

Why do we teach PSHE?	How is PSHE sequenced within our school?	What will our children learn?
<ul style="list-style-type: none"> ● To ensure our children are equipped with what they need to be able to both mentally and physically whilst also being able to build and maintain healthy relationships with others. ● To ensure our children are able to keep themselves safe in a variety of situations within the local environments and online. ● To support our children with becoming valuable and respectful members of society now and in the future. ● To give our children the motivations and aspirations for their future lives. ● To give our children the tools they need to be able to manage a variety of risks in person and online. ● Our PSHE curriculum works alongside our Collective Worship, Science and Computing curriculums to ensure that our children are given the knowledge and tools they need to be safe and manage risks. 	<ul style="list-style-type: none"> ● We adapt and change our curriculum based on the needs of our local community. This includes the online community. ● We teach safety through in class learning and then use our assemblies to continuously develop this knowledge. ● We split our curriculum into three overarching themes - Relationships, Living in the Wider World and Health and Wellbeing. The themes are spread across the year and we cover each theme every half term. Within each theme, there are three concepts which are also spread across the year. ● Our curriculum is progressive with the concepts being built upon each year to help deepen that knowledge and understanding as children grow older. ● Our lessons are mostly discussion based with children given opportunities to explore their thoughts and opinions using distanced scenarios. We use baseline and retrieval activities to help us assess that different knowledge is being embedded overtime. ● We are part of the PSHE Association. 	<ul style="list-style-type: none"> ● What to do to stay safe in a variety of situations and how to get help wherever they are. ● What consent means in a variety of situations. ● How to manage different relationships (including family, friends and within the community) and what to do if conflict occurs. ● How to manage their mental health, physical health and wellbeing through healthy life choices and what to do if they need support. ● How to be a positive and valued member of society and how to contribute to the local community. ● What it means to have high aspirations for current and future goals. This includes careers and the pathways to get there. ● How to safely challenge part of their life that make them uncomfortable. ● Our children will know how to do all of this in person and online.

PSHE Concept Map

Theme

Concepts

Components

Relationships

(in person and online)

Families and friendships

Safe relationships

Respecting ourselves
and others

Positive relationships
Managing relationships
Prejudice
Discrimination
Managing conflict
Consent
Respect
Self-respect
Feeling safe
People who care for me
Personal boundaries
Communication
Confidentiality

**Living in the Wider
World**

(in person and online)

Belonging to a community

Media literacy and digital
resilience

Money and work

Rail Safety
Fire Safety
Water Safety
Freedom
Digital Footprint
Money
Online Safety
Human Rights and
Responsibilities
Law
Community
Stereotypes
Aspirations and goals
Democracy
Freedom
Environment
Careers

**Health and
Wellbeing**

(in person and online)

Physical health and
Mental wellbeing

Growing and changing

Keeping safe

Puberty
Oral Hygiene
First Aid
Bereavement
Medication and Vaccinations
Managing time
Understanding risk
Mental Health
Physical Health
Healthy Eating
Healthy Sleep
Bereavement
Personal strengths and
managing setbacks
Expressing myself

Relationships		Living in the wider world			Health and wellbeing	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What makes a family?	Caring for each other. Recognising personal boundaries	The impact of hurtful behaviour	Recognising respectful behaviour.	Self-respect	Courtesy and being polite
	Rules and laws and human rights	Rights and responsibilities	Internet use and passwords Challenging job stereotypes	Different job skills Water Safety	Water Safety	Personal goals and aspirations
	Firework safety	What are healthy choices and habits?	What are healthy choices and habits?	What affects our feelings?	Our impact and contribution to society. Personal strengths and managing setbacks	Expressing our feelings Understanding risks
Year 4	Positive friendships and relationships	Communicating Respectfully Responding to hurtful behaviour	Confidentiality	Recognising risks online.	Respecting differences and similarities	Discussing issues sensitively
	What makes a community?	Belonging to a community.	Democracy Rail Safety	Digital footprint Online data	Decisions about money	Negative and positive effects of money (including digital games)
	Maintaining a balanced lifestyle	Oral hygiene and dental care	Medicines and household products	Drugs and common illness	Puberty	Puberty
Year 5	Healthy friendships Physical contact and feeling safe: consent	Peer influence Prejudice and discrimination	Physical contact and feeling safe: boundaries	Managing friendships	Physical contact and feeling safe: appropriate touch	Responding respectfully
	Protecting the environment	Compassion towards others within the community	Different media types Online information and how it is targeted	Reliability of online information Jobs and aspirations	Gender stereotypes in media and challenging them	Fire Safety
	Healthy sleep habits	Individuality	Medicines, vaccinations, immunisations and allergies	Sun safety	Keeping safe First aid	Mental wellbeing First aid
Year 6	Attraction and consent Healthy romantic relationships	Healthy and unhealthy relationships Civil partnership and marriage	Expressing our opinions	Constructively challenging	Managing conflict	Keeping personal information safe
	Valuing diversity Challenging discrimination	Challenging stereotypes	Freedom Evaluating media sources	Age restrictions Influences and attitudes towards money	Financial risk	Being a critical consumer
	Managing time online	Mental health	Drug use and the law	Drug use and the law	Change, loss and bereavement Personal identity	Transition Human reproduction

