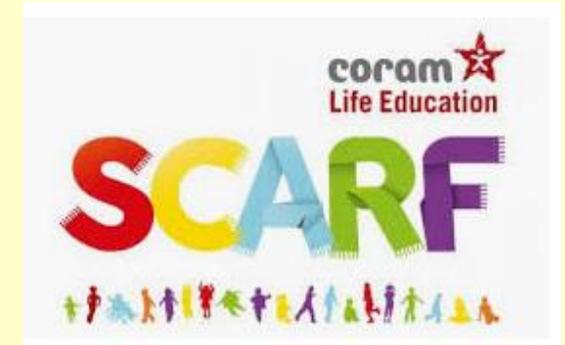


St Marys C of E Primary School RSE and PSHE Curriculum

We will develop our knowledge and understanding of:

- i. Developing effective relationships with ourselves and others, exploring our feelings, emotions, conflict resolution and friendships.
- ii. How to be my best self through independence, physical and social awareness, positive growth mindset, keeping healthy and setting and achieving goals.
- iii. Valuing difference between myself and others whilst learning about our British Values and taking greater responsibility for actions
- iv. How to keep myself safe, including safety online
- v. Respecting rules, rights and responsibilities including job prospects, money management and how to make an active contribution to my community, environment and wider world.
- vi. My changing body and how to deal with the changes (and puberty) physically, mentally and emotionally.



We will do this by learning about:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being my Best
6. Growing and Changing



Over-arching learning objectives that will 'develop' and 'deepen' as the children grow, learn and move through our school.

Learning Experiences

Key Skills Pupils should be taught:	Core Theme	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. 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>2. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>3. 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>4. That families are important for children growing up because they can give love, security and stability</p> <p>5. Isolation and loneliness can affect</p>	Me and my Relationships	<p><i>I can recognise and be sensitive to the differences of others.</i></p> <p><i>I can name people who help me and describe ways to help others.</i></p> <p><i>I can talk about feelings and what can cause them.</i></p> <p><i>I can tell you which trusted adults I can ask for help.</i></p> <p><i>I can help a friend if they are sad or worried.</i></p>	<p><i>I can name different feelings and how they might make me behave.</i></p> <p><i>I can suggest ways of dealing with 'not so good' feelings and how to help others.</i></p> <p><i>I can recognise when I need help and who to ask.</i></p> <p><i>I can listen to others and wait my turn to speak.</i></p> <p><i>I can tell you which trusted adults at home and school keep me safe.</i></p>	<p><i>I understand we have different ways to express our feelings.</i></p> <p><i>I can express my feelings in a safe, controlled way.</i></p> <p><i>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</i></p> <p><i>I can tell someone how they are making me feel.</i></p> <p><i>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</i></p>	<p><i>I can communicate my feelings and use this to try to manage my emotions.</i></p> <p><i>I can collaborate with a team to achieve a goal.</i></p> <p><i>I can accept I may not always agree with others.</i></p> <p><i>I can listen and share my opinions respectfully.</i></p> <p><i>I can say why friends may fall out and how they can make up.</i></p> <p><i>I know how to look after my friends and stay friends..</i></p>	<p><i>I can talk about how feelings change and be different for others.</i></p> <p><i>I can read different emotions by a person's body language.</i></p> <p><i>I can say 'no' in a calm and controlled way.</i></p> <p><i>I can name some qualities or strategies that help team work.</i></p> <p><i>I am aware of others and their needs when working together</i></p> <p><i>I can say what to do if I am, or a friend is, hurt or bullied by another person.</i></p> <p><i>I can recognise the qualities of a healthy relationship.</i></p>	<p><i>I can be assertive to keep myself happy, healthy and safe.</i></p> <p><i>I can use strategies to resolve arguments or disagreements.</i></p> <p><i>I can reflect on my behaviour, attitudes and qualities.</i></p> <p><i>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</i></p> <p><i>I can manage my emotional needs and any risks to them.</i></p> <p><i>I can respond to emotions according to the situation and person.</i></p>	<p><i>I can work through challenges I have with my friends with respect, assertiveness and understanding.</i></p> <p><i>I can give examples of negotiation and compromise. I can use these skills in practical situations.</i></p> <p><i>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</i></p> <p><i>I can use assertive behaviours to keep myself safe from peer influence or pressure.</i></p> <p><i>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</i></p>

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

6. 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).

