



PSHE Whole School Overview

All Saints C of E Primary School and Nursery



PSHE Statement of Intent:

Our intention is that when children leave All Saints primary school, 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 flourish, 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.

PSHE Curriculum Implementation:

PSHE is taught as an integral part of our curriculum and underpins our overall aims, values and ethos of our school. PSHE lessons are taught through a clear and comprehensive scheme of work in line with the National Curriculum and the statutory Health Education and Relationships Education guidance. Pupils from nursery to Year 6 are taught PSHE using 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) which is a spiral, progressive scheme of work with a whole school approach to wellbeing and mental health and a vision for 'all children to acquire the life skills needed to thrive'. At All Saints, we feel it is vital to tailor our PSHE curriculum to meet the needs of our school community and the wider community. We do this by carefully analysing the SDQ and Boxall profiles on a regular basis, listening to our pupils' voice through pupil discussions and health assessment questionnaires and using 'finger tips' to plan a meaningful and enriched PSHE curriculum. This is then reviewed annually and adapted as necessary to meet the needs of all children.

PSHE is taught through SCARF's six half termly themes with each year group studying the same unit at the same time (at their own level- see below):

Autumn 1- Keeping Myself Safe including Protective Behaviours, road safety and water safety

Autumn 2- Me and My Relationships

Spring 1- Growing and Changing including sex and health education

Spring 2- Valuing Difference

Summer 1 – Rights and Respect

Summer 2- Being my Best

It also identifies links to British Values, Protected characteristics and SMSC because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.







PSHE Curriculum Impact:

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
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
 - be able to understand and manage their emotions

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

Whole School PSHE/RSHE Overview

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Keeping Safe	Theme: Me and My Relationships	Theme: Growing and Changing	Theme: Valuing Difference	Theme: Rights and Respect	Theme: Being my Best
8 weeks	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
					
<p>Apart from Autumn term 1 please teach the lessons in any order depending on your class' needs.</p> <p>Recap Protective Behaviour Strategies daily – Review network at least every half term</p> <p>Use feelings language from Zones of Regulation on a daily basis</p> <p>Zones of Regulation feelings display in every classroom</p>					

Important Dates

<p>Black History Month</p> <p>World Mental Health Day- 10th October</p>	<p>Anti-Bullying Week 13th-17th November</p> <p>Odd Socks Day- 13th November</p> <p>Remembrance Day</p> <p>Road Safety Week – 14th November</p>	<p>Safer Internet Day-6th February</p>	<p>SATS</p>	<p>Visitor from SCARF into School</p> <p>Mental Health Week- 13th May</p>	<p>Transition Activities</p>
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Pastoral Interventions

Based on Boxall and SDQ assessments the following bespoke PSHE interventions take place across the school

<p>Reception- 'Time to talk' (small group)</p> <p>Reception to Year 6 Nurture for (identified pupils)</p> <p>Year 1 and 2 – Social skills group</p> <p>Year 3- Zones of Regulation (Transition whole class)</p> <p>Year 5- Social skills (small group)</p> <p>Year 5- Peer Mediation (3 days- 1 a week whole class)</p> <p>Year 6- 0-5 scale (whole Class)</p> <p>Play therapy for identified children</p>	<p>Reception- 'Time to talk' (small group)</p> <p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 1 and 2 -'Tabby and Tom cat' social skills small group</p> <p>Year 3- Zones of Regulation (transition/whole class)</p> <p>Year 5- Social skills (small group)</p> <p>Year 6- Fantastic Elastic (whole class)</p> <p>Play therapy for identified children</p>	<p>Reception to Year 6 -Nurture for (identified pupils)</p> <p>Year 2 –'Socially speaking' (small group)</p> <p>Year 5- Social skills (small group)</p> <p>Play therapy for identified children</p>	<p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 1 and 2– Social skills (small group)</p> <p>Year 5- Social skills (small group)</p> <p>Year 6 – mental health preparation for SATS (whole class)</p>	<p>Reception to Year 6- Nurture for (identified pupils)</p> <p>Year 2- Introduction to Zones of Regulation (whole class session)</p> <p>Year 4- peacemakers (10 weeks/whole class)</p> <p>Year 5- Social skills (small group)</p> <p>Year 6- Transition (after SATS/whole class)</p> <p>Key stage 2 -bike ability</p>	<p>Reception to Year 6 - Nurture for (identified pupils)</p> <p>Year 2- Introduction to Zones of Regulation (whole class session)</p> <p>Year 1 and 2 – Social skills (small group)</p> <p>Year 4- Peacemakers (whole class)</p> <p>Year 5- Social Skills (small group)</p> <p>Year 6- Transition (after SATS/whole class)</p> <p>Key stage 2- bike ability</p>
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Key:


