



PSHE skills/knowledge map 2022-23

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	My Special Family	Christmas is coming	Traditional Tales	Colours Everywhere	People who help us	Journeys and Transport
Reception Skills/Knowledge	<p>PSED Making Relationships Can play in a group, extending and elaborating play ideas eg. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>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.</p> <p>Welcomes and values praise for what they have done.</p>	<p>PSED Making Relationships Can play in a group, extending and elaborating play ideas eg. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>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.</p> <p>Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</p>	<p>Making Relationships Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Managing Feelings and behaviour</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Making Relationships Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Managing Feelings and behaviour</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Making Relationships ELG- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Managing Feelings and behaviour</p> <p>ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Making Relationships ELG- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Managing Feelings and behaviour</p> <p>ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>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.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>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.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Self confidence and self awareness</p> <p>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>Aware of the boundaries set, of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Self confidence and self awareness</p> <p>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>Aware of the boundaries set, of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Self confidence and self awareness</p> <p>ELG- 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Self confidence and self awareness</p> <p>ELG- 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
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Year 1 Topic	Physical health and wellbeing: Fun times	Keeping safe and managing risk: Feeling safe	Identity, society and democracy: Me and others	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Mental health and wellbeing: Feelings	Careers, financial capability and economic wellbeing: My money
<p>Year 1 Skills/Knowledge</p> <p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><u>Pupils learn about food that is associated with special times, in different cultures</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the food and drinks associated with different celebrations and customs can identify what makes their home lives similar or different to others, including the food they eat understand why food eaten on special days may be different from everyday foods <p><u>Pupils learn about active playground games from around the world</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can describe how to play different active playground games can recognise how active playground games make them feel can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p><u>Pupils learn about sun-safety</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the effects of too much sun on the body can describe what people can do to protect their bodies from being damaged by the sun know what they will need and who to ask for help if they going out in strong sun <p>about safe and unsafe exposure to the sun, and how</p>	<p><u>Pupils learn about safety in familiar situations</u></p> <p>Pupils</p> <ul style="list-style-type: none"> recognise the difference between 'real' and 'imaginary' dangers understand that there are situations when secrets should not be kept know to tell a trusted adult if they feel unsafe <p>how to ask for advice or help for self and for others, and to keep trying until they are heard.</p> <p><u>Pupils learn about personal safety</u></p> <p>Pupils</p> <ul style="list-style-type: none"> recognise the difference between good and bad touches understand there are parts of the body which are private know who they can go to, what to say or do if they feel unsafe or worried <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. (Link to touches)</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Pupils learn about people who help keep them safe outside the home</u></p> <p>Pupils</p>	<p><u>Pupils learn about what makes themselves and others special</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can recognise some of the things that make them special can describe ways they are similar and different to others understand that everyone has something about them that makes them special <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><u>Pupils learn about roles and responsibilities at home and school</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can identify the different roles of people at home and school can solve simple dilemmas about taking responsibility can explain why it is important to take responsibility at school and at home (including looking after the local environment) <p><u>Pupils learn about being co-operative with others</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom can challenge unhelpful behaviour in a positive way understand how their behaviour can affect other <p>the importance of self-respect and how this links to their own happiness.</p> <p>that most friendships have ups and downs, and that these can</p>	<p><u>Pupils learn about what can go into bodies and how it can make people feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> are able to recognise that different things that go into bodies can make people feel good or not so good can identify whether a substance might be harmful to take in know how to ask for help if they are unsure whether something should go into the body <p><u>Pupils learn about what can go on to bodies and how it can make people feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know that substances can be absorbed through the skin are able to recognise that different things that people put on to bodies can make them feel good or not so good can state some basic safety rules for things that go on to the body 	<p><u>Pupils learn about different types of feelings</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can name different feelings (including good and not-so-good feelings) recognise that people may feel differently about the same situation can identify how different emotions look and feel in the body <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><u>Pupils learn about managing different feelings</u></p> <p>Pupils</p> <ul style="list-style-type: none"> recognise that some feelings can be stronger than others can describe some ways of managing different feelings know when to ask for help <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><u>Pupils learn about change or loss and how this can feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) can describe how people might feel when there is a change or loss recognise what they can do to help themselves or someone else who may be feeling unhappy 	<p><u>Pupils learn about where money comes from and making choices when spending money</u></p> <p>Pupils</p> <ul style="list-style-type: none"> understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) recognise that people make choices about what to buy understand that they may not always be able to have all the things they want <p><u>Pupils learn about saving money and how to keep it safe</u></p> <p>Pupils</p> <ul style="list-style-type: none"> understand why people might want to save their money can say how it feels to save for something you really want recognise where money is stored to keep it safe and some places are safer than others <p><u>Pupils learn about the different jobs people do</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know that there are a range of jobs that people can do recognise that both men and women are able to do a range of jobs understand that having a job means people can earn money

