

# St Peter's Primary School



Scheme of Work:

**PSHE**

Growing Together in Knowledge, Wisdom and Faith

## Intent for PSHE at St Peter's

At St Peter's, we believe that Personal, Social and Health Education (PSHE) is an imperative part of the curriculum and is vital in ensuring our children are healthy, independent and responsible members of society. Our aim is to provide pupils with a knowledge (through a Christian perspective) of their world: locally, nationally and globally and give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up within this.

We live in a diverse society and our local community is dynamic. We ensure that the children at St Peter's respect and welcome all beliefs, cultures, and value difference. Children have many opportunities to learn about our 'core values' and the rights and responsibilities that every member of society should have.

Our PSHE programme of study has a large focus on enabling children to discuss their well-being and teaches them ways to effectively manage this. PSHE is an important part of school life where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Our PSHE curriculum incorporates the British Values and supports pupils' understanding of these in a meaningful context. Throughout the PSHE curriculum, the Protected Characteristics are carefully considered when planning and delivering the lessons.

## Implementation of our PSHE Curriculum at St Peter's

At St Peter's, we have carefully planned PSHE lessons that follow a clear and comprehensive scheme of work, in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World learning opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using the SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme of work. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

Below is the Termly Progression that the whole school follows:

| Term 1                  | Term 2             | Term 3              | Term 4                      | Term 5        | Term 6               |
|-------------------------|--------------------|---------------------|-----------------------------|---------------|----------------------|
| Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |

### Relationships, Sex and Health Education

At St Peter's, we have a tailored approach to the teaching of RSHE (Relationships, Sex and Health Education). From EYFS to Year 5, we use the SCARF unit of work, Growing and

Changing. In Year 6, we follow the programme of work titled, 'Growing Up, Growing Wise'. This is produced by a Christian organisation. We have fully consulted with parents, staff and governors on the objectives within RSHE and aspects have been modified to reflect this consultation.

As part of the consultation process, parents, staff and governors were offered opportunities to respond to an initial questionnaire and draft policy, either in person with the PSHE lead or via email. All comments were discussed with staff and governors and the objectives were agreed upon following these discussions. As a result of this, our RSHE programme has been tailored to our families and community. In March 2023, we conducted a second consultation in order to include the views of the new families and staff we have welcomed to our school community and again adapted our policy in response.

### **PSHE Lessons**

PSHE lessons give lots of opportunities for group and paired discussion. In PSHE lessons, children are reminded to be respectful of each other in order for all children to feel free to share their ideas and opinions. It is important that everyone feels valued and included.

The lessons are recorded in large scrapbooks, which record the ideas of the group and individual pupils. They often include photographs and the children enjoy looking back through them.



### **PSHE in the Wider Curriculum**

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindset in all aspects of school life.

PSHE is an integral part of the whole school curriculum, and the objectives are often reinforced in other aspects of the curriculum:

- We encourage our pupils to think about and their own wellbeing, ensuring they are playing a role in their own self-worth and that of others.
- We challenge all of our pupils to look for opportunities to praise their peers in a positive way and move them on to the positive behaviour chart. They have an opportunity to vote for their peers at the end of each term for a 'Courtesy Award'.

- We support pupils with recognising and understanding their emotions through the Zones of Regulation.
- We are reactive to local and wider topics of concern. Class teachers deliver bespoke lessons to their class for certain class related issues and we also focus on whole-school initiatives in the light of global matters.
- Visitors and trips out of school complement our PSHE curriculum to offer additional learning.
- We are a church school and spiritual education is very important to us, through collective worship and RE lessons, as well as throughout our school ethos.
- Pupils learn about basic first aid through the SCARF curriculum.
- The choir support our local community by singing in the local nursing home and we support several local charities.
- We offer a wide a range of opportunities for pupils to develop their own skills and support others at St Peter's. For example, we have Digital Leaders, a School Council and Year 6 Buddies and Hall Monitors, who all contribute to our school community. We also offer a wide range of before and after school clubs and individual, group and whole class music lessons.

### **Online Safety**

Online Safety is paramount in today's changing world and therefore online safety lessons are built into both the PSHE and Computing Curriculum. SCARF have mapped their lessons to the National Curriculum, ensuring that by following the SCARF lesson plans, the lessons meet the requirements of the National Curriculum. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way.

