

PSHE Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10




Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our PSHE Aims

The ultimate goal of our PSHE curriculum is to prepare children for bright and promising futures, where they can thrive, make a positive impact on the world, and pursue their dreams with confidence. Jigsaw is a resource to enrich our delivery of PSHE. Its aim is to build resilience, strengthen emotional intelligence and develop active empathy in the hearts of our children. Fundamentally, it is about loving and accepting ourselves as well as loving and responding to others.



Happy Hearts	Open Minds	Bright Futures
		
<p>In today's fast-paced and interconnected world, it is essential to equip our children with the knowledge and skills needed to lead not only healthy but also emotionally fulfilling lives. Through our Christian lens of joy, our PSHE curriculum places a significant emphasis on nurturing emotional well-being, building resilience, and fostering positive relationships. In doing so, we aim to develop "happy hearts" in our children, providing them with the tools and understanding to navigate life's challenges while maintaining a strong sense of emotional well-being and contentment. This is achieved through a comprehensive and age appropriate PSHE program that addresses various aspects of emotional health, relationships mental well-being, and more, all with the goal of helping our students cultivate happiness and a positive outlook on life.</p>	<p>In today's diverse and interconnected world, cultivating an open mind is a crucial skill for our students. Our PSHE curriculum is designed to foster open-mindedness by exploring diverse perspectives, promoting empathy, and encouraging critical thinking. Through a wide range of topics such as inclusivity, diversity, and global awareness, we aim to develop open-minded individuals who can adapt to change, respect differing viewpoints, and embrace new ideas. PSHE not only equips our children with practical life skills but also encourages them to be more receptive to new experiences, people, and ways of thinking, ultimately contributing to their personal growth and the betterment of society.</p>	<p>PSHE plays a vital role in nurturing bright futures for our children. Through a holistic approach, PSHE equips children with essential life skills, empowers them to make informed decisions, and promotes emotional and social well-being. PSHE is like a special toolbox full of skills and knowledge that will help you as you grow up. We'll talk about how to be a good friend, stay healthy, and understand money, just like the grown-ups do. The ultimate goal of our PSHE curriculum is to prepare children for bright and promising futures, where they can thrive, make a positive impact on the world, and pursue their dreams with confidence.</p>

Spirituality in PSHE

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world. PSHE lies at the heart of our spiritual development as we learn more about ourselves, each other and the wider world around us. Our PSHE scheme supports children in becoming emotionally literate which leads to a future life in modern Britain. We give them the skills to find and develop their voice and articulate an idea, opinion or argument.

Intent

Implementation

Impact

Our intention is that when children leave Fladbury, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.

Our PSHE scheme of work is centered around the Jigsaw scheme which is taught in five units, which consist of seven lessons, each with supporting materials. These thematic units are taught to each year group each year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Jigsaw units are designed to be delivered in a creative manner, using many approaches such as roleplay, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. At the end of each unit, children will be encouraged to reflect on the knowledge and skills they have learnt and how they will implement them.

When children leave Fladbury, they will be well prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

By the time our children leave our school they will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life, be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society and appreciate difference and diversity.

Our children will be able to understand and manage their emotions, have respect for themselves and others, have positive self esteem, be able to look after their mental health and well-being, be able to develop positive, healthy relationships with their peers both now and in the future and understand the physical aspects involved in PSHE at an age-appropriate level.

National Curriculum

Early Years

Key Stage One

Lower Key Stage Two

Upper Key Stage Two

3 – 4 Year olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

4 – 5 Year olds

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing.

Personal, social, health and economic (PSHE) education is not a statutory subject. However, we believe that it is an important and necessary part of the education of all children at Fladbury Primary School. We have carefully chosen a scheme of work, Jigsaw, which meets the needs of our children while also allowing for flexibility to respond to needs as they arise. It equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions and have a better understanding of themselves and their own feelings and emotions.

