

Me and my relationships		Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Pupils will learn to:	<ul style="list-style-type: none"> Talk about similarities and differences Name special people in our lives Describe different feelings Identify who can help if they are sad, worried or scared Identify ways to help others or themselves if they are sad or worried 	<ul style="list-style-type: none"> Celebrate people's differences Recognise that we can have things in common with others Use speaking and listening skills to learn about the lives of skills Know the importance of showing kindness to others Demonstrate building friendship skills 	<ul style="list-style-type: none"> Talk about how to keep their bodies safe Name ways to stay safe around medicines Know how to stay safe in their home, classroom and outside Know age appropriate ways to stay safe online Name adults in their lives and community who keep them safe 	<ul style="list-style-type: none"> Identify how they can care for their home, school and special people Talk about how they can make an impact on the natural world Talk about similarities and differences between themselves 	<ul style="list-style-type: none"> Feel resilient and confident in their learning Name and describe different types of emotions Learn and use strategies or skills in approaching challenges Understand that they can make healthy choices name and recognise how healthy choices can keep us well 	<ul style="list-style-type: none"> understand that there are changes in nature and human name different stages in childhood and growing up understand that babies are made by a man and a woman Use the correct vocabulary when naming parts of the body know how to keep themselves safe
Year 1 Pupils will learn to:	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Identify simple qualities of friendship; Suggest simple strategies for making up. Identify simple qualities of friendship; Suggest simple strategies for making up. 	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. 	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Recognise the range of feelings that are associated with loss. 	<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; 	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
Skills Year 1 Pupils will learn to:	key vocabulary: rules, emotions, friendship, making up	key vocabulary: difference, bullying, respect	key vocabulary: consent, penis, vagina, vulva, nipples, bottom, testicle,	key vocabulary: consequences, promise, rules, saving, money	key vocabulary: hygiene, clean, germs	key vocabulary: secret, surprise,
Year 2 Pupils will learn to:	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise name and understand how to deal with feelings (e.g. anger, loneliness); Explain someone could get help if they were upset by someone else's behaviour. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how other people's behaviour can affect other people. Identify some of the ways people are part of a group; Explain how it feels to be left out from a group; Identify groups they are part of. Suggest ways of helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Explain how to be a good friend; Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to other people; Explain that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable; Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify why they can talk to someone touches them in a way that makes them feel uncomfortable; Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable; Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify why they can talk to someone touches them in a way that makes them feel uncomfortable; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Understand that people have choices about what they do with their money; Know that money can be saved for a future time or a future time; Explain why they might have to spend money on different things. Identify which items are part of a future time and understand the reasons why people (including themselves) might do this. Identify what they like about their own health; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment. 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain how genital's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. 	
Year 3 Pupils will learn to:	key vocabulary: teasing, repeated, bullying	key vocabulary: unique	key vocabulary: uncomfortable, touch,	key vocabulary: personal information, spending, saving	key vocabulary: vaccination, injection, dental	key vocabulary: growing,
	<ul style="list-style-type: none"> Explain why we have rules; Explain why rules are different for different age groups, in particular for internet-based activities; Identify reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Rehearse opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.y have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success; Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. 	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'; Identify the different communities that they belong to; Understand how people come with belonging to a community, in particular the benefit to mental health and wellbeing; Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from/understand that they have the right to protect their personal body space; Recognise how other's non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them, varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get along together; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who are responsible for them to stay safe and healthy; Suggest ways they can help these people; Understand the difference between 'fact' and 'opinion'. Understand how an event can be perceived from different viewpoints; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Know that our body can often give us a sign when something doesn't feel right; to trust our mental health and wellbeing; Explain how to get help if this happens; Recognise some of the reasons why people volunteer, including mental health and wellbeing, to help others; Understand the terms 'income', 'saving' and 'spending'. Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online; Understand that medicines are safe and suggest ways that they can be helpful or harmful. Identify the effects of common substances and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. 	<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people; Understand the difference between 'fact' and 'opinion'. Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing, to help others; Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) Define what a medical environment; Understand and explain different methods of looking after the school environment; Devise methods of promoting their priority method; Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment. 	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'. Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small and large intestine, liver, brain); Describe how food, water and air get into the body and blood. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health 	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriate in their body space. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know that it is safe to tell if a secret makes them feel uncomfortable or unsafe. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.