7. That mental wellbeing is a normal part of daily life, in the same way as physical health.

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

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

10. How to critically consider their online

<p>friendships and sources of information including awareness of the risks associated with people they have never met. 11. 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>Vocabulary</p>		<p>special practice effort same different family feelings favourite help friends</p>	<p>rules feelings hurt family friendship listening safe body language behaviour help</p>	<p>happy rules feelings bullying friendly feelings safe showing feelings teasing repeated</p>	<p>rules responsibility cooperate friendship conflict dare continuum strategies safety care</p>	<p>Feelings Positive Healthy relationships friendly collaborate facial expressions unkind physical effects respect</p>	<p>collaborate negotiation insensitive unhealthy relationship assertive emotions non-verbal compromise</p>	<p>Collaboration Negotiation balanced friendship assertive assertiveness sensitive marriage appropriate privacy settings</p>

		<p>happy special people sad emojis kind helpful</p>	<p>special people making up responsibility emotions work together safe heal support</p>	<p>friendship caring help repeated don't do that friendly regular</p>	<p>collaborate falling out point of view persuade opinions loss making up respectful calm feelings compromise courteous apologise challenging listen making up</p>	<p>rude collaboration body language tease sad responsibilities aggressive collaborative bully unhappy qualities consequences teamwork pressure devastated excluded face-to-face independent miserable assertive assertive distressed aggressive compromise lonely negotiate respectful alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excrutiating agonising painful happy</p>	<p>sensitive verbal abuse passive emotional needs body language conflict physical abuse aggressive tone of voice resolution sexual abuse face-to-face uncomfortable touching unsafe</p>	<p>teamwork compromise respectful peer pressure resolution thoughtful civil partnership inappropriate identity theft assertive response forced marriage illegal secure</p>
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						<i>delighted ecstatic joyful calm untroubled assured confident peaceful scared frightened petrified terrified bothered</i>				
	Feelit Vocabulary	<i>Happy Calm Excited Kind Pleased Safe</i>	<i>Sad Angry Tired Scared lonely Worried</i>	<i>Brave Relaxed Annoyed Confident Loved Embarrassed Keen Ignored Embarrassed</i>	<i>Shy Down Bored</i>	<i>Ecstatic Disappointed Content Frustrated Proud Guilty Grateful Confused Amazed Miserable Accepted Impatient</i>	<i>Joyful Excluded Relieved Furious Surprised Understood Powerless Jealous Interested Discouraged Secure Disgusted</i>	<i>Motivated Ashamed Satisfied Irritated Curious Exhausted Generous Shocked Enthusiastic Insecure Connected Stressed</i>	<i>Inspired Hopeless Empathetic Anxious Delighted Vulnerable Sympathetic Terrified Focused Apathetic Trusted Overwhelmed</i>	<i>Courageous Helpless Blissful Defiant Determined Inadequate Compassionate Patronised Optimistic Depressed Appreciated Envious</i>
Key Skills Pupils should be taught:	Core Them e	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<p>1. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>2. 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</p>	Valuing Difference	<p><i>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening</i></p>	<p><i>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others.</i></p>	<p><i>I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out.</i></p>	<p><i>I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication</i></p>	<p><i>I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively.</i></p>	<p><i>I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are,</i></p>	<p><i>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour</i></p>		

<p>time together and sharing each other's lives.</p> <p>3. 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.</p> <p>4. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>5. 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>6. The conventions of courtesy and manners.</p> <p>7. The importance of self-respect and how this links to their own happiness</p> <p>8. 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</p>				<p>I can be kind and use kind words to my friends.</p>	<p>skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>subjected to injustice, including through racism.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
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<p>those in positions of authority.</p> <p>9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>10. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>11. 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>Vocabulary</p>		<p>special same new friend likes different kindness friendship dislikes kind family home favourite unkind</p>	<p>same unkind rules special people different unkindness safe qualities unfair difference tease fair feelings kind respect</p>	<p>unique special people feelings kind listening respect behaviour help cooperate kindness being listened to calm unkind listen aggressive</p>	<p>Family Community Respect Similarities prejudice adoption belonging cooperation differences disability fostering listening skills identity name calling gender</p>	<p>Negotiation body space sharing aggressive similarities stereotype compromise invade acquaintances apologise differences respect</p>	<p>Friendship listening skills excluded metaphor sex embarrassed talking respect discrimination diverse sexual orientation reactions listening prejudice</p>	<p>Witness unique point of view relationships stereotype bystander diversity cultural norms identity friend gender stereotype unique biological sex respect prejudice</p>

