

Lightcliffe CofE Primary School

PSHE Curriculum Overview

In partnership to Educate, Nurture & Empower



PSHE Curriculum: Lightcliffe CE Primary

Lightcliffe Primary recognises the vital contribution of Personal, Social, Health and Economic Education (PSHE) to a child's physical, mental, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PSHE is an important and necessary part of all pupils' education. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (May 2016) states that:

'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).

We aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils.

At Lightcliffe, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

We acknowledge that through the PSHE curriculum that we can support social and emotional development more broadly but also recognise the local context of our school and the needs of our learners and their families. We specifically offer support for: family

instability, family networks, domestic violence, and mental health. Support is offered by the home school partnership (HSP) team which, alongside school staff offer breakfast provision, nurture provision and Thrive.

Enrichment

Throughout the year, there are many opportunities for visitors to come into school to lead assemblies and sessions around different elements of the PSHE curriculum. We work closely with the Leeds United Foundation to spread awareness on issues such as discrimination, racism and many more.

Greater Depth

To encourage all children to reach their full potential we enable children working at greater depth to further develop their skills. We offer pupils the opportunity to dig deeper with their learning and link the PSHE curriculum into their everyday lives.

Oracy

At Lightcliffe, we ensure oracy is developed across all key stages to ensure students have the ability to communicate effectively in all scenarios. There are opportunities within lessons for pupils to work on their speaking and listening skills. Through partner work and group work children are encouraged to develop their communication skills. Our curriculum presents opportunities for students to talk about their areas of strengths and areas for development in lessons.

Spirituality

Allowing children to have the opportunity to develop their spirituality is an important aspect of the curriculum at Lightcliffe. Within PSHE lessons, children are able to develop self-awareness, reflection, empathy, imagination and creativity. All of which are central to the development of self and spirituality.

Key Curriculum Principles

PSHE is a non-statutory subject. At Lightcliffe, it is taught on a weekly discrete basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies, 'circle time' or 'class discussions'. A taught session may look very different in one year group to the next - class teachers have discretion to plan and deliver teaching that suits the individual needs of their class, whilst ensuring that all curriculum content is covered effectively. There is no expectation that children complete formal written recording of teaching, although some form of recording is encouraged. Additionally, classes may be encouraged to make an artistic response, or complete a more traditional written task. Some lessons may be talk based and have no written outcome at all.

PSHE is taught by class teachers in Years 1-6. Some PSHE topics are taught within other subjects, especially Computing, Maths and Science, for example the teaching of e-safety within Computing lessons. These specific topics may be taught by teachers other than the class teacher. Our curriculum has also been developed to meet the specific needs of our diverse learners and their communities and support the many aspects of their personal development.

At Lightcliffe, we follow the SCARF scheme. It provides teachers and leaders with a clear and progressive PSHE curriculum. The curriculum is divided PSHE into 6 different strands:

- Me and my Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

Within each strand, there are age-appropriate topics for the different year groups. One topic per half term is taught to each year group (SRE is taught over a whole term in Y2, 4 and 6). Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

PSHE education will be provided to all children within our school. Children with SEND will be supported to access health, relationships and sex education through high-quality, teacher-led quality first teaching, following the guidance of the SEND code of practice. Teaching will be differentiated and personalised to suit their individual context.

Implementation

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Early Years

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own

abilities, to persist and wait for what they want and direct attention.

Key stage 1

Pupils should have an understanding of how to keep themselves healthy. They will be introduced to different foods and games that will keep them nutritious and fighting fit during this time of their lives. They will explore different ways to keep safe both indoor and outdoors and will be given strategies and different ways to cope with big feelings. They should gain an understanding about what we put into and on to our bodies as well as prescribed medicines and how they come. Throughout Year 2, pupils will be familiar with the different sex parts on a male and female and will be able to explain the key stages in the human lifecycle.