### **Inclusion**

Due to the imperative nature of children having positive mental and physical well-being, inclusion of all learners is of the utmost importance at St Peter's.

We ensure that all children are able to access the content in our PSHE curriculum. There are a number of ways this is achieved. One of those is providing one-to-one support to children on certain issues. We recognise that all children are unique and have very different life experiences, all staff have constant dialogue with parents and carers to ensure that sensitive issues are always dealt with in an appropriate way, one that would make every child comfortable and give them the necessary skills to develop strategies to cope and flourish.

Our community has evolved rapidly and due to our new expansion, we have welcomed many new families to our community. This has brought about many benefits. One of those is the addition of many diverse cultures we have been lucky to add to our St Peter's family. To

ensure all AEN, disadvantaged and EAL children are included, teachers provide differentiated resources such as picture cards, word banks and topic vocabulary and handwriting guides, as well as other bespoke resources. Additionally, technology is used to ensure that all pupils can understand the important messages of PSHE lessons using translators, dictation software and braille resources.

The progress of all learners is closely monitored by the class teacher and pupils needing extra support are identified and their needs discussed with either the PSHE Coordinator or Special Educational Needs Coordinator. As a result of this, appropriate resources and interventions are planned to ensure all learners make good progress.

### **Zones of Regulation**

We introduced the Zones of Regulation in September 2022. Every classroom has its own Zones of Regulation display; there is also a large display in the hall. The Zones of Regulation support the children in being able to describe how they are feeling and how to name their emotions. It also helps them to identify which zone they are in at different times. Each child has a peg with their name on, which they can move throughout the day.

Adults working with the class can identify when children may need additional support and help them with strategies to move back to the green zone, or with any worries or concerns they may have. In Year 6, we have Zones of Regulation Champions who help to promote the Zones of Regulation and support other children in the school.



## **Impact of our PSHE Curriculum at St Peter's**

**A PSHE education at St Peter's means that children leaving in year 6 have experienced the following:**

A range of opportunities that will support them in developing their understanding of themselves, others and the world around them. They will understand how their bodies have changed and will continue to change and how to keep themselves and others safe. They will recognise that everyone is different and unique and should be valued and respected. They will have developed an understanding of their rights and what they, and others, are responsible for in the world around them.

In addition to this, they will be able to explain the importance of our school values of Joy, Friendship and Respect, Determination and Courage, Trust and Honesty and Kindness and Forgiveness and how they and others are able to demonstrate these in all they do.

By the end of Year 6, our pupils will have experienced stimulating PSHE lessons, multiple whole-school events and had specific support on transition, as well as life skills such as First Aid, road, rail and electricity safety. They will have been supported with ways to keep

themselves safe at home, school and online and leave St Peter's with the ability and self-confidence to tackle future challenges.

## What children at St Peter's say about PSHE at our school:

In the most recent PSHE lesson observations, all pupils who I asked, said that they really enjoyed PSHE lessons. There weren't any children who said they didn't like them.

All year groups could refer to the Zones of Regulation, including Reception. There was a progression of vocabulary throughout the school (e.g. reference made to feeling happy and tired in KS1/LKS2, calm, contented and ready to learn in UKS2).

Pupils were able to talk about other initiatives/teaching in school (e.g. PSHE lessons, Fantastic Fred, anti-bullying days etc).

All children were able to say who they could talk to in school if they were worried about something. It was also noted that they mentioned lots of different adults who they could talk to.