	<p>to reduce the risk of sun damage</p> <ul style="list-style-type: none"> • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>		<p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>
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Year 2 Topic	Physical health and wellbeing What keeps me healthy?	Mental health and wellbeing: Friendship	Sex and relationship education: Boys and girls, families	Keeping safe and managing risk: Indoors and outdoors	Drug, alcohol and tobacco education: Medicines and me
<p>Year 2 Skills/Knowledge</p> <p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><u>Pupils learn about eating well</u> Pupils</p> <ul style="list-style-type: none"> • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health) <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p><u>Pupils learn about the importance of special people in their lives</u> Pupils</p> <ul style="list-style-type: none"> • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p><u>Pupils learn to understand and respect the differences and similarities between people</u> Pupils</p> <ul style="list-style-type: none"> • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Pupils learn about the biological differences between male and female animals and their role in the life cycle</u> Pupils</p> <ul style="list-style-type: none"> • know that female mammals give birth and nurse their young • can describe the biological differences between male and female 	<p><u>Pupils learn about keeping safe in the home, including fire safety</u> Pupils</p> <ul style="list-style-type: none"> • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><u>Pupils learn about keeping safe outside</u> Pupils</p> <ul style="list-style-type: none"> • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe 	<p><u>Pupils learn why medicines are taken</u> Pupils</p> <ul style="list-style-type: none"> • understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill • know that medicines come in different forms • recognise each medicine has a specific use <p><u>Pupils learn where medicines come from</u> Pupils</p> <ul style="list-style-type: none"> • know that medicines can be prescribed by a doctor or bought from a shop or pharmacy • know when medicines might be used and who decides which medicine is used • understand that there are alternatives to taking medicines, and when these might be helpful <p><u>Pupils learn about keeping themselves safe around medicines</u></p>

Pupils learn about the importance of physical activity, sleep and rest

Pupils

- can describe some ways of being physically active throughout the day
 - explain why it is important to rest and get enough sleep, as well as be active
- understand that an hour a day of physical activity is important for good health

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

the characteristics and mental and physical benefits of an active lifestyle.

Pupils learn about making friends and who can help with friendships

Pupils

- understand how people might feel if they are left out or excluded from friendships
- recognise when someone needs a friend and know some ways to approach making friends
- know who they can talk to if they are worried about friendships

practical steps they can take in a range of different contexts to improve or support respectful relationships.

Pupils learn about solving problems that might arise with friendships

Pupils

- can identify some ways that friendships can go wrong
- can describe some ways to sort out friendship problems
- recognise that difficulties within friendships can usually be resolved

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- understand that the creation of life requires a male and female

Pupils learn the biological differences between male and female children

Pupils

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

Pupils learn about growing from young to old and that they are growing and changing

Pupils

- can identify key stages in the human life cycle
- understand some ways they have changed since they were babies
- understand that all living things including humans start life as babies

Pupils learn that everybody needs to be cared for and ways in which they care for others

Pupils

- understand that we all have different needs and require different types of care
- identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Pupils learn about different types of family and how their home-life is special

Pupils

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should

- understand the importance of always telling someone where they are going or playing