Bold: Gaps in response to pupil's voice/needs using assessments, Year 6 health questionnaires and Finger tips data.

* **Protected Characteristics:** All children gain an understanding of the world they are growing up in, and learn how to live alongside and show respect for, a diverse range of people.

* **British Values:** Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.


Italics- skills covered from SCARF lesson but taught through a different lesson/activity eg peacemakers

	Autumn		Spring		Summer	
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Nursery *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1: School rules and zones of Regulation/talk through the display. Week 2: Growth mindset (<i>see resources on shared</i>) People who help me and keep me safe First Aid: Safety indoors and outdoors Road safety and water safety lessons	Anti-Bullying Week: Including everyone Marvellous me * I'm special * People who are special to me * First Aid: What's safe to go into my body	Growing and changing in nature When I was a baby Girls, boys and families *	Me and my friends ** Friends and family * Including everyone *	Looking after myself Looking after others Looking after my environment SCARF visit: Taking care of myself (<i>or teacher preference</i>)	What does my body need? Last PSED lesson: Growth Mindset: I can keep trying I can do it

Vocabulary Builder 	Safe Unsafe Rules Feelings Who can help? safety signs careful grown up labels tell clothing medicines tummy feelings playground cleaning products unsafe car-park water pavement food paint fresh air scissors glue trust address We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network My body Private	like special big feel feel small choose look colour head friends hug arms near legs far eyes sad ears love nose adopt mouth special days teeth quiet hands loud fingers help feet special toes	change grow change temperature bigger hear taller smell see adoption different special needs remember warmer seasons weather private parts penis vulva different families private places dolls and cars are for everyone	similar different friendship friend family special similar different kind sharing helping feelings	similar different helping family friends feelings classroom care tidy clean look after healthy snacks sugar germs wash hands fruit vegetables	food challenge water encourage exercise keep trying sleep get better at energy practice encourage keep trying challenge


	Private parts Secrets Safe secrets Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road					
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	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Reception *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1: School rules and zones of Regulation/talk through display Week 2: Growth Mindset (see resources on shared) Weeks 3-7: Introduction to Protective Behaviours (1 lesson a week) Week 8: First Aid: Safe indoors and outdoors EXTRA lessons: Road safety and water safety lessons (see resources on shared)	Anti-Bullying Week: I am a friend * All about me * What makes me special Me and my special people Who can help me? My feelings My feelings (2) First Aid: What's safe to go into my body (including medicines)	Life stages - plants, animals, humans * Where do babies come from?/_Life Stages: Human life stage - who will I be?/Getting bigger_ * First Aid: What's safe to go onto my body	I'm special, you're special * Same and Different ** Same and different families ** Same and different homes * I am caring *	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe SCARF Visit: All about me (or teacher preference)	Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep Last PSED lesson: Growth Mindset: Bouncing back When things go wrong

<p>Vocabulary Builder</p> 	<p>Rules Feelings keep clean sleep keep safe water food fresh air cuddle medicine chemist doctor grown up safe unsafe detective tummy feelings uncomfortable worried tell adult trust address We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets</p>	<p>special family practice favourite help effort same special people different</p>	<p>seasons growing baby spring life cycles child summer egg teenager autumn seed adult winter baby old age cycle grow change old young family baby child love teenager care adult tummy grow womb pregnancy families of different beliefs adoption private parts: penis vulva testicles vagina</p>	<p>special same likes different dislikes kind family favourite unkind new friend kindness friendship home</p>	<p>family friends working together look after responsibility help each other helpful be alone caring environment money litter shop save electricity buy safe place pollution cost recycling pay</p>	<p>bounce back try food encourage try again energy exercise grow sleep healthy wash fruit healthy vegetable dairy routine heart calm muscles sleep</p>
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	Safe secrets Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road		my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping) one parent families same sex families			
Subject Knowledge Process Knowledge or key skills	Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify ways to help others or themselves if they are sad or worried. Name ways to stay safe around medicines.	Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.	Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others.	Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves.	Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices.