### EYFS Mars Class

| Term                                    | Knowledge & Skills   |
|---|--|
| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Talk about their own interests;</li> <li>• Talk about their families;</li> <li>• Talk about how they are the same or different to others.</li> <li>• Share their favourite interests and objects;</li> <li>• Talk about themselves positively;</li> <li>• Listen to what others say and respond.</li> <li>• Talk about the important people in their lives;</li> <li>• Understand that we have different special people;</li> <li>• Name key people outside of families that care for them.</li> <li>• Talk about when they might feel unsafe or unhappy;</li> <li>• Name the people who will help them;</li> <li>• Notice when a friend is in need at school and help them.</li> <li>• Describe different emotions;</li> <li>• Explore how we feel at certain times or events;</li> <li>• Identify ways to change feelings and calm down.</li> <li>• Identify events that can make a person feel sad;</li> <li>• Suggest ways in which they can help a friend who is sad;</li> <li>• Choose ways to help themselves when they feel sad.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Describe their own positive attributes;</li> <li>• Share their likes and dislikes;</li> <li>• Listen to and respect the ideas of others.</li> <li>• Recognise the similarities and differences amongst their peers;</li> <li>• Discuss why differences should be celebrated;</li> <li>• Retell a story.</li> <li>• Talk about their family, customs and traditions;</li> <li>• Listen to others talk about their experiences;</li> <li>• Compare their own experiences with those of others.</li> <li>• Recognise the similarities and differences between their home and those of others;</li> <li>• Talk about what makes their home feel special and safe;</li> <li>• Be sensitive towards others.</li> </ul>  |

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|                                     | <ul style="list-style-type: none"> <li>• Suggest ways in which we can be kind towards others;</li> <li>• Demonstrate skills in cooperation with others.</li> <li>• Show friendly behaviour towards a peer;</li> <li>• Build relationships with others.</li> </ul>   |
| <p><b>Term 3 – Keeping Safe</b></p> | <ul style="list-style-type: none"> <li>• Name things that keep their bodies safe;</li> <li>• Name things that keep their bodies clean and protected;</li> <li>• Think about how to recognise things that might not be safe.</li> <li>• Make safe decisions about items they don't recognise;</li> <li>• Talk about what our bodies need to stay well;</li> <li>• Name the safe ways to store medicine and who can give it to children (adults).</li> <li>• Name some hazards and ways to stay safe inside;</li> <li>• Name some hazards and ways to stay safe outside;</li> <li>• Show how to care for the safety of others.</li> <li>• Name the adults who they can ask for help from, and will keep them safe;</li> <li>• Recognise the feelings they have when they are unsafe;</li> <li>• Talk about keeping themselves safe, safe touches and consent.</li> <li>• Share ideas about activities that are safe to do on electronic devices;</li> <li>• What to do and who to talk to if they feel unsafe online.</li> <li>• Name the people in their lives who help to keep them safe;</li> <li>• Name people in their community who help to keep them safe;</li> <li>• Talk about ways to keep themselves safe in their environment.</li> </ul> |

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| <p><b>Term 4 – Rights and Respect</b></p> | <ul style="list-style-type: none"> <li>• Name the special people in their lives;</li> <li>• Understand that our special people can be different to those of others.</li> <li>• Talk about why friends are important and how they help us;</li> <li>• Identify ways to care for a friend in need;</li> <li>• Identify ways to help others in their community.</li> <li>• Identify ways in which they help at home;</li> <li>• Recognise the importance of taking care of a shared environment;</li> <li>• Name ways in which they can look after their learning environment.</li> <li>• Think about what makes the world special and beautiful;</li> <li>• Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>• Talk about what can happen to living things if the world is not cared for.</li> <li>• Recognise coins and other items relating to money;</li> <li>• Identify the uses of money.</li> <li>• Talk about why it's important to keep money safe;</li> <li>• Identify ways to save money;</li> <li>• Talk about why we save money.</li> </ul> |
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| <p><b>Term 5 – Being My Best</b></p> | <ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal;</li> <li>• Develop their confidence and resilience towards having a growth mindset;</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Name and choose healthy foods and drink;</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>• Explain the jobs of different food groups.</li> <li>• Name and choose healthy foods and drink;</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>• Explain the jobs of different food groups.</li> <li>• Describe the changes in their body during exercise and what is happening to their body;</li> <li>• Explain how exercise can help us stay well - physically and mentally;</li> <li>• Name some ways to keep their body fit and well.</li> <li>• Understand why our body needs sleep;</li> </ul> |
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|                                      | <ul style="list-style-type: none"> <li>• Talk about their own bedtime routine;</li> <li>• Suggest ways to have a calm evening and bedtime routine.</li> </ul>  |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Name the different seasons and describe their differences;</li> <li>• Explain the changes that occur as seasons change;</li> <li>• Talk about how they have grown in resilience.</li> <li>• To understand that animals and humans change in appearance over time;</li> <li>• Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>• Make observations and ask questions about living things.</li> <li>• Retell a story and respond to questions about it.</li> <li>• Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>• Talk about their own experience of growing up.</li> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>• Understand that every family is different.</li> <li>• Talk about similarities and differences between themselves and others.</li> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul> |