Pupils learn about road safety

Pupils

- can identify hazards in relation to road safety
- are able to explain how to cross the road safely
- recognise that there are rules in relation to road safety for all road users

The importance of permission-seeking and giving in relationships with friends, peers and adults

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Pupils

- understand that medicines comes with instructions to ensure they are used safely
- know some safety rules for using and storing medicines
- recognise that medicines can be harmful if not taken correctly

Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Pupils

- know what asthma is and how it can affect people
- can recognise the symptoms of an asthma attack
- understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack

about personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

			respect those differences and know that other children's families are also characterised by love and care for them.		
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Year 3 Topic	Drug, alcohol and tobacco education: Tobacco is a drug	Keeping safe, managing behaviour and risk: Bullying – see it, say it, stop it	Mental health and wellbeing: Strengths and challenges	Identity, society and democracy Celebrating difference	Careers, financial capability and economic wellbeing: Saving, spending and budgeting	Physical health and wellbeing: What helps me choose?
<p>Year 3 Skills/Knowledge</p> <p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><u>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</u> Pupils</p> <ul style="list-style-type: none"> • are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug <p><u>Pupils learn about the effect and risks of smoking tobacco and second-hand smoke</u> Pupils</p> <ul style="list-style-type: none"> • know the effects and risks of smoking and of second-hand smoke on the body • can express what they think are the most important benefits of remaining smoke free • recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke <p><u>Pupils learn about the help available for people to remain smoke free or stop smoking</u> Pupils</p> <ul style="list-style-type: none"> • know about some of the support and medicines that people might use to help them stop smoking • can explain what they might say or do to help someone who wants to stop smoking • understand that there are benefits for people who choose to stop smoking but that it can be hard for 	<p><u>Pupils learn to recognise bullying and how it can make people feel</u> Pupils</p> <ul style="list-style-type: none"> • are able to define what is meant by 'bullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable <p><u>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</u></p> <p><u>Pupils learn about different types of bullying and how to respond to incidents of bullying</u> Pupils</p> <ul style="list-style-type: none"> • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help <p><u>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</u></p> <p><u>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</u></p>	<p><u>Pupils learn about celebrating achievements and setting personal goals</u> Pupils</p> <ul style="list-style-type: none"> • explain how it feels to be challenged, try something new or difficult • can plan the steps required to help achieve a goal or challenge • are able to celebrate their own and others' skills, strengths and attributes <p><u>Pupils learn about dealing with put-downs</u> Pupils</p> <ul style="list-style-type: none"> • explain what is meant by a put-up or putdown and how this can affect people • can demonstrate a range of strategies for dealing with put-downs • recognise what is special about themselves <p><u>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</u></p> <p><u>Pupils learn about positive ways to deal with set-backs</u> Pupils</p> <ul style="list-style-type: none"> • can describe how it feels when there are set-backs • know some positive ways to manage setbacks and how to ask for help or support • recognise that everyone has set-backs at times, and that these cannot always be controlled 	<p><u>Pupils learn about valuing the similarities and differences between themselves and others</u> Pupils</p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together <p><u>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</u></p> <p><u>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</u></p> <p><u>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</u></p> <p><u>Pupils learn about what is meant by community</u> Pupils</p> <ul style="list-style-type: none"> • can explain what being part of a community means • can recognise some of the different groups or communities 	<p><u>Pupils learn about what influences people's choices about spending and saving</u> <u>money</u> Pupils</p> <ul style="list-style-type: none"> • understand how manufacturers and shops persuade us to spend money • are able to recognise when people are trying to pressurise them to spend their money and how this feels • can make decisions about whether something is 'value for money' <p><u>Pupils learn how people can keep track of their money</u> Pupils</p> <ul style="list-style-type: none"> • can keep simple records to keep track of their money • can ask simple questions about needs and wants - decide how to spend and save their money • know the best places people can go for help about money <p><u>Pupils learn about the world of work</u> Pupils</p> <ul style="list-style-type: none"> • know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work • know about a number of different jobs people do • can identify the skills and attributes needed for different jobs 	<p><u>Pupils learn about making healthy choices about food and drinks</u> Pupils</p> <ul style="list-style-type: none"> • can use the Eatwell guide to help make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what influences their choices about food and drinks <p><u>what constitutes a healthy diet (including understanding calories and other nutritional content).</u></p> <p><u>the principles of planning and preparing a range of healthy meals.</u></p> <p><u>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</u></p> <p><u>Pupils learn about how branding can affect what foods people choose to buy</u> Pupils</p> <ul style="list-style-type: none"> • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy <p><u>Pupils learn about keeping active and some of the challenges of this</u> Pupils</p>