Progression of Skills

Year 2	Year 3	Year 4	Year 5	Year 6
Relationships - Families and friendships, Safe Relationships and Respecting Ourselves and Others				
<p>Families and friendships: Making friends Understanding feeling lonely and getting help</p> <p>Safe relationships: Managing secrets Resisting pressure and getting help Recognising hurtful behaviour</p> <p>Respecting ourselves and others: Recognising things in common and our differences Playing and working cooperatively Sharing opinions</p>	<p>Families and friendships: Identify what makes a family Recognise features of family life Be able to suggest how to care for each other</p> <p>Safe relationships: Begin to recognise personal boundaries and explain why this is different with different relationships (e.g. difference between parents, school, friends) To begin to understand what consent means in different ways. Identify ways to safely respond to others in person and online. Identify the impact of hurtful behaviour</p> <p>Respecting ourselves and others: To identify and recognise respectful behaviour and the importance of self-respect To understand what being courteous means and identify ways of being polite</p>	<p>Families and friendships: Identify features of positive friendships Identify and develop strategies for building positive relationships To understand how to communicate respectfully, including online (Links to computing).</p> <p>Safe relationships: Identify ways to respond to hurtful behaviour Be able to suggest ways to manage confidentiality To identify and recognise risks online and understand how to seek help (Links to computing). To identify different types of age appropriate consent including online</p> <p>Respecting ourselves and others: Begin to understand how to respect differences and similarities Identify ways to discuss differences sensitively and respectfully</p>	<p>Families and friendships Identify ways to manage friendships To understand friendships can change Identify and understand how to manage peer influence</p> <p>Safe relationships: Identify appropriate physical contact Identify unacceptable contact and how to seek support To recognise feeling safe and understand how to seek support To be able to ask for and give consent in a variety of age appropriate situations.</p> <p>Respecting ourselves and others: Respond respectfully to a wide range of people Identify prejudice and discrimination Knowing how to safely challenge and report discrimination, including online (Links to computing)</p>	<p>Families and Friendships To begin to understand attraction to others To begin to recognise healthy romantic relationships To begin to understand civil partnership and marriage</p> <p>Safe Relationships Identify how to recognise and managing pressure from a variety of influences. To demonstrate and explain their understanding of consent in different situations</p> <p>Respecting ourselves and others To be begin to express our opinions and respecting others, including discussing topical issues To identify how to constructively challenge other points of view To demonstrate ways to manage conflict</p>

Living in the wider world – Belonging to a community, Media Literacy and Digital Resilience and Money and Work

<p>Belonging to a community: Belonging to a group Roles and responsibilities Being the same and different in the community</p> <p>Media literacy and digital resilience: The internet in everyday life Online content and information</p> <p>Money and work: What money is Needs and wants Looking after money</p>	<p>Belonging to a community: To begin to understand the value of rules and laws To begin to demonstrate knowledge of human rights To begin to understand rights and responsibilities</p> <p>Media literacy and digital resilience: To recognise and understanding how the internet is used To begin to understand how to assess information online To begin to recognise how and when to report inappropriate content. (Links to computing)</p> <p>Money and work: To begin to recognise different jobs and skills required To begin to recognise job stereotypes and myths To identify personal goals</p>	<p>Belonging to a community: To recognise what makes a community To begin to understand our shared responsibilities within person and online To understanding the important of human rights and responsibilities</p> <p>Media literacy and digital resilience: To begin to understanding everyone has a digital footprint To identify how data is shared and used To identify ways to recognise factual content (Links to computing)</p> <p>Money and work: To begin to understand ways to make appropriate decisions about money To begin to understand how to use and keep money safe To identify the negative and positive effects of money on others</p>	<p>Belonging to a community: To recognise ways to protect the environment To identify ways to show compassion towards others</p> <p>Media literacy and digital resilience: To begin to identify how information online is targeted To recognise different media types and begin to understand their role and impact (including PREVENT) To identify ways to assess the reliability of online information. (Links to computing)</p> <p>Money and work: To identify job interests and aspirations To begin to understand what influences career choices To recognise stereotypes in workplace and identify different ways to challenge them</p>	<p>Belonging to a community To demonstrate ways to value diversity To recognise discrimination and stereotypes in a variety of situations and be able to challenge them safely</p> <p>Media Literacy and Digital Resilience To understand how to evaluate media sources To identify what is appropriate to share online To recognise age restrictions and how to report inappropriate content (Links to computing).</p> <p>Money and work To recognise influences and attitudes to money To be begin to understand money and financial risks To being to understand how to be a critical consumer</p>
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Health and Wellbeing – Physical Health and Mental Wellbeing, Growing and Changing and Keeping Safe