Key stage 2

Pupils cover a range of different skills and curriculum that will progress each year. They will have an understanding about bullying and how to speak up and stop this from happening. Children will also cover a range of outcomes about keeping safe both inside and outside of school. Children will be introduced to Drugs (Prescribed) and Tobacco and the risks, influences and complications that come from these. Mental health and emotional wellbeing is a large part of our PSHE curriculum. The children will be given ways on how to deal with big emotions as well as ensuring that they keep their minds healthy. Children will be able to celebrate their differences as well as be given strategies on how to break stereotypes. They will understand what prejudice is and be able to make links to our RE curriculum on how to be courageous advocates. Throughout Key Stage 2, children will be able to start thinking about their careers and digging deeper into their financial capability. They will look at ways to save, spend and budget money as well as borrowing and earning money as they get older.

In Years 4 and 6, children will be taking part in the Relationships, Health and Sex Education lessons. We believe that in preparing children for their next stage of personal development is vital. The pupils will be learning and exploring what happens to our bodies when we grow up and how it changes. They will also be identifying key parts in healthy relationships.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

At Lightcliffe, we recognise that PSHE is threaded through our whole curriculum and enrichment activities. The table below shows the cross curricular links.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Throughout the year children will work towards objectives under the headings of: <ul style="list-style-type: none"> • Self regulation- expressing feelings, managing behaviour • Managing self awareness- independence • Building relationships An EYFS long term plan for PSED contains all half termly objectives under each main heading above.					
	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Year 1	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules • Special people • Being a good friend 	<ul style="list-style-type: none"> • Recognising, valuing and celebrating difference • Developing respect and accepting others • Bullying and getting help 	<ul style="list-style-type: none"> • How our feelings can keep us safe – including online safety • Safe and unsafe touches • Medicine Safety • Sleep 	<ul style="list-style-type: none"> • Taking care of things: • Myself • My money • My environment 	<ul style="list-style-type: none"> • Growth Mindset • Healthy eating • Hygiene and health • Cooperation 	<ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts • Taking care of self and others
Year 2	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind and helping others • Celebrating difference • People who help • Listening Skills 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety 	<ul style="list-style-type: none"> • Cooperation • Self-regulation • Online safety • Looking after money – saving and spending 	<ul style="list-style-type: none"> • Growth Mindset • Looking after my body • Hygiene and health • Exercise and sleep 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy
Year 3	<ul style="list-style-type: none"> • Rules and their purpose • Cooperation • Friendship (including 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant 	<ul style="list-style-type: none"> • Managing risk • Decision-making skills • Drugs and their risks 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped 	<ul style="list-style-type: none"> • Keeping myself healthy and well • Celebrating and 	<ul style="list-style-type: none"> • Relationships • Changing bodies and puberty • Keeping safe

	<ul style="list-style-type: none"> respectful relationships) Coping with loss 	<ul style="list-style-type: none"> My community 	<ul style="list-style-type: none"> Staying safe online 	<ul style="list-style-type: none"> Looking after the environment Managing money 	<ul style="list-style-type: none"> developing my skill Developing empathy 	<ul style="list-style-type: none"> Safe and unsafe secrets
Year 4	<ul style="list-style-type: none"> Healthy relationships Listening to feelings Bullying Assertive skills 	<ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes 	<ul style="list-style-type: none"> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety 	<ul style="list-style-type: none"> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money 	<ul style="list-style-type: none"> Having choices and making decisions about my health Taking care of my environment My skills and interests 	<ul style="list-style-type: none"> Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills 	<ul style="list-style-type: none"> Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending 	<ul style="list-style-type: none"> Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community 	<ul style="list-style-type: none"> Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Year 6	<ul style="list-style-type: none"> Assertiveness Cooperation Safe/unsafe touches Positive relationships 	<ul style="list-style-type: none"> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping 	<ul style="list-style-type: none"> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) 	<ul style="list-style-type: none"> Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy 	<ul style="list-style-type: none"> Aspirations and goal setting Managing risk Looking after my mental health 	<ul style="list-style-type: none"> Coping with changes Keeping safe Body Image Sex education Self-esteem