	<p>someone to stop smoking once they have started</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>	<p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><u>Pupils learn about what to do if they witness bullying</u> Pupils</p> <ul style="list-style-type: none"> • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>where and how to report concerns and get support with issues online.</p>	<p>the importance of self-respect and how this links to their own happiness.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>they belong to and their role within them</p> <ul style="list-style-type: none"> • value and appreciate the diverse communities that exist and how they connect <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p><u>Pupils learn about belonging to groups</u> Pupils</p> <ul style="list-style-type: none"> • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition 		<ul style="list-style-type: none"> • are able to identify a range of physical activities that help the body • are able to evaluate the levels of physical activity in different pastimes • can explain what choices they have about how to spend their free time <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p>
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Year 4 Topic	Identity, society and democracy: Democracy	Drug, alcohol and tobacco education: Making choices	Physical health and wellbeing: What is important to me?	Keeping safe, managing behaviour and risk: Playing safe	Sex and relationship education: Growing and changing (lessons 1 and 6)
Year 4 Skills/Knowledge	<u>Pupils learn about Britain as a democratic society</u> Pupils	<u>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</u> Pupils	<u>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</u> Pupils	<u>Pupils learn how to be safe in their computer gaming habits</u> Pupils <ul style="list-style-type: none"> • know about the age classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why 	<u>Pupils learn about the way we grow and change throughout the human lifecycle</u> Pupils

<p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<ul style="list-style-type: none"> • understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections <p>Pupils learn about how laws are made</p> <p>Pupils</p> <ul style="list-style-type: none"> • know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe <p><u>Pupils learn about the local council</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that the local council organises services under the guidance of the central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent 	<ul style="list-style-type: none"> • are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used • can identify why a person may choose to use or not use a drug • are able to state some alternatives to using drugs <p><u>Pupils learn about the effects and risks of drinking alcohol</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know how alcohol can affect the body • explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed • know that there are laws and guidelines related to the consumption of alcohol <p>Pupils learn about different patterns of behaviour that are related to drug use</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what is meant by the terms ‘habit’ and ‘addiction’ • can identify different behaviours that are related to drug use • know where they can go for help if they are concerned about someone’s use of drugs <p><u>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</u></p> <p>Pupil</p> <ul style="list-style-type: none"> • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack <p><u>the facts about legal and illegal harmful substances and associated</u></p>	<ul style="list-style-type: none"> • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons <p><u>Pupils learn about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify factors that might influence people’s choices about the food they buy (for example, ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on the food they eat and how it is produced and farmed <p><u>Children learn about the importance of getting enough sleep</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • explain the importance of sleep for health and wellbeing • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person’s health and wellbeing <p><u>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</u></p> <p><u>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</u></p>	<ul style="list-style-type: none"> • are able to share opinions about computer games <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p><u>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way that doesn’t feel safe • can identify some ways to respond to unhelpful pressure <p><u>Pupils learn about what to do in an emergency and basic emergency first aid procedures</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><u>First Aid</u></p> <p>how to make a clear and efficient call to emergency services if necessary.</p>	<ul style="list-style-type: none"> • can identify changes throughout the human life cycle • understand change is on-going • understand change is individual <p><u>Pupils learn strategies to deal with feelings in the context of relationships</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people’s feelings in relationships, including parents and carers <p><u>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>where to get advice e.g. family, school and/or other sources.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing</p>
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risks including smoking, alcohol use and drug-taking.

