t get their emotional needs met. • Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. • Explain the rules for keeping safe in a wide variety of situations. • Give reasons for having certain rules 	<p>including sepsis awareness.</p>	<ul style="list-style-type: none"> • Describe how images may be manipulated and why? • Explain the effect of media images on how people feel about themselves and their bodies. • Suggest ways in which a person can feel better about their body changing and see it in a positive way. • Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good. • Give examples of things that I can do or say to myself that can help me
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		<ul style="list-style-type: none"> • Explain what appropriate touch is and give examples. • Explain what inappropriate touch is and give example. • Identify a range of changes in people's lives that can cause feelings of grief and loss. • Explain the process of grieving and how grief is expressed. • Identify how others may be supported. • Describe or demonstrate strategies that can help them manage feelings of loss. • Recognise challenges that may arise from friendships. • Identify the importance of consent in civil partnerships and marriage. 		<p>disadvantages of different ways of saving money.</p> <ul style="list-style-type: none"> • To learn about democratic process. • Explain the different types of tax which help to fund public services. 	<p>and procedures in place.</p> <ul style="list-style-type: none"> • Describe protocols for using social media and explain why these are necessary. • Describe potential outcomes of misuse of personal information. • Explain or demonstrate how to protect personal information online and report anything that makes me feel worried or uncomfortable. • Explain how I will protect my personal information at secondary school. • Explain my responsibility to never ask for personal information or images from others. 		<p>feel good about myself.</p> <ul style="list-style-type: none"> • Identify the different ways that parents and carers take care of and are responsible for their children <p>Transition:</p> <ul style="list-style-type: none"> • Identify what I am looking forward to about going to secondary school. • Identify what I am nervous/anxious about in relation to starting secondary school. • Explain why going to a new school may cause feelings of loss and how to manage these. • Analyse how responsibility will increase as I grow in independence
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					<ul style="list-style-type: none">• Explain my responsibility to protect other people's information or images if I receive them.• Explain what to do and who to speak to if I receive images or communication online that makes me worried or upset.• Understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.		<ul style="list-style-type: none">• Give examples of how independence will increase at secondary school and beyond (such as travelling to school on my own).• Describe how increased independence includes keeping myself and others safe (including whilst travelling: road, rail and water safety).• Identify new situations where I will be responsible for my personal safety.
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					<ul style="list-style-type: none"> • Describe the wider impact of misuse on families and communities. • Identify how choices can create and maintain a habit. • Explain how a habit is sometimes the reason why people smoke, drink alcohol, take drugs to excess. • Explain how habits help us to maintain healthy lifestyles. • Explain that whilst difficult, habits can be changed or stopped. • Recognise when we may need help to 'break a habit'. 		
	Skills	<ul style="list-style-type: none"> • Identify or demonstrate ways to manage strong, challenging or 	<ul style="list-style-type: none"> • To know that all people are unique. • Model and rehearse as a bystander how to 	<ul style="list-style-type: none"> • Analyse a story and understand that there are two sides to every story. 	<ul style="list-style-type: none"> • Identify choices that I can make about my health that I 	<ul style="list-style-type: none"> • Give examples of ways that I've overcome challenges and barriers to 	<ul style="list-style-type: none"> • Offer advice about whether a secret should be kept or shared, and

		<p>conflicting emotions.</p> <ul style="list-style-type: none"> • Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions. • I am able to talk about my personal goals. • Give examples of negotiation and compromise. • Carry out tasks using skills of delegation, compromise or negotiation. • Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touching. • Able to discuss strategies for challenges demonstrating the need for respect and an assertive approach in friendships. 	<p>respond to someone being rude, offensive, or bullying someone else.</p> <ul style="list-style-type: none"> • Demonstrate ways of offering support to someone who has been bullied. • Demonstrate ways of showing respect to each other using verbal and non-verbal communication. • Understand and explain the term “prejudice”. • To recognise the pitfalls of the media and how it sometimes reinforces gender stereotypes. 	<ul style="list-style-type: none"> • Able to extract what is fact. • To understand that to have a balanced life, you have to have positives and negatives (link to social media). • Suggest actions that could be taken to live in a more environmentally sustainable way. • To recognise the importance of rules and the consequences of not adhering to rules and laws. • To understand the principles of a democratic society. • Evaluate the different public services and compare their value. 	<p>couldn't have made before.</p> <ul style="list-style-type: none"> • Identify positive role models of healthy lifestyles in the media and explain why they think they are positive. • Give an example of how I have been able to get one (or more) of my emotional needs met. • Identify rules and procedures for keeping safe online and explain why they are important. • Identify occasions when it is especially important to protect personal information. • Identify reliable, trustworthy sources of 	<p>achieving my goals.</p> <ul style="list-style-type: none"> • Assess a risk to keep themselves safe. • Give examples of an emotional risk and a physical risk. • Research a health and wellbeing issue. • Explain how a risk can be reduced. • Reflect on previous learning how to deal with common injuries and how to make an effective call to emergency services. 	<p>who it should be shared with.</p> <ul style="list-style-type: none"> • Discuss how media messages can promote gender stereotyping • Give examples of other ways in which the way a person feels about themselves can be affected (e.g. Images of celebrities). • Describe how transition to secondary school may affect feelings. • Describe or demonstrate strategies I can use to increase my personal safety.
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	Vocab	Together, team, negotiate, friendship, problem, respect, assertive, marriage, commitment, positively, negatively, physical contact, personal information, disrespect, differences	<ul style="list-style-type: none"> • Disrespect, differences, bystanders, bullying, attributes, faiths, beliefs, mutual respect, unique, diverse, acquaintance, relationships, stereotypes, gender, 	<ul style="list-style-type: none"> • Personal information, illegal, risk, private, environment, democrat, laws. 	<ul style="list-style-type: none"> • Personal information, illegal, legal, risk, private, addiction, drugs, medical, non-medical, laws, alcohol, sharing, cigarettes, vapes 	<ul style="list-style-type: none"> • Goals, aspirations, risks, first aid, beneficiaries, environmentally sustainable, democrat, elections, parliament. 	<ul style="list-style-type: none"> • Society, stereotypes, gender portrayals, images, online, influences, peer pressure, puberty, FGM, illegal, reproduction, erection, fertilisation, sperm, egg, conception, miscarriage
	NC links		•	•	•	•	•