			teasing unkind bully bullying behaviour	feelings problem solve	same-sex couple politeness respect bullying race blended family courtesy colour manners sexuality		multicultural society gender identify consequences gender expression	acquaintance media influence positive feedback sexual orientation disrespect respect assumption confidence gender identity body language self-esteem gender expression empathy tolerance stereotype
Key Skills Pupils should be taught:	Core Theme	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>2. That for most people the internet is an integral part of life and has many benefits.</p> <p>3. 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</p>	<p>Keeping</p> <p>Myself safe</p>	<p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>I can name the adults who keep me safe and when I might need their help.</p> <p>I can tell you the PANTS rule</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p> <p>I can tell you the PANTS rule</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this.</p>	<p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online.</p> <p>I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>

<p>others' mental and physical wellbeing.</p> <p>4. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>6. 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>7. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>8. The risks associated with an inactive lifestyle (including obesity).</p> <p>9. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>10. How to ask for advice or help for themselves or others,</p>				<p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>Identify safe secrets (including surprises) and unsafe secrets</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p> <p>Identify how inappropriate touch can make someone feel</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</p>	<p>I can get help when an unsafe situation online occurs.</p>			
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<p>and to keep trying until they are heard.</p> <p>11. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>12. Where to get advice e.g. family, school and/or other sources.</p> <p>13. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>14. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>15. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>16. 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>17. The rules and principles for keeping safe online, how to recognise risks, harmful</p>								
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<p>content and contact, and how to report them.</p> <p>18. How information and data is shared and used online</p> <p>19. 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>Vocabulary</p>		<p>keep clean sleep safe keep safe water unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up</p>	<p>Energy sleep feelings medicine private food rest worried emotions safe trust water grow nervous loss harmful privates air tired scared lost responsibility oxygen support exercise unsafe sleep healthy dairy fruit</p>	<p>sleep safe touch surprise genitals medicines unsafe feelings hurt secret penis safety feelings uncomfortable safe vulva worried getting help unsafe private tell private parts consent permission secret uncomfortable unsafe someone you trust</p>	<p>Trust Danger (dangerous) internet safety decisions medicines safe risk (risky) safer drugs browsing private risks drugs unsafe feelings cigarettes phishing public harmful strategies nicotine search engine profile helpful consequence alcohol fake news personal information</p>	<p>Danger Privacy dare medicine choices persevere influence dangerous privacy settings assertive drug social norm consequences risk security risky hazard hazardous</p>	<p>habit pros bullying dare assessing risk personal information drugs norms risk taking addiction cons cyberbullying pressure privacy settings cigarettes perception assertive weigh up risk resist pressure influence alcohol risk taking</p>	<p>social media privacy right to privacy habit drug drug laws alcohol physical need independence parental consent personal information sharing online addiction legal age restrictions short-term effects emotional needs responsibility trolling online safety permission emotional needs illegal possess long-term effects conflicting emotions illegal medical supply</p>

			vegetables sugar salt cereal meat		instructions			risks sharing sexual images non-medical produce norms penalties
Key Skills Pupils should be taught:	Core Theme	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. 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>2. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>3. Where and how to report concerns and get support with issues online.</p> <p>3. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4. The benefits of physical exercise, time outdoors, community</p>	Rights and Responsibilities	<p>I can help my family.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can tell you some ways to look after our world.</p> <p>I can be kind to friends and others.</p> <p>I can talk about looking after money.</p>	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p>	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that effect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>

<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>5. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>6. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>7. 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>Vocabulary</p>		<p>family friends working together environment money</p>	<p>Hygiene Environment needs money first aid</p>	<p>Responsibility feelings safe environment money</p>	<p>Volunteer helper fact environment income</p>	<p>being responsible safe rules influence</p>	<p>responsibility fact rights voluntary group costs</p>	<p>social media saving tax voluntary group campaign bid</p>

