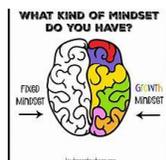


Being my best

Children learn about keeping healthy and growth mindset. They set goal and learn about achievement.



PSHCE (Lifeskills) 2019-2020

Me and my relationships

Children learn about their feelings and emotions. They discuss how to resolve conflicts and how important it is to have friendships.



Keeping myself safe

Children learn to keep themselves safe in and out of school. This includes aspects of Relationships education. We also pair this with Road Safety Education.



We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

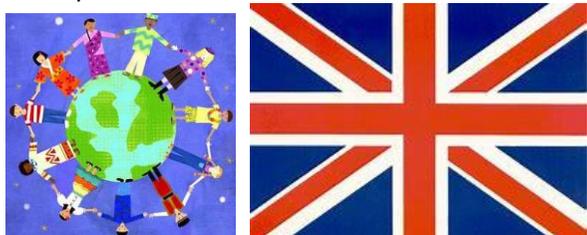
Rights and Responsibilities

In this unit the children will learn about being responsible with money and looking after the wider world and the environment.



Valuing Difference

In this unit the children learn to respect differences between people. We focus on British Values and also use books that challenge homophobia



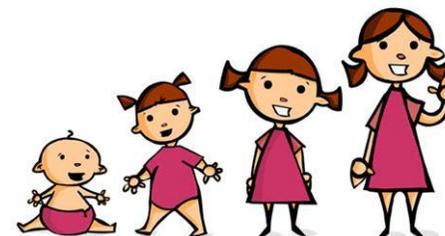
Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We follow the PSHE Association Programme of Study in our PSHCE (Life Skills) lessons. Further information can be found here:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5>.

Growing and Changing

Children will learn how their body changes as they grow up. This includes RSE focused lessons.



	Autumn Term	Spring Term	Summer Term
Nursery	<p>PSED Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child</p> <p>PSED : Self confidence and self awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>PSED Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>PSED Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>PSED : Self confidence and self awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>PSED Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>PSED Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>PSED : Self confidence and self awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>PSED Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>
Reception	<p>SCS – Confident to speak to others about own needs, wants, interests and opinions.</p> <p>MFB– Aware of boundaries set, and of behavioural expectations of the setting.</p> <p>MFB - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>MFB - Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>MFB - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (MR)</p> <p>MR - Initiates conversations, attends to and takes account of what others say.</p> <p>MR - Explains own knowledge and understanding, and asks appropriate questions of others. (U)</p> <p>SCSA - Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>MFB - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>MFB- ELG 2 <i>They work as part of a group or class, and understand and follow the rules.</i></p> <p>MR- ELG 3 <i>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i></p> <p>MR - Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>MR ELG 1 - <i>Children play co-operatively (BI), taking turns with others.</i></p> <p>MR ELG 2 -<i>They take account of one another's ideas about how to organise their activity.</i></p> <p>MFB - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (MR3)</p> <p>MFB - ELG 2 They work as part of a group or class, and understand and follow the rules.</p>	<p>MFB ELG 2 They work as part of a group or class, and understand and follow the rules.</p> <p>MR ELG 3 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>MFB - ELG 1 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>MFB - ELG 2 They work as part of a group or class, and understand and follow the rules.</p>

	<p>SCSA - Can describe self in positive terms and talk about abilities.</p>	<p>MR - ELG 3 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. MR - Takes steps to resolve conflicts with other children, e.g. finding a compromise. (MFB) MR- ELG 1 Children play co-operatively (B16), taking turns with others. MR- ELG 2 They take account of one another's ideas about how to organise their activity.</p>	
<p>Year 1</p>	<p>H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. H4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. R7. To offer constructive support and feedback to others. L1. How they can contribute to the life of the classroom and school. L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. R1. To communicate their feelings to others, to recognise how others show feelings and how to respond. R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). L4. That they belong to various groups and communities such as family and school. R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. R6. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. H14. About the ways that pupils can help the people who look after them to more easily protect them. H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). H11. That household products, including medicines, can be harmful if not used properly. R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). H6. The importance of and how to maintain personal hygiene. L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>R8. To identify and respect the differences and similarities between people. R13. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong. H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. H8. About the process of growing from young to old and how people's needs change. H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring</p>