	Identify who can help if they are sad, worried or scared.			Demonstrate skills in building friendships and cooperation.	Demonstrate building relationships with friends.	Name and recognise how healthy choices can keep us well.
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 1 *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1: School rules and zones of Regulation/talk through display SCARF lesson to support this: Why we have classroom rules * Week 2: Growth Mindset (see resources on shared) Weeks 3-7: Introduction to Protective Behaviours Week 8: First Aid: Basic First Aid EXTRA lessons: Road safety and water safety lessons (see resources on shared)	Anti-Bullying Week: SCARF Lesson: Unkind, tease or bully? How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Healthy me Taking care of a baby Then and now Who can help? (2) Harold loses Geoffrey	Same or different? * Our special people balloons Who are our special people? * It's not fair! *	Harold's wash and brush up Around and about the school Taking care of something * Harold's money How should we look after our money? Pass on the praise! Harold has a bad day SCARF Visit: My wonderful body (or teacher preference)	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Super sleep Inside my wonderful body Last PSHE lesson: Growth Mindset: SCARF Lesson: Harold learns to ride his bike
Vocabulary Builder	Rules Listening sleep feelings private consent rest	feelings body language responsibility emotions work together safe support	energy change caring food growing love water	same unkind rules different unkindness safe difference	behaviour environment needs consequences responsibility responsible special person	starchy healthy hygiene germs dairy fruit routine

	<p>worried trust safe entertainment grow nervous privates donating tired scared risks support harmful unsafe medicine feelings safe emotions harmful loss responsibility lost risk accident danger hazard kettle safe burn scald emergency privates private We all have the right to feel safe all the time We can talk with someone even if it feels awful or small</p>	<p>feelings hurt friendship behaviour help making up feelings heal teasing bully bullying behaviour</p>	<p>size attention air height needs oxygen needs exercise help sleep healthy unkind surprise unkindness secret tease uncomfortable teasing witness experience penis vulva hygiene help change sore doctor private places my body is mine (body autonomy)</p>	<p>tease fair respect fair special people unfair qualities kind feelings unkind bullying family special people</p>	<p>promise rules money cost bank bills coin spending note afford worth saving</p>	<p>disease protein vegetables clean hygiene fruit dairy spread vegetables meat vitamins sugar portion salt cereal learning praise organ practice support heart make mistakes feedback lungs confidence encourage intestines achievement feelings brain stomach oxygen digested dairy fruit vegetables sugar salt cereal</p>
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	We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road					meat
Subject Knowledge	Understand that classroom rules help everyone to learn and be safe;	Identify a range of feelings; Identify how feelings might make us behave:	Name major internal body parts (heart, lungs, blood, stomach,	Identify the differences and similarities between people;	Recognise the importance of regular hygiene routines;	Recognise the importance of fruit and