<p>Physical health and mental wellbeing: Why sleep is important; medicines and keeping healthy Keeping teeth healthy</p>	<p>Physical health and mental wellbeing: Identify what makes a healthy choice and habits (Links to cooking & nutrition in DT)</p>	<p>Physical health and mental wellbeing: To recognise how to maintain a balanced lifestyle</p>	<p>Physical health and mental wellbeing: To being to recognise healthy sleep habits</p>	<p>Physical Health and Mental Wellbeing To understand what affects mental health and ways to take care of it</p>
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<p>Managing feelings and asking for help</p> <p>Growing and changing: Growing older Naming body parts Moving class or year</p> <p>Keeping safe: Safety in different environments Risk and safety at home Emergencies</p>	<p>To begin to understand what affects feelings To begin to express feelings</p> <p>Growing and changing: To begin to understand our impact and contribution to society Identify our own personal strengths and achievements To begin to develop ways to manage and reframe setbacks</p> <p>Keeping safe: To begin to understand what is a risk and a hazard is To begin to understand safety in the local environment and unfamiliar places, including road, rail and water.</p>	<p>To recognise ways to promote oral hygiene and dental care. (Links to science)</p> <p>Growing and changing: To begin to understand physical and emotional changes in puberty To begin to identify external genitalia To begin to develop personal hygiene routines To begin to understand what puberty is and how to seek support</p> <p>Keeping safe: To begin to recognise medicines and household products To begin to identify Drugs common to everyday life (Links to science) To begin to recognise risks associated with drugs common to everyday life To identify ways to be safe within water</p>	<p>To begin to understand sun safety and identify ways to keep safe To recognise medicines To begin to recognise vaccinations, immunisations and allergies. (Links to science)</p> <p>Growing and changing: To begin to understand what is personal identity To recognise individuality and different qualities To identify different ways to manage mental wellbeing</p> <p>Keeping safe: To understand how to keep safe in different situations, including responding in emergencies To begin to identify basic first aid To begin to recognise fire safety</p>	<p>To begin to know how to manage change, loss and bereavement To begin to know how to manage time online. (Links to science).</p> <p>Growing and changing: To begin increasing independence To begin to know how to manage transition and develop strategies to support To begin to understand human reproduction and birth (links to science)</p> <p>Keeping safe: To understand how to keep personal information safe (Links to computing) To begin to identify regulations and choices To begin to identify drug use, the law and the media To recognise rail safety To begin to demonstrate knowledge of FGM and how to seek help</p>
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Sticky Knowledge

<p>Year 3</p>	
<p>Autumn 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify 3 positive features of being part of a family. • I can explain what to do/who to speak to if family relationships are making me feel unhappy or unsafe. • I can describe different types of family structures. • I can identify differences and similarities between different types of families. • I can explain why different family types should be valued and celebrated. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a law is and why they are important. • I can explain what human rights are and name a human right that I have. • I can explain how human rights protect me. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify ways to keep myself safe when near fireworks. • I can explain what an exit strategy is and why they are important. 	<p>Autumn 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify positive aspects of being part of a family. • I can explain different ways that people can care for each other. • I can explain what is appropriate to share with friends, family, classmates and wider social groups. • I can explain what privacy and personal boundaries are and how to respect them. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a responsibility is. • I can identify a responsibility I have. • I can explain why rights are important. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify healthy and unhealthy choices in food and how this could negatively impact me. • I can explain what is meant by a healthy, balanced diet.
<p>Spring 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain what an upstander and a bystander is. • I can identify the effects and consequences of bullying for the people involved. • I can identify the similarities and differences between online bullying and face-to-face bullying. • I can explain what to do and whom to tell if I see or experience bullying or hurtful behaviour. <p>Living in the wider world:</p>	<p>Spring 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify respectful behaviours. • I can explain how to model respectful behaviours in different situations. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify that different jobs will require different skills • I can identify that a skill may help me with more than one job. • I can identify different ways to keep myself safe near water. • I can explain how to call for help in an emergency.