## Year 1 Pluto Class

| <b>Term</b>                             | <b>Knowledge &amp; Skills</b>  |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave;</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> <li>• Explain the difference between unkindness, teasing and bullying;</li> <li>• Understand that bullying is usually quite rare.</li> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> <li>• Identify some of the people who are special to them;</li> </ul>  |



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|                                     | <ul style="list-style-type: none"> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> </ul>   |
| <p><b>Term 3 – Keeping Safe</b></p> | <ul style="list-style-type: none"> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> <li>• Start thinking about how to stay safe online, including safety around sharing images;</li> <li>• Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> <li>• Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>• Explain simple issues of safety about medicines and their use.</li> <li>• Recognise the range of feelings that are associated with loss.</li> </ul> |

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| <p><b>Term 4 – Rights and Respect</b></p> | <ul style="list-style-type: none"> <li>• Recognise how a person’s behaviour (including their own) can affect other people.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>• See link to external resources for further information.</li> </ul>   |
| <p><b>Term 5 – Being My Best</b></p>      | <ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into a logical order.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>• Understand the learning line’s use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> </ul> |

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|                                      | <ul style="list-style-type: none"> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> </ul>   |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen);</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul> |

## Year 2 Earth Class

| <b>Term</b>                             | <b>Knowledge &amp; Skills</b>  |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on those actions.</li> <li>• The conventions of courtesy and manners.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Understand and describe strategies for dealing with bullying;</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Identify situations as to whether they are incidents of teasing or bullying.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Identify people who are special to them;</li> <li>• Explain some of the ways those people are special to them.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Explain how it feels to be part of a group;</li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>   |
| <h3>Term 3 – Keeping Safe</h3>       | <ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul> |
| <h3>Term 4 – Rights and Respect</h3> | <ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can keep them safe;</li> <li>• Know how to ask for help.</li> <li>• Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>• Know that they can tell an adult they trust if anything happens that makes them worried.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>  |
| <h3>Term 5 – Being My Best</h3>      | <ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene;</li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>• Describe simple dental hygiene routines.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health.</li> <li>• See link to external resources for further information.</li> </ul>  |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of our body are private;</li> <li>• Explain that our genitals help us make babies when we are older;</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul> |

## Year 3 Neptune Class

| <b>Term</b>                             | <b>Knowledge &amp; Skills</b>   |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practice explaining the thinking behind their ideas and opinions.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>   |

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|                                      | <ul style="list-style-type: none"> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>   |
| <h3>Term 3 – Keeping Safe</h3>       | <ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> </ul>  |
| <h3>Term 4 – Rights and Respect</h3> | <ul style="list-style-type: none"> <li>• Identify key people who are responsible for them to stay safe and healthy;</li> <li>• Suggest ways they can help these people.</li> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Plan, draft and publish a recount using the appropriate language.</li> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>• Understand the terms 'income', 'saving' and 'spending';</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> <li>• Define what is meant by the environment;</li> <li>• Evaluate and explain different methods of looking after the school environment;</li> <li>• Devise methods of promoting their priority method.</li> </ul> |
| <h3>Term 5 – Being My Best</h3>      | <ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different viewpoints;</li> <li>• Make recommendations, based on their research.</li> </ul>   |

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|                                      | <ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>  |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• 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 if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> |

## Year 4 Mercury Class

| Term                                    | Knowledge & Skills   |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Understand and identify stereotypes, including those promoted in the media.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>  |
| <p><b>Term 3 – Keeping Safe</b></p>       | <ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> </ul>   |
| <p><b>Term 4 – Rights and Respect</b></p> | <ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> <li>• Understand humans have rights and also need to respect the rights of other;</li> <li>• Identify some rights and also need to respect the rights of others that come with these rights.</li> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process.</li> <li>• Define the word influence;</li> <li>• Recognise that reports in the media can influence the way they think about an topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> <li>• Prioritise public services from most essential to least essential.</li> <li>• Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>• Understand and explain the value of this work.</li> </ul> |
| <p><b>Term 5 – Being My Best</b></p>      | <ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> </ul>   |