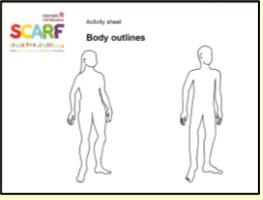
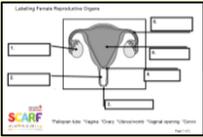
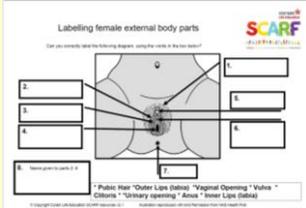
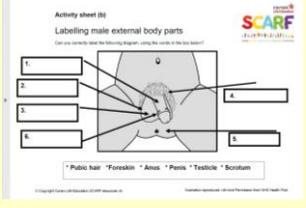
		<p>look after responsibility litter shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay</p>	<p>routine responsible cost bank risk clean responsibility bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency</p>	<p>help control unsafe spending share erupt uniform saving take turns ask for help listen</p>	<p>earning wellbeing responsible opinion waste saving income safe spending healthy</p>	<p>anti-social behaviour environment income income tax reliable healthy democracy opinion witness conservation expenditure national insurance trustworthy respectful essential VAT laws courteous deductions rights public services responsibility United Nations</p>	<p>borrow public services opinion community group wages loan council biased duties pressure (action) group salaries credit vote unbiased rent debit elections Fair Trade interest councillors</p>	<p>environmentally sustainable democracy proposal profile bank (building society) account income tax (PAYE) community group mission statement composting election debate image Junior ISA VAT pressure (action) group pitch recycling manifesto amendments online safety interest public services grant energy candidate penalties sharing debit card values beneficiary materials voting enforcement cash beneficiary waste policies</p>
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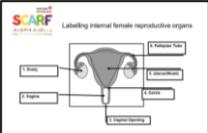
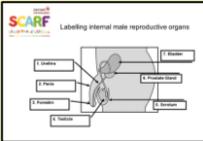
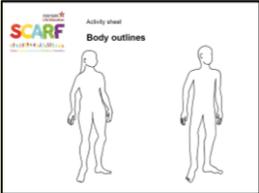
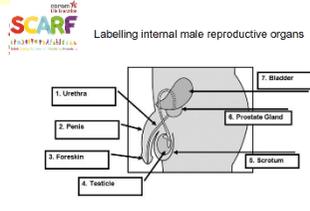
								majority value transport voting booth Shop local ballot slip House of Lords food miles ballot box Royal Assent Fair Trade constituencies reuse House of Commons MP
Key Skills Pupils should be taught:	Core Theme	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>3. 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>4. The characteristics and mental and physical benefits of an active lifestyle.</p>	Being My best	<p>I can keep trying if the way I choose doesn't work.</p> <p>I can talk about the different types of feelings we have.</p> <p>I can have a go at something new.</p> <p>I can make my own healthy food choices.</p> <p>I can make healthy sleep</p>	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p>	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand hygiene stops virus' and</p>	<p>I can choose foods that make a balanced meal.</p> <p>I can explain how washing hands can prevent infections spreading.</p> <p>I can describe how food, water and air get into</p>	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p>	<p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and drinking can effect a persons health.</p> <p>I can think of ways to</p>	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to</p>