<ul style="list-style-type: none"> • I can identify basic strategies to keep myself safe online • I can explain what inappropriate and appropriate content is and how to report inappropriate content. • I can explain what to do if I am unsure or worried about a situation online. • I can explain what a stereotype is and give an example. • I can explain how to safely challenge a stereotype. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify healthy and unhealthy choices in exercise and sleep and how this could negatively impact me. • I can begin to explain the positive and negative effects of habits on a healthy lifestyle. • I can explain that regular exercise is good for my mental and physical health. 	<ul style="list-style-type: none"> • I can explain what a Coastguard is. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify different feelings and begin to discuss my own feelings. • I can recognise that feelings can change overtime and become more or less powerful.
<p>Summer 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain why self-respect is important, especially for my mental health. • I can recognise that everyone, including myself, has the right to be treated respectfully by others. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify different ways to keep myself safe near water. • I can explain how to call for help in an emergency. • I can explain what a Coastguard is. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can recognise that everyone is individual, unique and has valuable contributions to make to our community. • I can identify my own personal strengths, interests and recognise what I am proud of. • I can explain that self-worth and self-esteem mean. 	<p>Summer 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain how to treat others and how to be treated politely. • I can identify ways people show respect and courtesy in different cultures and in wider society. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a personal goal is. • I can identify my own personal goal. • I can explain why setting a personal goal is good for my mental health. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can recognise how feelings can be expressed (words, actions and body language). • I can recognise that feelings can change overtime and become more or less powerful. • I explain how to manage risk in everyday situations.

- I can recognise common challenges to self-worth such as finding school work difficult.
- I can identify basic strategies for reframing and managing a setback.

- I can identify an exit strategy I could use in a risky situation that I do not feel comfortable with.

Year 4	
Autumn 1	Autumn 2
<p>Relationships:</p> <ul style="list-style-type: none"> • I can identify qualities that make a positive friendship. • I can explain what to do/who to talk to if a friendship is making me feel unsafe or unhappy. • I can explain how positive qualities can build a strong, positive friendship. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a community is. • I can identify features of a community. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain what a balanced healthy lifestyle means. • I can explain why it is important to have a balanced lifestyle for both our physical and mental health • I can identify one way to treat myself if I became ill. 	<p>Relationships:</p> <ul style="list-style-type: none"> • I can explain how knowing someone online is different from knowing someone face to face. • I can identify risks in communicating with someone I don't know. • I can identify ways to communicate respectfully. • I can explain what to do if I am worried about any contact online. • I can identify the difference between playful teasing, hurtful behaviour and bullying, including online. • I can explain how to respond if I see or experience hurtful behaviour or bullying, including online. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a community is. • I can identify a community I belong to. • I can identify how a community can be strong. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain how to brush and floss my teeth correctly. • I can explain the importance of regular visits to the dentist. • I can explain the effects of different foods and drinks on dental health.
Spring 1	Spring 2
<p>Relationships:</p> <ul style="list-style-type: none"> • I can explain what confidentiality is. • I can identify when it is right to keep or break a confidence or share a secret. 	<p>Relationships:</p> <ul style="list-style-type: none"> • I can explain the difference between playful dares and dares which put someone at risk. • I can identify how to manage pressures associated with dares.

<p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can define what democracy is. • I can identify where I see democracy at school. • I can explain what parliament is. • I can explain my right to vote when I am older. • I can identify different ways to keep myself safe near railways. • I can identify hazards at a railway <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain what a medicine does and why it is important to take medicines correctly. • I can explain what is meant by a 'household product' and explain why it is important to use a household product correctly. 	<ul style="list-style-type: none"> • I can explain how to report my concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what digital footprint means. • I can recognise that everyone has a digital footprint. • I can explain what online data is. • I explain how online data is shared and used. • I can explain how to recognise factual content. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can recognise what is meant by a 'drug'. • I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. • I can recognise that for some people using drugs can become a habit which is difficult to break.
<p>Summer 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain the importance of respecting differences and similarities between people. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a money budget is. • I can explain what an essential payment may be. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain the term puberty. • I can identify a physical change that happens during puberty. • I can identify external genitalia • I can identify internal reproductive organs • I can explain what the menstrual cycle is. 	<p>Summer 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain the term diversity. • I can explain why we should discuss difference respectfully. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify cash, card and e-payments as way of payment. • I can identify a positive a negative effect of money. • I can explain how to seek support with money. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain why personal hygiene routines are important. • I can identify ways that I look after my personal hygiene. • I can explain how to get information, help and advice about puberty. • I can recognise the emotional changes I may experience with puberty. • I can identify a trusted adult I would discuss the challenges of puberty with.