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|                                      | <ul style="list-style-type: none"> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul>   |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change.</li> <li>• Name some positive and negative feelings;</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Take part in a role play practising how to compromise.</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways they can cope better with periods.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> |

## Year 5 Saturn Class

| Term                                    | Knowledge & Skills  |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Define some key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> <li>• Rehearse active listening skills;</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> <li>• Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>• Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>• Understand the importance of respecting others, even when they are different from themselves.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Understand that information we see online (text or images), is not always true/ accurate;</li> <li>● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>● Understand/ explain the different sex, gender identity, expression and sexual orientation.</li> <li>● Recognise that people can get bullied because of the way they express their gender;</li> <li>● Give examples of how bullying behaviours can be stopped.</li> <li>● Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>● Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>   |
| <p><b>Term 3 –<br/>Keeping Safe</b></p>           | <ul style="list-style-type: none"> <li>● Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>● Demonstrate strategies and skills for supporting others who are bullied;</li> <li>● Recognise / describe the difference between online and face to face bullying.</li> <li>● Reflect on what information they share offline and online;</li> <li>● Recognise that people aren't always who they say they are online;</li> <li>● Know how to protect personal information online.</li> <li>● Recognise which situations are risky;</li> <li>● Explore and share their views about decision making when faced with a risky situation;</li> <li>● Suggest what someone should do when faced with a risky situation.</li> <li>● Define what is meant by a dare;</li> <li>● Explain why someone might give a dare;</li> <li>● Suggest ways of standing up to someone who gives a dare.</li> <li>● Recognise that there are positive and negative risks;</li> <li>● Explain how to weigh up risk factors when making a decision;</li> <li>● Describe some of the possible outcomes of taking a risk.</li> <li>● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>● Explain what a habit is, giving examples;</li> <li>● Describe why and how a habit can be hard to change.</li> <li>● Understand some of the complexities of categorising drugs;</li> <li>● Know that all medicines are drugs but not all drugs are medicines;</li> <li>● Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul> |
| <p><b>Term 4 –<br/>Rights and<br/>Respect</b></p> | <ul style="list-style-type: none"> <li>● Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>● Express their opinions on an issue concerning health and wellbeing;</li> <li>● Make recommendations on an issue concerning health and wellbeing.</li> <li>● Understand the difference between a fact and an opinion;</li> <li>● Understand what biased reporting is and the need to think critically about things we read.</li> <li>● Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>● Give examples of voluntary groups, the kind of work they do and its value.</li> <li>● Define the differences between respect, rights and duties;</li> <li>● Discuss what can make them difficult to follow;</li> <li>● Identify the impact on individuals and the wider community if duties are not carried out.</li> <li>● State the costs involved in producing and selling an item;</li> <li>● Suggest questions a consumer should ask before buying a product.</li> <li>● Define the terms loan, credit, debt and interest;</li> <li>● Suggest advice for a range of situations involving personal finance.</li> <li>● Explain some of the areas that local councils have responsibility for;</li> <li>● Understand that local Councillors are elected to represent their local community.</li> </ul>  |
| <p><b>Term 5 –<br/>Being My<br/>Best</b></p>      | <ul style="list-style-type: none"> <li>● Know the basic functions of the four systems covered and know they are inter-related.</li> <li>● Explain the function of at least one internal organ.</li> <li>● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>● Identify their own strengths and talents;</li> <li>● Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>● State what is meant by community;</li> <li>● Explain what being part of a school community means to them;</li> <li>● Suggest ways of improving the school community.</li> <li>● Identify people who are responsible for helping them stay healthy and safe;</li> <li>● Identify ways that they can help these people.</li> <li>● Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>● Describe 'star' qualities that 'ordinary' people have.</li> <li>● See link to external resources for further information</li> <li>● Know two harmful effects each of smoking/drinking alcohol;</li> <li>● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;</li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>  |
| <b>Term 6 – Growing and Changing</b> | <ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings;</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Identify people who can be trusted;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable.</li> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul> |