<p>Process Knowledge or key skills</p>	<p>Explain their classroom rules and be able to contribute to making these. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>	<p>Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.</p>	<p>intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>	<p>Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>	<p>Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people</p>
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	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 2 *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1: School rules and zones of Regulation/talk through display SCARF lesson to support this: Our ideal classroom * Week 2: Growth Mindset (see resources on shared) Weeks 3-7: Introduction to Protective Behaviours Week 8: First Aid: Harold's picnic EXTRA lessons: Road safety and water safety lessons (see resources on shared)	Anti-Bullying Week: SCARF lesson: Types of bullying /Bullying or teasing? Being a good friend Getting on with others * My special people An act of kindness * When someone is feeling left out * First Aid- Basic first aid	Haven't you grown! My day Harold's postcard helping us to keep clean and healthy Harold's bathroom My body needs...	What makes us who we are? * A helping hand Sam moves away Harold saves for something special	Zones of Regulation which will include the following skills: How are you feeling today? How do we make others feel? Solve the problem SCARF Visit: Feelings (or teacher preference)	Zones of Regulation which will include the following skills: Recognising my own and others' feelings When I feel like erupting Last PSHE lesson: Growth Mindset: SCARF lesson: You can do it!
Vocabulary Builder 	Rules sleep safe medicines unsafe safety feelings worried getting help touch surprise feelings hurt	feelings showing feelings caring help friendly bullying friendship repeated help teasing don't do that regular first aid	change growing support food feelings penis emotions sleep testicles care vulva nipples change	unique special people feelings respect help support supportive change loss emotions frightened nervous money	Feelings Showing feelings Help Behaviour Calm Aggressive Solve Listening Being listened to Problem	Feelings Control Erupt Practice Encourage Goal Achieve Challenge

	secret uncomfortable tell sleep medicines safety help ask for help We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Safe places Canal Water Safety Lake River Risk Danger Hazard Edge Think	risk accident danger hazard kettle safe burn scald accident emergency responsibility share help take turns listen special kind kindness unkind feelings cooperate	private parts forward looking my body is mine (body autonomy) making choices asking permission womb private privacy consent permission pregnancy choices healthy unhealthy injection disease achieve hygiene germs teeth brain oxygen dental heart hygiene lungs food stomach exercise rest food water	spending saving		
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	Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road					
Subject Knowledge Process Knowledge or key skills	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify the types of touch they like and do not like; Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them;	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both Unacceptable ways of behaving. Recognise that friendship is a special kind of relationship;	Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission;	Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings;	Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money;	Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread;


	<p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>Identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help.</p>	<p>Give examples of different types of private information.</p>	<p>Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Describe how food, water and air get into the body and blood.</p>
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
<p>Year 3</p> <p>*Online Safety: Taught through Kapow lessons</p> <p>*Please review networks half termly*</p>	<p>Week 1: School rules and zones of Regulation</p> <p>Week 2: Growth Mindset (see resources on shared)</p> <p>Weeks 3-7: Introduction to Protective Behaviours</p>	<p>Anti-Bullying Week: SCARF Lesson: Let's celebrate our differences **</p> <p>Zones of Regulation which will include the following skills:</p> <p><i>As a rule *</i></p>	<p>My changing body</p> <p>My special pet</p> <p>Looking after our special people</p> <p>Dan's dare</p> <p>Friends are special</p>	<p>Family and friends *</p> <p>My community Respect and challenge</p> <p>Our friends and neighbours *</p>	<p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p>	<p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold For or against?</p> <p>Body team work</p> <p>I am fantastic! *</p>

	EXTRA lessons: Road safety and water safety lessons (see resources on shared) WL teach Zones of Regulation weekly (2 PSHE lessons a week)	<i>How can we solve this problem?</i> <i>Thunks</i> First Aid lesson 1: Help or harm?		Zeb * First Aid lesson 2: Basic first aid	Harold's environment project Can Harold afford it? Earning money Let's have a tidy up SCARF Visit: Meet the Brain <i>(or teacher preference)</i>	Getting on with your nerves! Alcohol and cigarettes: the facts Last PSHE lesson: Growth Mindset: SCARF lesson: Top talents!
Vocabulary Builder 	rules trust danger (dangerous) risk safe risk (risky) safer unsafe feelings consequence unsafe stop secret body space private surprise trust uncomfortable scared excited worried	First aid Kettle Burn Danger Accident Risk Emergency Hazard Similarities Differences Name calling Bullying Rules Safety Conflict Point of view Continuum Opinions Respectful Courteous Challenging	Relationships positive healthy caring angry respect upset touch jealous talk egg sperm puberty period ovary fallopian tube uterus (womb) lining vagina scald	feelings community belonging similarities differences respect identity respect family cooperation adoption listening skills fostering politeness same-sex couple courtesy blended family manners similarities prejudice differences	helper fact safe helper responsible healthy fact opinion volunteer income earning environment saving waste environment spending	balanced diet infection intestine proteins cleanliness vessels muscles hygiene veins dairy rest arteries teeth sleep lungs bones water liver starchy carbohydrates medicine