The scheme is progressive and children build upon prior knowledge as they move through our school, focussing on units such as:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

As a primary school, we teach the following aspects of RSE:

- Life Cycles
- How babies are made
- Puberty
- How babies grow
- Growing from young to old
- Self-respect
- Safeguarding
- Family stereotypes
- Attraction
- Self and body image



Jigsaw

Jigsaw is a comprehensive and well-structured PSHE scheme of work that aligns with statutory requirements while promoting the holistic development of children. Jigsaw is a spiral, progressive curriculum that revisits key themes each year, deepening children's knowledge and understanding as they mature. The six core themes (known as puzzles) provide a logical, clear structure that builds on previous learning:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Jigsaw provides a whole-school approach, ensuring consistency in delivery across all year groups. The resources are designed to be inclusive, addressing the needs of diverse learners and creating a safe space for all children to explore sensitive topics.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as pictures, diagrams and videos are often used in lessons to support all children to meet their learning objectives. Additionally, active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

Cycle A	Autumn		Spring		Summer	
Wye Preschool Reception	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Avon Year 1/2	Being Me in My World (Yr 1 Unit)	Celebrating Differences (Yr 1 Unit)	Dreams and Goals (Yr 1 Unit)	Healthy Me (Yr 1 Unit)	Relationships (Yr 1 Unit)	Changing Me (Yr 1 Unit)
Teme Year 3/4	Being Me in My World (Yr 3 Unit)	Celebrating Differences (Yr 3 Unit)	Dreams and Goals (Yr 3 Unit)	Healthy Me (Yr 3 Unit)	Relationships (Yr 3 Unit)	Changing Me (Yr 3 Unit)
Severn Year 5/6	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Cycle B	Autumn		Spring		Summer	
Wye Preschool Reception	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Avon Year 1/2	Being Me in My World (Yr 2 Unit)	Celebrating Differences (Yr 2 Unit)	Dreams and Goals (Yr 2 Unit)	Healthy Me (Yr 2 Unit)	Relationships (Yr 2 Unit)	Changing Me (Yr 2 Unit)
Teme Year 3/4	Being Me in My World (Yr 4 Unit)	Celebrating Differences (Yr 4 Unit)	Dreams and Goals (Yr 4 Unit)	Healthy Me (Yr 4 Unit)	Relationships (Yr 4 Unit)	Changing Me (Yr 4 Unit)
Severn Year 5/6	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Assessment

Assessing children in PSHE is a vital part of their education, ensuring that they develop the necessary knowledge, skills, and attitudes to navigate relationships, emotions, and the wider world effectively. The process of assessment is not only about measuring their understanding of key concepts but also about encouraging empathy, critical thinking, and responsible decision-making. Teachers use unit end points and the Jigsaw strands from the PSHE curriculum to assess progress and tailor future learning.

Teachers continuously observe students' understanding and skills as they work on tasks. In PSHE, this might involve:

Classroom observations: Teachers assess how children engage with and apply PSHE concepts, such as emotional regulation, empathy, and communication skills during class activities and discussions.

Discussions: Teachers facilitate group or one-on-one conversations with children to assess their understanding of key topics.

Project-Based Work: Children may collaborate on group projects, and teachers assess how well they demonstrate PSHE concepts, such as teamwork, respect, and problem-solving.

Peer Assessment: Children may assess each other's work, providing opportunities for feedback.

Self-Assessment: At the end of each lesson, Children reflect on their own learning, identifying strengths and areas for improvement in their understanding of personal, social, and emotional development. Children complete self-assessment sheets at the end of each unit in their Jigsaw Journals.

Challenges: Children are given problem-solving scenarios or tasks where the assessment focuses on how well they apply their PSHE knowledge, such as making responsible decisions or resolving conflicts.

Teachers will use the learning objectives for each lesson as well as the unit end points outlined on the following pages to measure whether children are working at the expected level of their year group.