Enrichment across
school

- -World Mental Health Day
- -Anti Bullying Week
- -Remembrance/Armistice Day
- -Black History Month
- -Children in Need
- -Safer internet day
- -Red Nose Day
- Bikeability (Y6)
- Sports Days
- Awareness Days: Down's Syndrome, Allergy Awareness, Neurodiversity Awareness
- Money Week: Careers Workshops, Dragon's Den (Y6)
- Healthy Minds Workshop
- Responsibilities: Recycling, Rotakids, Eco Champions, School Council, Kindness Ambassadors.

Progression of Skills

Skill	Reception	Year 1	Year 2
A-Autumn 1 Me and my relationships	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> recognise and be sensitive to the differences of others. name people who help me and describe ways to help others. talk about feelings and what can cause them. tell you which trusted adults ask for help. help a friend if they are sad or worried. 	<ul style="list-style-type: none"> Pupils Learn name different feelings and how they might make me behave. suggest ways of dealing with 'not so good' feelings and how to help others. recognise when I need help and who to ask. listen to others and wait my turn to speak. tell you which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> Pupils Learn: I understand we have different ways to express our feelings. express my feelings in a safe, controlled way. tell you some ways that get help, if I am being bullied and what do if someone teases me. tell someone how they are making me feel. give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
B-Autumn 2 Valuing Differences	<ul style="list-style-type: none"> celebrate our differences. talk about my family life. listen and be polite to what others tell me about their lives. be kind, caring and helpful to others. show good listening 	<ul style="list-style-type: none"> say ways in which people are similar as well as different. say why things sometimes seem unfair, even if they are not to me. talk about what bullying is. say ways to show kindness towards others. 	<ul style="list-style-type: none"> be respectful of those who are different to me. describe how someone can change someone's feelings. tell you why it is important to show good listening to people who think differently to me. name and suggest strategies to someone who feels left out. be kind and use kind words to my friends.
C Keeping Safe	<ul style="list-style-type: none"> tell you what my body needs to stay healthy. make safe decisions around medicines and things I don't know. name some things that can be dangerous inside and outside. tell you what is safe to play online and who to talk to if I feel worried. name the adults who keep me safe and when I might need their help. 	<ul style="list-style-type: none"> talk about the things my body needs to stay well (exercise, sleep, healthy foods) say what do if I have strong, but not so good feelings, to help me stay safe say 'no' to unwanted touch and ask for help from a trusted adult. say when medicines can be helpful or might be harmful. 	<ul style="list-style-type: none"> keep myself safe around medicines. explain that they can be helpful or harmful, and say how they can be used safely. say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. say what I do and don't like and who to ask for help. give some examples of safe and unsafe secrets and think of safe

		<ul style="list-style-type: none"> • tell you how to stay safe around medicine. 	<p>people who can help if something feels wrong.</p> <ul style="list-style-type: none"> • give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.
D Rights and Respect	<ul style="list-style-type: none"> • help my family. • help to clean and tidy my home and classroom. • tell you some ways to look after our world. • be kind to friends and others. • talk about looking after money. 	<ul style="list-style-type: none"> • wash my hands correctly. • name ways to look after my home and school. • look after a special person or thing. • tell you some things that money is spent on. • get help if someone has hurt themselves. 	<ul style="list-style-type: none"> • make choices that help me play and work well with others. • use some strategies when I feel upset or angry. • ask for help from a trusted adult. • name some ways look after my environment. • make choices with money.
E Being my Best	<ul style="list-style-type: none"> • keep trying if the way I choose doesn't work. • talk about the different types of feelings we have. • have a go at something new. • make my own healthy food choices. • make healthy sleep and exercise choices. 	<ul style="list-style-type: none"> • choose a healthy meal with different food groups. • be persistent when learning a new skill. • name a few different ideas of what do if I find something difficult. • help my friends when they fall out. • explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> • explain what happens when I learn something new. • explain how setting a goal or goals will help me to achieve what I want to be able to do. • explain how hand hygiene stops virus' and germs from spreading. • give examples of what do and give to my body to stay healthy. • name different parts of my body that are inside me and help to turn food into energy.
F Growing and Changing	<ul style="list-style-type: none"> • I can describe the life cycle of an animal. • I can describe how a baby grows to an adult and what they might need. • I can tell you some things about how babies are made. • I can tell you the scientific names for my body parts. • I can tell you the PANTS rule. 	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. 	<ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can name the human private parts that are used to make a baby. • I can talk about keeping private parts private.