<p>5. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>6. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>7. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>8. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>9. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>10. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11. The facts and science relating to allergies, immunisation and vaccination.</p> <p>12. The importance of building regular exercise into daily and</p>		<p>and exercise choices.</p>	<p>I can help my friends when they fall out. I can explain why praise helps me to keep trying.</p>	<p>germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy.</p>	<p>the body and blood. I can set goals and make a plan to develop a new skill.</p>	<p>I can give examples of the ways people can look after their physical and mental wellbeing. I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>improve a skill and the strategies that will help me do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success.</p>	<p>achieving my goals. I can identify risk factors in a given situation I can assess the level of risk and explain how a risk can be reduced.</p>
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<p>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>Vocabulary</p>		<p>bounce back try food routine encourage energy exercise heart calm try again grow muscles sleep healthy wash fruit vegetable energy dairy grow</p>	<p>Starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes feedback special person fruit dairy spread confidence encourage promise vegetables meat achievement feelings vitamins sugar portion salt cereal</p>	<p>practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene germs teeth dental hygiene oxygen water food exercise rest brain heart lungs stomach small intestine large intestine food water</p>	<p>balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit & veg healthy infection cleanliness hygiene rest sleep water medicine drug dose safety instructions debate discussion continuum courteous respectful justify goals ambitions improve achieve collaboration cooperation</p>	<p>individual unique choices balanced diet wellbeing mental health refuse reduce re-use rot recycle repair re-think community first aid injury minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn scald wound recovery</p>	<p>healthy choices organs body systems perseverance commitment resilience determination patience interpersonal skills community school community independence responsibility personal qualities celebrities</p>	<p>wellbeing connect be active take notice (mindful) keep learning (get creative) give aspirations goal setting perseverance health wellbeing accurate reliable sources assessing risk weigh up dilemma assessing risk weigh up choices influence Red Cross first aid emergency 999 ambulance operator information serious adult scenario script</p>

					teamwork goal-setting talents skills intelligence			role feelings panic calm responsive unresponsive
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Statutory framework long term objectives	Progression of skills and vocabulary						
	<p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>3. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human body	Name parts of the body using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person. 	Identify parts of the body that males and females have in common and those that are different; Begin to identify male and female external body parts 	Know the correct terminology for their genitalia;  	Know the correct labels for the external body parts;  	Know the correct words for the external body parts organs;

	<p>appropriate adult for help if they feel unsafe.</p>			 			
	<p>Penis Vulva/ vagina</p>	<p>Penis/ testicles Vulva/ vagina</p>	<p>penis, vulva/vagina, testicles, nipples Female –eggs Male - seed</p>	<p>Fallopian tube *Vagina *Ovary *Uterus/womb *Vaginal opening *Cervix Bladder *Testicle *Foreskin *Urethra *Penis *Prostate gland *Scrotum</p>	<p>vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts penis, testicles, sperm, pubic hair</p>	<p>Pubic hair, Clitoris, urinary opening, anus, vulva, vaginal opening, Inner lips, outer lips Penis, scrotum, testicles, foreskin, pubic hair, anus</p>	<p>Pubic hair, Clitoris, urinary opening, anus, vulva, vaginal opening, Inner lips, outer lips Penis, scrotum, testicles, foreskin, pubic hair, anus</p>
<p>If children name parts of the body e.g. boobs, teachers will use correct anatomical names e.g. yes women have breasts. If this information falls outside the year group curriculum teachers will explain children will explore that more in another year group.</p>							

Progression of Vocabulary

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Human body parts</p>	<p>Name parts of the body using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they</p>	<p>Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>	<p>Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person.</p>		<p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia;</p>	<p>Know the correct words for the external sexual organs;</p>	
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	feel unsafe.						
	Penis Vulva/ vagina	Penis/ testicles Vulva/ vagina	penis, vulva/vagina, testicles, nipples Female – eggs Male - seed		vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts penis, testicles, sperm, pubic hair	Pubic hair, Clitoris, urinary opening, anus, vulva, vaginal opening, Inner lips, outer lips Penis, scrotum, testicles, foreskin, pubic hair, anus	Egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb
	If children name parts of the body e.g. boobs, teachers will use correct anatomical names e.g. yes women have breasts. If this information falls outside the year groups curriculum teachers will explain children will explore that more in another year group.						
Reproduction	Match animals to their Mummy and know which animals are		Explain we need private parts to have a baby when	Explain that a person's genitals help them to make babies when they	Know the age reproduction occurs in animals and humans; Know that it is not legal to		

	<p>grown in a tummy and which an egg</p> <p>Explain that a baby grows inside a mother's tummy.</p>		<p>they are grown up</p>	<p>are grown up;</p> <p>Question and answer moved from Year 2</p>	<p>have a baby in UK till 16</p>		
	<p>Family</p> <p>Baby</p> <p>Love</p> <p>Care</p> <p>Tummy</p> <p>womb</p> <p>Egg</p>		<p>penis, vulva/vagina, testicles, nipples</p> <p>Female – eggs</p> <p>Male – seed</p>	<p>penis, vulva/vagina, testicles, nipples</p> <p>Female – eggs</p> <p>Male – sperm</p>			