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Me and My World

Me and My World						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom. Understand that their choices have consequences. Understand that their views are important. Understand the rights and responsibilities of a member of a class. 	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members. Know about rewards and consequences and that these stem from choices. Know that it is important to listen to other people. Understand that their own views are valuable. Know that positive choices impact positively on self-learning and the learning of others. Identifying hopes and fears for the year ahead. 	<ul style="list-style-type: none"> Know that the school has a shared set of values. Know why rules are needed and how these relate to choices and consequences. Know that actions can affect others' feelings. Know that others may hold different views. Understand that they are important. Know what a personal goal is. Understanding what a challenge is. 	<ul style="list-style-type: none"> Know their place in the school community. Know what democracy is (applied to pupil voice in school). Know how groups work together to reach a consensus. Know that having a voice and democracy benefits the school community. Know how individual attitudes and actions make a difference to a class. Know about the different roles in the school community. Know that their own actions affect themselves and others. 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process. Understand the rights and responsibilities associated with being a citizen in the wider community and their country. Know how to face new challenges positively. Understand how to set personal goals. Know how an individual's behaviour can affect a group and the consequences of this. 	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world. Know that personal choices can affect others locally and globally. Know how to set goals for the year ahead. Understand what fears and worries are. Understand that their own choices result in different consequences and rewards. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process.
Skills	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place. Understand that they have choices. Understanding that they are special. Identify what it's like to feel proud of an achievement. Recognise feelings associated with positive and negative consequences. 	<ul style="list-style-type: none"> Know how to make their class a safe and fair place. Show good listening skills. Be able to work co-operatively. Recognise own feelings and know when and where to get help. Recognise the feeling of being worried. 	<ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices 	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued

Celebrating Differences

	KS1		Lower KS2		Upper KS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Know what bullying means. Know who to tell if they or someone else is being bullied or is feeling unhappy. Know that people are unique and that it is OK to be different. Know skills to make friendships. Know that people have differences and similarities. 	<ul style="list-style-type: none"> Know the difference between a one-off incident and bullying. Know that sometimes people get bullied because of difference. Know that friends can be different and still be friends. Know there are stereotypes about boys and girls. Know where to get help if being bullied. Know that it is OK not to conform to gender stereotypes. Know it is good to be yourself. Know the difference between right and wrong and the role that choice has to play in this. 	<ul style="list-style-type: none"> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. Know that conflict is a normal part of relationships. Know that some words are used in hurtful ways and that this can have consequences. Know why families are important. Know that everybody's family is different. Know that sometimes family members don't get along and some reasons for this. 	<ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. Know that sometimes people make assumptions about a person because of the way they look or act. Know there are influences that can affect how we judge a person or situation. Know what to do if they think bullying is or might be taking place. Know that first impressions can change. 	<ul style="list-style-type: none"> Know external forms of support in regard to bullying e.g. Childline. Know that bullying can be direct and indirect. Know what racism is and why it is unacceptable. Know what culture means. Know that differences in culture can sometimes be a source of conflict. Know that rumour-spreading is a form of bullying online and offline. Know how their life is different from the lives of children in the developing world. 	<ul style="list-style-type: none"> Know that people can hold power over others individually or in a group. Know that power can play a part in a bullying or conflict situation. Know that there are different perceptions of 'being normal' and where these might come from. Know that difference can be a source of celebration as well as conflict. Know that being different could affect someone's life. Know why some people choose to bully others. Know that people with disabilities can lead amazing lives.
Skills	<ul style="list-style-type: none"> Identify what is bullying and what isn't. Understand how being bullied might feel. Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied. Identify emotions associated with making a new friend. Verbalise some of the attributes that make them unique and special. 	<ul style="list-style-type: none"> Explain how being bullied can make someone feel. Know how to stand up for themselves when they need to. Understand that everyone's differences make them special and unique. Understand that boys and girls can be similar in lots of ways and that is OK. Understand that boys and girls can be different in lots of ways and that is OK. Can choose to be kind to someone who is being bullied. Recognise that they shouldn't judge people because they are different. 	<ul style="list-style-type: none"> Use the 'Solve it together' technique to calm and resolve conflicts with friends and family. Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. Be able to show appreciation for their families, parents and carers. Empathise with people who are bullied. Employ skills to support someone who is bullied. Be able to recognise, accept and give compliments. Recognise feelings associated with receiving a compliment. 	<ul style="list-style-type: none"> Be comfortable with the way they look. Try to accept people for who they are. Be non-judgemental about others who are different. Identify influences that have made them think or feel positively/negatively about a situation. Identify feelings that a bystander might feel in a bullying situation. Identify reasons why a bystander might join in with bullying. Revisit the 'Solve it together' technique to practise conflict and bullying scenarios. Identify their own uniqueness. Identify when a first impression they had was right or wrong. 	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth. Identify their own culture and different cultures within their class community. Identify their own attitudes about people from different faith and cultural backgrounds. Develop respect for cultures different from their own. Identify a range of strategies for managing their own feelings in bullying situations. Identify some strategies to encourage children who use bullying behaviours to make other choices. Be able to support children who are being bullied. 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them. Identify feelings associated with being excluded. Be able to recognise when someone is exerting power negatively in a relationship. Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens. Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict. Identify different feelings of the bully, bullied and bystanders in a bullying scenario. Appreciate people for who they are. Show empathy.