key vocabulary: strategies, point of view, calm, apologise, listen, making up, respect, family, cooperation, adoption, listening skills, fostering, politeness, same-sex couple, blended family, manners, risk, medicines, browsing, drugs, phishing, harmful, cigarettes, search engine, nicotine, fake news, alcohol, internet safety, balanced diet, periods, puberty, egg, sperm

Year 4 Pupils will learn to:	<p>Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration; Explain what mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others; Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend; Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; Explain how different words can express the intensity of feelings; Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings; Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.</p>	<p>Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise; List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively; Understand that the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and traditions); Define the word respect and demonstrate ways of showing respect to others' differences; Understand and identify stereotypes, including those promoted in the media; Give examples of features of these different types of relationships, including how they influence what is shared; Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk; Define what is meant by the word 'share'; Identify from given scenarios which are shares and which are not; Suggest strategies for managing shares; Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk; Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way; Suggest ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent; Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines); Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p>	<p>Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe; Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these; Understand the reasons we have rights and responsibilities; Suggest and describe ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process; Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner; Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions; Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential; Explain what is meant by the term 'Income tax', 'National Insurance' and 'VAT'; Understand how a pay slip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>	<p>Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens; Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods; Suggest ways the Seven Rs recycling methods can be applied to different scenarios; Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.</p>	<p>Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change; Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens; Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods; Suggest ways the Seven Rs recycling methods can be applied to different scenarios; Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.</p>
Year 5 Pupils will learn to:	<p>Demonstrate what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively; Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations; Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face; Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others; Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this; Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation; Recognise that some people get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end; Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others; Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this; Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation; Recognise that some people get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying; Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it; Recognise which situations are risky; Explain and express their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation; Define what is meant by a dare; Explain why someone might give a dare; Explain ways of standing up to someone who gives a dare; Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk; Understand the actual norms around smoking/alcohol and the reasons for common misconceptions of these.</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing; Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read; Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value; Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out; Explain what is meant by the term 'community'; Suggest what someone should do when faced with a risky situation; Define what is meant by a dare; Explain why someone might give a dare; Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk; Understand the actual norms around smoking/alcohol and the reasons for common misconceptions of these.</p>	<p>Identify the basic functions of the four systems covered and know they are inter-related; Explain the function of at least one internal organ; Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health; Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements; State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community; Identify situations where someone might feel uncomfortable; Identify ways that they help these people; Describe 'star' qualities of celebrities as portrayed by the media; Identify some products that they may need during puberty and why; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Suggest advice for a range of situations involving personal finance.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience; Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they feel uncomfortable, particularly in relation to inappropriate touch; Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe; Recognise how our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you; Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way; Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.</p>
Year 6 Pupils will learn to:	<p>Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this; Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task; Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology; Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach; Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others; Recognise and empathise with patterns of behaviour in peer group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>	<p>Recognise that bullying and discriminatory behaviour can result from respect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers; Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied; Demonstrate ways of showing respect to others, using verbal and non-verbal communication; Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this; Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship;</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread; Describe the language and techniques that make up a biased report; Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online; Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country; Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them and face-to-face; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it; Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives; Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest; Explain what is meant by the term risk; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe; Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p>Identify aspirational goals; Describe the actions needed to set and achieve these; Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues; Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe; Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p>Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks; Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Consider how gender stereotypes portray people; Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressurised to behave in a certain way because of the influence of the peer group; Understand the terms of risk-taking behaviour and that these are usually lower than people believe them to be; Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change; Define what is meant by puberty; giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know who someone could support if they were concerned about their own or another person's safety; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means; Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.</p>