	We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant	friendship conflict cooperate strategies responsibility	period/menstruation pad accident tampon emergency breasts genitals testicles womb penis mammals fertilise birth hips periods spots sweat pubic hair cervix menstrual cycle fertilise menstruation pregnant fertilised egg responsibility care loss compromise falling out friendships making up date persuade feelings strategies point of view calm apologise listen	disability identity gender respect race colour sexuality		energy drug fruit & veg dose healthy safety instructions debate goals goal-setting collaboration discussion ambitions talents cooperation continuum improve skills teamwork courteous achieve intelligence respectful justify medicines risk decisions drugs risks harmful cigarettes strategies helpful nicotine alcohol
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	Community Alert Road					
Subject Knowledge Process Knowledge or key skills	<p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Express opinions and listen to those of others; Consider others' points of view;</p>	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p>	<p>Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>	<p>Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending';</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on</p>

		<p>Practise explaining the thinking behind their ideas and opinions.</p> <p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>		<p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>television/in the media.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p>
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	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 4 *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1- School rules and zones of Regulation/ SCARF lessons: Different feelings * How do we make a difference? Week 2-Growth Mindset: See resource folder Weeks 3-7- Introduction to Protective behaviours Week 8- First Aid lesson 1: Medicines: check the label EXTRA lessons: Road safety and water safety lessons (see resources on shared)	Anti- Bullying Week: SCARF lesson: Under pressure Ok or not ok? (part 1) Ok or not ok? (part 2) Who helps us stay healthy and safe? Friend or acquaintance? What would I do? * Basic first aid	All change! My feelings are all over the place! Together * Preparing for changes at puberty SCARF Hotel	Logo quiz – environment That is such a stereotype! Danger, risk or hazard? Know the norms Harold's expenses/ Why pay taxes?	Peacemakers which will include the following skills: Safety in numbers Can you sort it? * Human machines How dare you! SCARF Visit: It's great to be me (or teacher preference)	Peacemakers which will include the following skills: Making choices Harold's Seven Rs My school community Last PSHE lesson: Growth Mindset: SCARF lesson: What makes me ME!
Vocabulary Builder 	Safe Unsafe Body space Choices Rules facial expressions body language Secret Sad scared frightened petrified terrified	Unkind Tease Bully Unkind Pressure collaborate positive, healthy relationship friendly collaboration respect qualities excluded	learning line compromise puberty practice hormones pubic hair eggs feelings sperm independence penis conflict testicles	Environment Conservation negotiation similarities stereotype sharing compromise apologise differences acquaintances body space invade respect	Anti-social behaviour Witness Negotiation Compromise Collaborate Collaboration Team work Collaborative Consequences	Choices Individual Unique balanced diet refuse unique reduce re-use rot recycle repair re-think community


	bothered unhappy pressure devastated independent miserable distressed lonely alone ignored isolated Physical effects Surprise Feelings Uncomfortable feelings danger persevere dangerous assertive risk risky hazard hazardous medicine We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts	rude aggressive teamwork consequences face-to-face assertive compromise negotiate friendly aggressive respectful being responsible reliable trustworthy sharing apologise first aid minor injury accident emergency blood nose bleed choking breathing airway unresponsive casualty burn wound recovery scald	breasts ovaries womb vagina vulva clitoris labia semen legal age of consent marriage endometrium (uterus lining) foetus headache stomach ache cramps puberty menstrual cycle eggs periods menstruation period/menstruation pad tampons testicles sperm semen hips periods spots sweat genitals pubic hair voice deepens testicles ovaries penis breasts vagina	danger dangerous risk hazard hazardous choices social norm expenditure respectful essential courteous income tax national insurance VAT deductions public services democracy trustworthy rules laws rights responsibility United Nations income	volunteer connect be active healthy
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	Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road		fallopian tube cervix lining of the uterus pads wellbeing balanced diet mental health			
Subject Knowledge Process Knowledge or key skills	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Describe stages of identifying and managing risk;	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe;	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices

	<p>Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will;</p>	<p>space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to</p>	<p>Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that comewith these. Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing</p>	<p>others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. Understand some of the key risks</p>
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			<p>Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>others' differences. Understand and identify stereotypes, including those promoted in the media.</p>	<p>outcomes of situations by their actions. Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>	<p>and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p>
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	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 5 *Online Safety: Taught through Kapow lessons *Please review networks half termly*	Week 1: School rules and zones of Regulation/talk through the display. SCARF lesson: How are they feeling? Weeks 2-5: Introduction to Protective behaviours EXTRA lessons: Road safety and water safety lessons (see resources on shared) 3 lessons on peer mediation Which will include the following skills: Growth mindset <i>Give and take</i> <i>Collaboration Challenge!</i> How good a friend are you?	First Aid lesson: Basic first aid including sepsis Anti-bullying Week: SCARF lesson: Spot bullying Stop, start, stereotypes * Relationship cake recipe Being assertive Our emotional needs	Growing up and changing bodies Changing bodies and feelings Dear Hetty Qualities of friendship Happy being me *	What's the story? Fact or opinion? Rights, respect and duties Mo makes a difference Spending wisely	Lend us a fiver! Local councils Thinking' about habits Would you risk it? Vaping- healthy or unhealthy? Drugs: true or false? Smoking: what is normal? SCARF Visit: Friends (or teacher preference)	It all adds up! My school community (2) Independence and responsibility Ella's diary dilemma Star qualities? Last PSHE lesson: Growth Mindset: SCARF lesson: Different skills
Vocabulary Builder	Wellbeing Resilience collaborate negotiation compromise conflict resolution insensitive	Life skill Sepsis prejudice biological sex sexual orientation gender identity gender expression verbal abuse	puberty genitalia semen menstruation period period/menstruation pads tampon	responsibility fact voluntary group rights costs opinion community group wages	borrow public services loan council credit vote debit elections	organs perseverance community body systems commitment school community resilience determination

	<p>sensitive We all have the right to feel safe all the time We can talk with someone even if it feels awful or small We use the correct body part names Early warning signs Network Safe Unsafe Feelings My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Confidentiality Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive</p>	<p>physical abuse unhealthy relationship verbal abuse physical abuse sexual abuse uncomfortable touching unsafe bullying prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse emotions emotional needs assertive passive aggressive</p>	<p>managing feelings pubic hair clitoris vulva vaginal opening urinary opening lips (labia) penis menstruation cup period protection sweat washing body confidence emotions spots hair removal body autonomy vaginal discharge involuntary erections wet dreams body odour hormones hydration exercise sleep breast development hips widen height gain periods pubic hair menstruation genitalia deodorant shower gel tissues washing powder spot cream facial wash period products</p>	<p>biased pressure (action) group duties salaries unbiased rent Fair Trade</p>	<p>interest councillors substance risk taking habit drugs stimulant assertive addiction cigarettes alcohol norms perception</p>	<p>patience interpersonal skills independence personal qualities responsibility celebrities dare pressure resist pressure</p>
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	Green cross code Vigilant Community Alert Road		separation fostered friendships talking listening excluded discrimination prejudice			
	<p>Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p>	<p>Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p>	<p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them;</p>