Dreams and Goals

	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Know how to set simple goals. Know how to achieve a goal. Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Know when a goal has been achieved. Know how to work well with a partner. Know that tackling a challenge can stretch their learning. 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it . Know that it is important to persevere. Know how to recognise what working together well looks like. Know what good group-working looks like. Know how to share success with other people. 	<ul style="list-style-type: none"> Know that they are responsible for their own learning. Know what an obstacle is and how they can hinder achievement . Know how to take steps to overcome obstacles. Know what dreams and ambitions are important to them. Know about specific people who have overcome difficult challenges to achieve success. Know how they can best overcome learning challenges. Know what their own strengths are as a learner. Know how to evaluate their own learning progress and identify how it can be better next time. 	<ul style="list-style-type: none"> Know how to make a new plan and set new goals even if they have been disappointed. Know how to work as part of a successful group. Know how to share in the success of a group. Know what their own hopes and dreams are. Know that hopes and dreams don't always come true. Know that reflecting on positive and happy experiences can help them to counteract disappointment. Know how to work out the steps they need to take to achieve a goal. 	<ul style="list-style-type: none"> Know about a range of jobs that are carried out by people I know. Know the types of job they might like to do when they are older. Know that young people from different cultures may have different dreams and goals. Know that they will need money to help them to achieve some of their dreams. Know that different jobs pay more money than others. Know that communicating with someone from a different culture means that they can learn from them and vice versa. Know ways that they can support young people in their own culture and abroad. 	<ul style="list-style-type: none"> Know their own learning strengths. Know what their classmates like and admire about them. Know a variety of problems that the world is facing. Know some ways in which they could work with others to make the world a better place. Know what the learning steps are they need to take to achieve their goal. Know how to set realistic and challenging goals .
Skills	<ul style="list-style-type: none"> Recognise things that they do well. Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle. Recognise how they feel when they overcome a challenge/obstacle. Celebrate an achievement with a friend. Can store feelings of success so that they can be used in the future. 	<ul style="list-style-type: none"> Recognise how working with others can be helpful. Be able to work effectively with a partner. Be able to choose a partner with whom they work well. Be able to work as part of a group. Be able to describe their own achievements and the feelings linked to this. Recognise their own strengths as a learner. Recognise how it feels to be part of a group that succeeds and store this feeling. 	<ul style="list-style-type: none"> Can break down a goal into small steps. Can manage feelings of frustration linked to facing obstacles. Imagine how it will feel when they achieve their dream/ambition. Recognise other people's achievements in overcoming difficulties. Recognise how other people can help them to achieve their goals. Can share their success with others. Can store feelings of success (in their internal treasure chest) to be used at another time. 	<ul style="list-style-type: none"> Have a positive attitude. Can identify the feeling of disappointment. Be able to cope with disappointment. Can identify what resilience is . Can identify a time when they have felt. disappointed Can talk about their hopes and dreams and the feelings associated with these. Help others to cope with disappointment. Enjoy being part of a group challenge. Can share their success with others. Can store feelings of success (in their internal treasure chest) to be used at another time. 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up. Appreciate the contributions made by people in different jobs. Reflect on the differences between their own learning goals and those of someone from a different culture. Appreciate the differences between themselves and someone from a different culture. Understand why they are motivated to make a positive contribution to supporting others. Appreciate the opportunities learning and education can give them. 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning. Be able to give praise and compliments to other people when they recognise that person's achievements. Empathise with people who are suffering or living in difficult situations. Set success criteria so that they know when they have achieved their goal. Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.