		<ul style="list-style-type: none">• I can name the adults I can talk to at home and school if I need help.	
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Skill	Year 3	Year 4	Year 5
A- Autumn 1 Me and my relationship	Pupils statements <ul style="list-style-type: none"> • communicate my feelings and use this to try to manage my emotions. • collaborate with a team to achieve a goal. • accept I may not always agree with others. • listen and share my opinions respectfully. • say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends. 	Pupils Learn: <ul style="list-style-type: none"> • talk about how feelings change and be different for others. • read different emotions by a persons body language. • say 'no' in a calm and controlled way. • name some qualities or strategies that help team work. I am aware of others and their needs when working together • say what to do if I am, or a friend is, hurt or bullied by another person. • recognise the qualities of a healthy relationship. 	Pupils Learn: <ul style="list-style-type: none"> • be assertive to keep myself happy, healthy and safe. • use strategies to resolve arguments or disagreements. • reflect on my behaviour, attitudes and qualities. • I am aware of the warning signs that a relationship could be unhealthy or unsafe. • manage my emotional needs and any risks to them. • respond to emotions according to the situation and person.
B- Autumn2 Valuing Differences	<ul style="list-style-type: none"> • give examples of different types of family. I respect these differences. • give examples of different community groups and what is good about having different groups. • use respectful language and communication skills when discussing with others. • talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • suggest ways to deal with bullying and prejudice. 	<ul style="list-style-type: none"> • say how differences sometimes cause conflict but can also be something to celebrate. • begin to manage conflict by using negotiation and compromise. • suggest strategies for dealing with someone who is behaving aggressively. • demonstrate ways of showing respect to others' differences. • explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> • give examples of different faiths and cultures and positive things about having these differences. • explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • empathise with people who have been, and currently are, subjected to injustice, including through racism. • explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)

			<ul style="list-style-type: none"> reflect on how individual/group actions can impact on others in a positive or negative way.
C Keeping Safe	<ul style="list-style-type: none"> say what I could do to make a situation less risky or not risky at all. demonstrate strategies for dealing with a risky situation identify some key risks from and effects of cigarettes and alcohol. give examples of strategies for safe browsing online. identify personal information and when it is not appropriate or safe to share this. get help when an unsafe situation online occurs. 	<ul style="list-style-type: none"> demonstrate strategies for dealing with a risky situation give examples of people or things that might influence me to take risks and make decisions. give reasons for why most people choose not to smoke, or drink too much alcohol. explain what might happen if people take unsafe or inappropriate risks. identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> suggest what someone should do when faced with a risky situation. protect my personal information online. recognise disrespectful behaviour online. identify the risks in a specific situation (including emotional risks). discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. support someone who is being bullied.
D Rights and Respect	<ul style="list-style-type: none"> identify people who help me in different ways. spot 'facts' and 'opinions' to help me share ideas. make a plan. choose a method. identify different times and reasons to spend money. give examples of how people earn money. 	<ul style="list-style-type: none"> name some responsibilities and rights that I have. share ideas and make decisions that effect others. give my own opinion based on facts, opinions and other influences. give examples of how support others as a bystander. explain how others have a financial responsibility to their families and community. give examples of choices and decisions with money that will affect me. 	<ul style="list-style-type: none"> develop ideas and opinions based on a current issue. present these with a group. identify how the responsibilities of others impact me and my community. give examples of barriers that can stop others following their responsibilities. give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. give real examples of each that relate to me. suggest ways to spend and save money responsibly. explain some things about finance and money. name a