Year 5 Topic	Physical health and wellbeing: In the media	Identity, society and democracy: Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk: When things go wrong	Mental health and wellbeing: Dealing with feelings	Sex and relationship education: Growing and changing (See planning in Y4- Lessons 2-5)	Drug, alcohol and tobacco education: Different influences
<p>Year 5 Skills/Knowledge</p> <p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><u>Pupils learn that messages given on food adverts can be misleading</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers are able to compare the health benefits of a food or drink product in comparison with an advertising campaign identify advertising as one influence on people's choices about food and drink <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><u>Pupils learn about role models</u></p> <p>Pupils</p> <ul style="list-style-type: none"> are able to analyse how the media portray celebrities recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people 	<p><u>Pupils learn about stereotyping, including gender stereotyping</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can explain what is meant by the word 'stereotype' identify stereotypes as presented in the media and wider world feel able to challenge gender stereotypes <p><u>Pupils learn about prejudice and discrimination and how this can make people feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) know what to do if they experience discriminatory language at school understand how discriminatory language can make people feel <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p><u>Pupils learn about keeping safe online</u></p> <p>Pupils</p> <ul style="list-style-type: none"> understand that people can be influenced by things online can explain why what they see online might not be trustworthy know when and how to report something that makes them feel unsafe or uncomfortable <p>where and how to report concerns and get support with issues online.</p> <p>how information and data is shared and used online.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>the rules and principles for keeping safe online, how to recognise risks,</p>	<p><u>Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</u></p> <p>Pupils</p> <ul style="list-style-type: none"> are able to name and describe a wide range and intensity of emotions and feelings understand how the same feeling can be expressed differently recognise how emotions can be expressed appropriately in different situations <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><u>Pupils learn about times of change and how this can make people feel</u></p> <p>Pupils</p> <ul style="list-style-type: none"> identify situations when someone may feel conflicting emotions due to change can identify ways of positively coping with times of change 	<p><u>Pupils learn about the physical changes associated with puberty</u></p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty understand that everyone's experience of puberty is different and that it begins and ends at different times <p><u>Pupils learn about menstruation and wet dreams</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams <p>about menstrual wellbeing including key facts about the menstrual cycle.</p> <p><u>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	<p><u>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</u></p> <p>Pupils</p> <ul style="list-style-type: none"> know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law understand that there are risks associated with all smoking drugs <p><u>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol recognise that there are many influences on us at any time <p><u>Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</u></p> <p>Pupils</p> <ul style="list-style-type: none"> can describe some strategies that people can use if they feel under pressure in relation to drug use can demonstrate some ways to respond to pressure concerning drug use

	<ul style="list-style-type: none"> • can explain why we need to be cautious about things we see, hear or read about in the media <p><u>Pupils learn about how the media can manipulate images and that these images may not reflect reality</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>		<p>harmful content and contact, and how to report them.</p> <p><u>Pupils learn that violence within relationships is not acceptable</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p><u>Pupils learn about problems that can occur when someone goes missing from home</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing 	<ul style="list-style-type: none"> • recognise that change will affect everyone at some time in their life <p><u>Pupils learn about the feelings associated with loss, grief and bereavement</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p><u>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>where to get advice e.g. family, school and/or other sources.</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<ul style="list-style-type: none"> • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>the facts and science relating to allergies, immunisation and vaccination</p>
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Year 6 Topic	Identity, society and democracy: Human rights	Keeping safe and managing risk: Keeping safe – out and about	Sex and relationship education Healthy relationships / How a baby is made	Mental health and wellbeing: Healthy minds	Drug, alcohol and tobacco education: Weighing up risk	Careers, financial capability and economic wellbeing: Borrowing and earning money
<p>Year 6 Skills/Knowledge</p> <p>the conventions of courtesy and manners.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><u>Pupils learn about people who have moved to Leeds from other places (including the experience of refugees)</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring <p><u>Pupils learn about human rights and the UN Convention on the Rights of the Child</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the 	<p><u>Pupils learn about feelings of being out and about in the local area with increasing independence</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • are aware of potential risks when out and about in the local area • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality <p><u>Pupils learn about recognising and responding to peer pressure</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p><u>Pupils learn about the changes that occur during puberty (Y5 recap)</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity <p><u>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p><u>Pupils learn what mental health is</u> Pupils</p> <ul style="list-style-type: none"> • know that mental health is about emotions, moods and feelings - how we think, feel and behave • recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent • know that there is help, advice and support available about mental health <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><u>Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</u> Pupils</p> <ul style="list-style-type: none"> • know about some of the possible effects and risks of different drugs • know that some drugs are restricted or that it is illegal to own, use and supply them to others • understand why and when people might use drugs <p><u>Pupils learn about assessing the level of risk in different situations involving drug use</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with 	<p><u>Pupils learn that money can be borrowed but there are risks associated with this</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support <p><u>Pupils learn about enterprise</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify skills that make someone enterprising • know what is needed to plan and set up an enterprise • can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise <p><u>Pupils learn what influences people's decisions about careers</u> Pupils</p>