Healthy Me

	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy. Know some ways to keep healthy. Know how to make healthy lifestyle choices. Know that all household products, including medicines, can be harmful if not used properly. Know that medicines can help them if they feel poorly. Know how to keep safe when crossing the road. Know how to keep themselves clean and healthy. Know that germs cause disease/illness. Know about people who can keep them safe. 	<ul style="list-style-type: none"> Know what their body needs to stay healthy. Know what relaxed means. Know why healthy snacks are good for their bodies. Know which foods given their bodies energy. Know that it is important to use medicines safely. Know what makes them feel relaxed/stressed. Know how medicines work in their bodies. Know how to make some healthy snacks. 	<ul style="list-style-type: none"> Know how exercise affects their bodies. Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. Know that there are different types of drugs. Know that there are things, places and people that can be dangerous. Know when something feels safe or unsafe. Know why their hearts and lungs are such important organs. Know a range of strategies to keep themselves safe. Know that their bodies are complex and need taking care of. 	<ul style="list-style-type: none"> Know that there are leaders and followers in groups. Know the facts about smoking and its effects on health. Know the facts about alcohol and its effects on health, particularly the liver. Know ways to resist when people are putting pressure on them. Know how different friendship groups are formed and how they fit into them. Know which friends they value most. Know that they can take on different roles according to the situation. Know some of the reasons some people start to smoke. Know some of the reasons some people drink alcohol. 	<ul style="list-style-type: none"> Know basic emergency procedures, including the recovery position. Know the health risks of smoking. Know how smoking tobacco affects the lungs, liver and heart. Know how to get help in emergency situations . Know that the media, social media and celebrity culture promotes certain body types. Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure. Know some of the risks linked to misusing alcohol, including antisocial behaviour. Know what makes a healthy lifestyle. 	<ul style="list-style-type: none"> Know how to take responsibility for their own health. Know what it means to be emotionally well . Know how to make choices that benefit their own health and well-being. Know about different types of drugs and their uses. Know how these different types of drugs can affect people's bodies, especially their liver and heart. Know that stress can be triggered by a range of things. Know that being stressed can cause drug and alcohol misuse. Know that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risk that this can involve.
Skills	<ul style="list-style-type: none"> Keep themselves safe. Recognise how being healthy helps them to feel happy. Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help. Feel good about themselves when they make healthy choices. Realise that they are special 	<ul style="list-style-type: none"> Feel positive about caring for their bodies and keeping it healthy. Have a healthy relationship with food. Desire to make healthy lifestyle choices. Identify when a feeling is weak and when a feeling is strong. Express how it feels to share healthy food with their friends. 	<ul style="list-style-type: none"> Respect their own bodies and appreciate what they do. Can take responsibility for keeping themselves and others safe. Identify how they feel about drugs. Can express how being anxious or scared feels. Able to set themselves a fitness challenge. Recognise what it feels like to make a healthy choice. 	<ul style="list-style-type: none"> Can identify the feelings that they have about their friends and different friendship groups. Recognise negative feelings in peer pressure situations. Can identify the feelings of anxiety and fear associated with peer pressure. Can tap into their inner strength and know-how to be assertive. Recognise how different people and groups they interact with impact on them. 	<ul style="list-style-type: none"> Respect and value their own bodies. Can reflect on their own body image and know how important it is that this is positive. Recognise strategies for resisting pressure. Can identify ways to keep themselves calm in an emergency. Can make informed decisions about whether or not they choose to smoke when they are older. Can make informed decisions about whether they choose to drink alcohol when they are older. Accept and respect themselves for who they are. 	<ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health. Suggest strategies someone could use to avoid being pressured. Can use different strategies to manage stress and pressure. Are motivated to find ways to be happy and cope with life's situations without using drugs. Identify ways that someone who is being exploited could help themselves. Recognise that people have different attitudes towards mental health/illness.