			person who deals with money in my community.
E Being my Best	<ul style="list-style-type: none"> • choose foods that make a balanced meal. • explain how washing hands can prevent infections spreading. • describe how food, water and air get into the body and blood. • set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> • say how being unique makes everyone special, different and valuable. • give examples of choices I make and the choices others make for me. • plan a healthy, balanced meal. • give examples of the ways people can look after their physical and mental wellbeing. • give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> • explain how one organ functions and how it contributes to the health of my body. • explain how choices relating to smoking and drinking can effect a persons health. • think of ways to improve a skill and the strategies that will help me do this. • name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • give examples of how I am independent and manage my own success.
F Growing and Changing	<ul style="list-style-type: none"> • I can explain what body space is and how it feels when someone is too close to me. • I can tell you some of the different relationships I have. • I can tell you what qualities a healthy positive relationship has. • I can describe how a girls and boys body will change when it reaches puberty. • I can tell you what happens to a womans body when the sperm does not meet the egg. 	<ul style="list-style-type: none"> • I can describe how change can make a person feel (both negative and positive). • I can explain why young people can have mixed up feelings when they go through puberty. • I can explain why puberty happens. • I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. • I can explain why some people choose to get married, have a civil ceremony or live together. 	<ul style="list-style-type: none"> • I can begin to manage challenging emotions by building my resilience. • I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict. • I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. • I can explain, using the correct vocabulary, the menstuation cycle and puberty changes and the products people might need. • I can give examples of feelings and emotions people have at times of change.

Skill	Year 6		
<p>A A- Autumn 1 Me and my relationship</p>	<ul style="list-style-type: none"> • work through challenges I have with my friends with respect, assertiveness and understanding. • give examples of negotiation and compromise. use these skills in practical situations. • I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. • use assertive behaviours to keep myself safe from peer influence or pressure. • explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 		
<p>B Valuing Differences</p>	<ul style="list-style-type: none"> • explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. • show respect to others by using verbal and non-verbal communication. • reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • describe how empathy can help people to be more tolerant and understanding of those who are different from them. • recognise how the media can reinforce gender stereotypes and begin to challenge this. 		
<p>C Keeping Safe</p>	<ul style="list-style-type: none"> • use safe, respectful and responsible behaviours and strategies when using social media. • give examples of how to safely share images online. • explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. 		

	<ul style="list-style-type: none"> • suggest positive ways to meet my emotional needs and how this impacts my behaviour. • begin to make decisions independently and responsibly. 		
D Rights and Respect	<ul style="list-style-type: none"> • tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. • discuss the reasons why people post online and the positive and negative effects relating to social media. • talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • describe how a group of people can make a change. reflect on my role in making a change in my community or environment. • suggest ways that help my environment. • give examples of why we need a democratic society and how laws keep us safe. 		
E Being my Best	<ul style="list-style-type: none"> • explain, giving examples, how manage my wellbeing using the five ways to wellbeing. • set goals so that achieve an aspiration. • tell you how overcome problems and challenges on the way to achieving my goals. • identify risk factors in a given situation • assess the level of risk and explain how a risk can be reduced. 		
F Growing and Changing	<ul style="list-style-type: none"> • I can name some of the feelings and emotions people have during change. • I can give examples of how someone could cope with or get support during puberty. • I can identify ways the media can create stereotypes and how this can affect how 		

	<p>someone can feel about their own body image.</p> <ul style="list-style-type: none">• I can explain how to stay safe when sharing images and information online.• I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.		
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