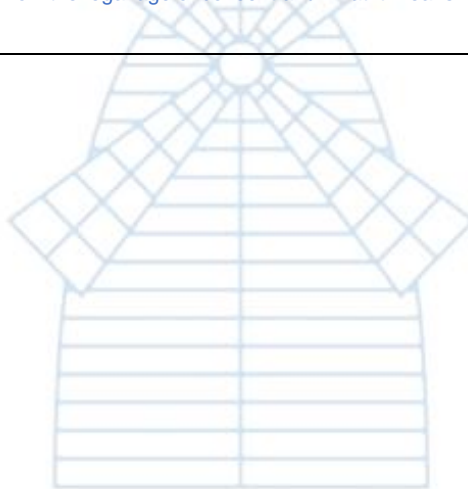
## Year 6 Jupiter Class

| <b>Term</b>                             | <b>Knowledge &amp; Skills</b>  |
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| <b>Term 1 – Me and My Relationships</b> | <ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a shared task.</li> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer pressure.</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul> |
| <b>Term 2 – Valuing Difference</b>      | <ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying.</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal/ non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Explain the difference between a friend and an acquaintance;</li> <li>● Describe qualities of a strong, positive friendship;</li> <li>● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> </ul>  |
| <p><b>Term 3 –<br/>Keeping Safe</b></p>           | <ul style="list-style-type: none"> <li>● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>● Understand and describe the ease with which something posted online can spread.</li> <li>● Identify strategies for keeping personal information safe online;</li> <li>● Describe safe and respectful behaviours when using communication technology.</li> <li>● Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>● Explore the risk of sharing photos/ films of themselves with other people directly or online;</li> <li>● Know how to keep their information private online.</li> <li>● Define addiction, showing an understanding that addiction is a type of behaviour;</li> <li>● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>● Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>● Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>● Explain in simple terms some of the laws that control drugs in this country.</li> <li>● Understand some of the basic laws in relation to drugs;</li> <li>● Explain why there are laws relating to drugs in this country.</li> <li>● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>● Describe some of the effects and risks of drinking alcohol.</li> <li>● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>● Explain how these emotional needs impact on people's behaviour;</li> <li>● Suggest positive ways that people can get their emotional need met.</li> <li>● Understand that with independence comes responsibility</li> <li>● Explain how these emotional needs impact on people's behaviour;</li> <li>● Suggest positive ways that people can get their emotional needs met.</li> </ul>  |
| <p><b>Term 4 –<br/>Rights and<br/>Respect</b></p> | <ul style="list-style-type: none"> <li>● Define the terms 'fact'/ 'opinion', 'biased'/ 'unbiased', explaining the difference</li> <li>● Describe the language and techniques that make up a biased report;</li> <li>● Analyse a report also extract the facts from it.</li> <li>● Know the legal age (and reason behind these) for having a social media account;</li> <li>● Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>● Know that people's lives are much more balanced in real life, with positives and negatives.</li> <li>● Explain some benefits of saving money;</li> <li>● Describe the different ways money can be saved, outlining the pros/ cons of each method;</li> <li>● Describe the costs that go into producing an item;</li> <li>● Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>● Explain what is meant by the term interest.</li> <li>● Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>● Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>● Evaluate the different public services and compare their value.</li> <li>● Explain what is meant by living in an environmentally sustainable way;</li> <li>● Suggest actions that could be taken to live in a more environmentally sustainable way.</li> <li>● Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>● Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>● That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;</li> <li>● Continue to develop the skills to exercise these responsibilities.</li> <li>● Why and how rules and laws that protect them and others are made and enforced;</li> <li>● Know different rules are needed in certain situations and how to make and change rules;</li> <li>● Begin to understand the way in which democracy in Britain works.</li> <li>● Why and how rules and laws that protect them and others are made and enforced;</li> <li>● Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul> |
| <p><b>Term 5 –<br/>Being My<br/>Best</b></p>      | <ul style="list-style-type: none"> <li>● Identify aspirational goals;</li> <li>● Describe the actions needed to set and achieve these.</li> <li>● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>● Identify risk factors in a given situation (involving alcohol);</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> <li>• See link to external resources for further information</li> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>  |
| <p><b>Term 6 –<br/>Growing and<br/>Changing</b></p> | <ul style="list-style-type: none"> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Know the risk of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support others dealing with a challenging time of change.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes</li> <li>• Suggest strategies that help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country (not referred to directly by name);</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul> |

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