Relationships

Relationships						
	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help 	<ul style="list-style-type: none"> Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets . Know what trust is. Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know some reasons why friends have conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use the Mending Friendships or Solve it together problem-solving methods. 	<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know some strategies for keeping themselves safe online. Know that they and all children have rights (UNCRC). Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc. Know how some of the actions and work of people around the world help and influence my life. Know the lives of children around the world can be different from their own. 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy. Know that loss is a normal part of relationships. Know that negative feelings are a normal part of loss. Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. Know that jealousy can be damaging to relationships. Know that memories can support us when we lose a special person or animal. 	<ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community or social network. Know that there are rights and responsibilities when playing a game online. Know that too much screen time isn't healthy. Know how to stay safe when using technology to communicate with friends. Know that a personality is made up of many different characteristics, qualities and attributes. Know that belonging to an online community can have positive and negative consequences. 	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health. Know ways that they can take care of their own mental health. Know the stages of grief and that there are different types of loss that cause people to grieve. Know that sometimes people can try to gain power or control them. Know some of the dangers of being 'online'. Know how to use technology safely and positively to communicate with their friends and family.
	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members. Can say what being a good friend means. Can identify forms of physical contact they prefer. Can say no when they receive a touch they don't like. Can show skills of friendship. Can praise themselves and others. Can recognise some of their personal qualities. Can say why they appreciate a special relationship. 	<ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family. Can recognise the value that families can bring. Can recognise and talk about the types of physical contact that is acceptable or unacceptable. Can identify the negative feelings associated with keeping a worry secret. Can identify who they trust in their own relationships. Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict. Can identify the feelings associated with trust . 	<ul style="list-style-type: none"> Can identify the responsibilities they have within their family. Know how to access help if they are concerned about anything on social media or the internet. Can empathise with people from other countries who may not have a fair job or are less fortunate. Understand that they are connected to the global community in many different ways. Can use Solve it together in a conflict scenario and find a win-win outcome. Can identify similarities in children's rights around the world. 	<ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy. Can suggest positive strategies for managing jealousy. Can identify people who are special to them and express why. Can identify the feelings and emotions that accompany loss. Can suggest strategies for managing loss. Can tell you about someone they no longer see. Can suggest ways to manage relationship changes including how to negotiate. 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others. Can identify when an online community/social media group feels risky, uncomfortable, or unsafe. Can suggest strategies for staying safe online/ social media. Can say how to report unsafe online/social network activity. Can identify when an online game is safe or unsafe. Can suggest ways to monitor and reduce screen time. Can suggest strategies for managing unhelpful pressures online or in social networks. 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. Can help themselves and others when worried about a mental health problem. Recognise when they are feeling grief and have strategies to manage them. Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. Can resist pressure to do something online that might hurt themselves or others. Can take responsibility for their own safety and well-being.