		<p>or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p>	<p>Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines;</p>
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	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 6 *Online Safety: Taught through Kapow lessons *Please review networks half termly*	LE teach: Week 1- School rules and zones of Regulation Week 2-Growth Mindset: See resource folder Weeks 3-7: Introduction to Protective behaviours Week 8- First Aid lesson 1- Basic First Aid including Sepsis EXTRA lessons: Road safety and water safety lessons (see resources on shared) Nurse visit – Vaping lesson School Elections: Democracy in Britain 1 – Elections/ Democracy in Britain 2 - How (most) laws are made **	LE teach: Anti-Bullying Week: SCARF Lesson: OK to be different Don't force me! * WL teach: Fantastic Elastic Brain whole class: <i>Assertiveness skills</i> <i>Acting appropriately</i> <i>Growth mind-set</i> <i>How the brain helps you learn</i> <i>Feelings</i> <i>Physical movement</i> <i>Exercise</i> <i>Helping you to learn</i>	LE teach: I look great! Is this normal? * Making babies * Media Manipulation * WL teach: Pre SAT's whole class: <i>Managing change</i> <i>Helpful or unhelpful?</i> <i>Anxiety</i> <i>Ways of managing stress and anxiety</i> <i>Mental health</i> <i>Growth mind-set</i> <i>Sleep</i> <i>Healthy eating</i> <i>Exercise</i>	WL teach: Pre SAT's whole class: <i>We have more in common than not</i> <i>Respecting differences</i> <i>Tolerance and respect for others</i> <i>Advertising friendships!</i> <i>Boys will be boys?</i> <i>- challenging gender stereotypes</i>	LE teach: What's it worth? Jobs and taxes Happy shoppers – caring for the environment WL teach: Transition whole class: <i>Wellbeing</i> <i>Feelings</i> <i>Friendships</i> <i>Recognising others feelings</i> <i>Role models</i> <i>Relationships</i>	LE teach: What's the risk? (1) What's the risk? (2) What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Rat Park WL teach: Transition whole class: *Growth mind-set lesson is taught by WL

Vocabulary Builder



WL teach: 0-5 scale
whole class session:
Feelings
Emotions
Strategies to emotions

Wellbeing
We all have the right to
feel safe all the time
We can talk with
someone even if it feels
awful or small
We use the correct body
part names
Early warning signs
Network
Safe
Unsafe
Feelings

Bystander
Unique
Witness
Positive feedback
Confidence
Self-esteem
Tease
Bully
Friendship
Marriage
Civil partnership
Illegal
Forced marriage

Body image
Self esteem
Manipulation
Gender stereotype
Stereotype
puberty
physical changes
emotional changes
rights
FGM
periods
mood swings
spots

Savings
Bank
Junior ISA
Interest
Debit card
Cash
Value
Tax
Income tax
VAT
Public services
Environmentally
sustainable

Assessing risk
Weigh up
Dilemma
Choices
Influence
Drug
Legal
Illegal
Medical
Non-medical
Drug law
Age restrictions
Possess

	My body Private Private parts Secrets Safe secrets Unsafe secrets Tell Network review Responsibility Right Confidentiality Canal Water Safety Lake River Risk Danger Hazard Edge Think Stop Look Listen Wait Arrive Green cross code Vigilant Community Alert Road democracy election manifesto candidate voting policies voting booth ballot slip	Emotions Emotional needs Friendship Talking Listening skills Respect Listening	voice deepening period products vulva identity manage emotions hormones physical changes feeling funny start to have questions about sex friends independence egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent miscarriage conception condom consensual relationship hug feeling implant pregnancy birth health labour	Compositing Recycling Energy Materials Waste Transport Shop local Food miles Fair trade Reuse Collaborate Negotiation Compromise Conflict Resolution	Alcohol Short term effects Long term effects Risks Norms Supply Produce Penalties Habit Addiction Emotional needs Aspirations Goals Perseverance
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	ballot box constituencies House of Commons MP proposal debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent Red cross First aid Emergency 999 Ambulance Operator Information Serious Adult Scenario Script Role Feelings Panic Calm Responsive Unresponsive Non-verbal Face to face Body language Tone of voice		muscles cervix hips widen wet dreams erections sexual intercourse loving relationship cells semen ejaculate hormones menstrual cycle ripen lining of womb mature egg ovulation fallopian tube fertilisation uterine lining period How a baby is born vocabulary Sexual orientation Gender identity Gender expression		
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	<p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and Compromising within a collaborative task.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied . Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>	<p>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Identify qualities that people have, as well as their looks. Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p>	<p>Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>. Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more</p>	<p>Identify aspirational goals; Describe the actions needed to set and achieve these. Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.</p>
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