<p>Year 2</p>	<p>H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. H8. About the process of growing from young to old and how people's needs change. H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring L1. How they can contribute to the life of the classroom and school L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. R1. To communicate their feelings to others, to recognise how others show feelings and how to respond R13. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. H4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>H11. That household products, including medicines, can be harmful if not used properly. H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. H14. About the ways that pupils can help the people who look after them to more easily protect them. H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p>	<p>R8. To identify and respect the differences and similarities between people. R2. To recognise that their behaviour affects other people. R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. L4. That they belong to various groups and communities such as family and school. R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong. R6. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7. To offer constructive support and feedback to others. H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). H8. About the process of growing from young to old and how people's needs change. H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring. H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'. H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<p>Year 3</p>	<p>L1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.# R11. To work collaboratively towards shared goals. H1. What positively and negatively affects their physical, mental and emotional health.</p>	<p>H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. R7. That their actions affect themselves and others. H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'. H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate</p>	<p>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. L9. What being part of a community means and about the varied institutions that support communities locally and nationally. R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>

	<p>H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>R11. To work collaboratively towards shared goals.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>R15. To recognise and manage 'dares'.</p> <p>L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>L17. To explore and critique how the media present information</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>L17. To explore and critique how the media present information.</p> <p>H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>L17. To explore and critique how the media present information.</p>	<p>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>H18. How their body will, and emotions may, change as they approach and move through puberty.</p> <p>H19. About human reproduction.</p> <p>L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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<p>Year 4</p>	<p>H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H1. What positively and negatively affects their physical, mental and emotional health.</p> <p>H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>R1. To recognise and respond appropriately to a wider range of feelings in others. R11. To work collaboratively towards shared goals.</p> <p>H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>H1. What positively and negatively affects their physical, mental and emotional health.</p> <p>H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>R7. That their actions affect themselves and others.</p> <p>H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>R15. To recognise and manage 'dares'.</p> <p>H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>LWW3. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>LWW4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>L1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>L17. To explore and critique how the media present information.</p> <p>L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>L17. To explore and critique how the media present information.</p> <p>R16. To recognise and challenge stereotypes.</p> <p>H18. How their body will, and emotions may, change as they approach and move through puberty.</p> <p>H19. About human reproduction.</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret</p> <p>R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p> <p>L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>
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<p>Year 5</p>	<p>H1. What positively and negatively affects their physical, mental and emotional health.</p> <p>H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>L9. What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>R1. To recognise and respond appropriately to a wider range of feelings in others.</p> <p>H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>R11. To work collaboratively towards shared goals.</p>	<p>H16. What is meant by the term 'habit' and why habits can be hard to change.</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). R15. To recognise and manage 'dares'.</p> <p>HW13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>own, use and give to others.</p> <p>H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>R16. To recognise and challenge stereotypes.</p> <p>L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>R7. That their actions affect themselves and others.</p> <p>H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>H18. How their body will, and emotions may, change as they approach and move through puberty.</p> <p>H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>R7. That their actions affect themselves and others.</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>
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Year 6	<p>H1. What positively and negatively affects their physical, mental and emotional health.</p> <p>H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>R11. To work collaboratively towards shared goals.</p> <p>R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>HW14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H16. What is meant by the term 'habit' and why habits can be hard to change.</p> <p>H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>L17. To explore and critique how the media present information.</p> <p>L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are</p>	<p>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>R16. To recognise and challenge stereotypes.</p> <p>H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>L17. To explore and critique how the media present information.</p> <p>H1. What positively and negatively affects their physical, mental and emotional health.</p>

	<p>H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>R1. To recognise and respond appropriately to a wider range of feelings in others.</p> <p>R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p> <p>R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>needed in different situations and how to take part in making and changing rules.</p> <p>L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p>HW14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>H18. How their body will, and emotions may, change as they approach and move through puberty.</p> <p>H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>R9. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>H19. About human reproduction.</p> <p>H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>L3. To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>L9. What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>L4. That these universal rights are there to protect everyone and have primacy both over national law, and family and community practices.</p>
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