Changing Me

	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	<ul style="list-style-type: none"> Know the names of male and female private body parts. Know that there are correct names for private body parts and nicknames, and when to use them. Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Know who to ask for help if they are worried or frightened. Know that animals including humans have a life cycle. Know that changes happen when we grow up. Know that people grow up at different rates and that is normal. Know that learning brings about change. 	<ul style="list-style-type: none"> Know the physical differences between male and female bodies. Know that private body parts are special and that no one has the right to hurt these. Know who to ask for help if they are worried or frightened. Know there are different types of touch and that some are acceptable and some are unacceptable. Know the correct names for private body parts. Know that life cycles exist in nature. Know that aging is a natural process including old age. Know how their bodies have changed from when they were a baby and that they will continue to change as they age. 	<ul style="list-style-type: none"> Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. Know some of the outside body changes that happen during puberty. Know some of the changes on the inside that happen during puberty. Know that in animals and humans lots of changes happen between conception and growing up. Know that in nature it is usually the female that carries the baby. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. Know that babies need love and care from their parents/carers. Know some of the changes that happen between being a baby and a child. 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm. Know that babies are made by a sperm joining with an ovum. Know the names of the different internal and external body parts that are needed to make a baby. Know how the female and male body change at puberty. Know that change can bring about a range of different emotions. Know that personal hygiene is important during puberty and as an adult. 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know that sexual intercourse can lead to conception. Know that some people need help to conceive and might use IVF. Know that becoming a teenager involves various changes and also brings growing responsibility. Know what perception means and that perceptions can be right or wrong. 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know how a baby develops from conception through the nine months of pregnancy and how it is born. Know how being physically attracted to someone changes the nature of the relationship. Know the importance of self-esteem and what they can do to develop it. Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class.
Skills	<ul style="list-style-type: none"> Understand and accept that change is a natural part of getting older. Can suggest ways to manage change, e.g. moving to a new class. Can identify some things that have changed and some things that have stayed the same since being a baby (including the body). Can express why they enjoy learning. 	<ul style="list-style-type: none"> Can say who they would go to for help if worried or scared. Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened. Can appreciate that changes will happen and that some can be controlled and others not. Be able to express how they feel about changes. Show appreciation for people who are older. Can recognise the independence and responsibilities they have now compared to being a baby or toddler. Can say what greater responsibilities and freedoms they may have in the future. 	<ul style="list-style-type: none"> Can express how they feel about puberty. Can say who they can talk to about puberty if they have any worries. Can suggest ways to help them manage feelings during changes they are more anxious about. Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry. Can express how they feel about babies. Can describe the emotions that a new baby can bring to a family. Can identify changes they are looking forward to in the next year. 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others. Can express any concerns they have about puberty. Have strategies for managing the emotions relating to change. Can express how they feel about having children when they are grown up. Can say who they can talk to about puberty if they are worried. Can apply the circle of change model to themselves to have strategies for managing change. 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body image. Can suggest ways to boost self-esteem of self and others. Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. Can ask questions about puberty to seek clarification. Can express how they feel about having a romantic relationship when they are an adult. Can express how they feel about having children when they are an adult. Can express how they feel about becoming a teenager. Can say who they can talk to if concerned about puberty or becoming a teenager/adult. 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem. Can express how they feel about the changes that will happen to them during puberty. Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to. Recognise how they feel when they reflect on the development and birth of a baby. Can celebrate what they like about their own and others' self-image and body image. Use strategies to prepare themselves emotionally for the transition.

Unit End Points

By the end of each year, children should be able to:

	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. 	<ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. 	<ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. 	<ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Year 2	<ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. 	<ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	<ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. 	<ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
Year 3	<ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	<ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. 	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels. 	<ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	<ul style="list-style-type: none"> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Unit End Points

By the end of each year, children should be able to:

	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<ul style="list-style-type: none"> can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Year 5	<ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Year 6	<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. 	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.