<p>child and the difference they make</p> <p><u>Pupils learn about homelessness</u> Pupils</p> <ul style="list-style-type: none"> • can explain what make a place where someone lives a 'home' • to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation 	<p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><u>Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</u> Pupils</p> <ul style="list-style-type: none"> • know some of the consequences of antisocial behaviour, including the law • describe ways to resist peer pressure • recognise they have responsibility for their behaviour and actions <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Pupils learn about human reproduction in the context of the human lifecycle</u> Pupils</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs <p><u>Pupils learn how a baby is made and grows (conception and pregnancy)</u> Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes <p><u>Pupils learn about roles and responsibilities of carers and parents</u> Pupils</p> <ul style="list-style-type: none"> • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities <p>that families are important for children growing up because they can give love, security and stability.</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (including civil partnership and marriage)</p>	<p><u>Pupils learn about what can affect mental health and some ways of dealing with this</u> Pupils</p> <ul style="list-style-type: none"> • recognise what can affect a person's mental health • know some ways of dealing with stress and how people can get help and support • understand that anyone can be affected by mental ill health <p><u>Pupils learn about some everyday ways to look after mental health</u> Pupils</p> <ul style="list-style-type: none"> • know some everyday ways of looking after mental health • can explain why looking after mental health is as important as looking after physical health • understand that some things that support mental health will also support physical health <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><u>Pupils learn about the stigma and discrimination that can surround mental health</u> Pupils</p> <ul style="list-style-type: none"> • recognise that stigma and discrimination of people living with mental health problems can and does exist 	<ul style="list-style-type: none"> • can identify risks within a given scenario involving drug use • understand what would need to change to reduce the level of risk <p><u>Pupils learn about ways to manage risk in situations involving drug use</u> Pupils</p> <ul style="list-style-type: none"> • can identify situations where drug use may occur • know some ways of reducing risk in situations involving drug use • know where to get help, advice and support regarding drug use <p>the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.</p>	<ul style="list-style-type: none"> • understand that money is one factor in choosing a job and that some jobs pay more than others • can debate the extent to which a person's salary is more or less important to job satisfaction • understand how people choose what job to do
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Year 6 Additional RSE lessons	
HIV	Contraception
<p><u>Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know that HIV can affect anyone, not a specific group or type of person • can identify how HIV can and cannot be passed on <p><u>Pupils learn about how the risk of HIV can be reduced</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know that the risk of HIV being passed on can be reduced if a condom is used • can describe how a condom protects against HIV and other sexually transmitted infections 	<p><u>Pupils learn that contraception can be used to stop a baby from being conceived</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility
<p><u>FGM lesson</u></p> <p><u>Pupils learn about the importance for girls to be protected against FGM</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • know that FGM is a form of abuse • understand that everyone has the right to be protected against harm to their bodies • know where and how someone can get help and support <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	

These are the new health objectives from the new curriculum and I have put them where I think they could be taught.

..... These are the new relationships objectives from the new curriculum and I have put them where I think they could be taught.