<p>Year 5</p>	
<p>Autumn 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain how a healthy friendship may make people feel included. • I can identify strategies to help someone feel included. • I can explain how to seek support if I feel excluded or lonely. • I can explain what consent means and why we should respect someone's choice. • I can explain that consent can be given and taken away. • I can identify how consent keeps me safe and why it is important. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain ways we can protect the environment. • I can explain why it is important to protect the environment. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain how sleep contributes to a healthy lifestyle. • I can identify healthy sleep strategies and how I would maintain them. • I can explain why a healthy sleep lifestyle would be good for my mental and physical health. 	<p>Autumn 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain what peer influence is and how it can make people feel or behave. • I can identify strategies to manage peer influence. • I can explain what discrimination is and identify different types of it. • I can identify online bullying and discrimination and discuss the impact it can have. • I can identify ways to safely challenge discrimination. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what compassion is. • I can identify ways to show compassion towards others <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can recognise how someone may express their individuality. • I can explain why it is important to respect individuality. • I can recognise a personal quality of my own.
<p>Spring 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain how it may feel in a person's mind and body when they are uncomfortable. • I can explain that no one should ask me to keep a secret that makes me feel uncomfortable. • I can identify who I would speak to if I was worried about unwanted contact or my boundaries were not respected. 	<p>Spring 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify strategies which help me to positively resolve disputes and differences in friendships. • I can explain when and how to seek support in my friendships. • I can explain that it is common for friendships to experience challenges. <p>Living in the wider world:</p>

<p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify different media types • I can explain the role of different media types • I can begin to explain how information online can be targeted • I can explain how different media types can have an impact on people. • I can identify positive and negative impacts of different media types. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain how medicines can contribute to health and help me to manage allergies. • I can explain what vaccinations and immunisations are. • I can explain how bacteria and viruses can affect health. • I can recognise the shared responsibility within my community for keeping a clean environment. 	<ul style="list-style-type: none"> • I can explain how to assess which search results are more reliable than others • I can identify how to recognise unsafe or suspicious content online • I can explain how to report unsafe or suspicious content. • I can explain what aspiration means identify an aspiration I have • I can explain why having an aspiration is good for my mental health. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain why being outdoors in the sun is good for physical and mental health. • I can identify how to manage risk due to sun exposure. • I can explain how to seek help if I become ill due to sun exposure.
<p>Summer 1</p>	<p>Summer 2</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • I can explain how it may feel in a person's mind and body when they are uncomfortable and how to safely respond. • I can identify who to talk to if I am concerned about unwanted physical contact. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a gender stereotype is and give an example. • I can identify how to safely challenge a stereotype. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify when situations are becoming risky, unsafe or an emergency. • I can differentiate between positive risk taking and dangerous behaviour. • I can identify how to respond in an emergency, including when and how to contact different emergency services. 	<p>Relationships:</p> <ul style="list-style-type: none"> • I can explain that everyone should be treated equally. • I can explain why it is important to listen and respond respectfully to a wide range of people. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify how to keep myself safe from fire at home and school. • I can explain what a fire hazard is. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify ways to boost my mood and improve my emotional wellbeing. • I can explain that there is a link between participating in interests, hobbies and community groups and my mental wellbeing. • I can identify when CPR may be an appropriate emergency response. • I can explain how to provide CPR in an emergency situation. • I can identify how to respond in an emergency, including when and how to contact different emergency services.

- I can explain how to deal with common injuries using basic first aid techniques.

Year 6	
Autumn 1	Autumn 2
<p>Relationships:</p> <ul style="list-style-type: none"> • I can identify what it means to be attracted to someone and recognise there are different kinds of loving. • I can explain the difference between gender identity and sexual orientation. • I can explain what consent means and know how to seek and give/not give permission in different situations. • I can identify qualities that help form a healthy romantic relationship. • I can explain how to seek support if I am concerned about a romantic relationship. • I can explain different ways couples may show their love and commitment to one another, including those who are not married or who live apart. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what prejudice and discrimination are and the difference between them. • I can identify ways to safely tackle discrimination. • I can explain what diversity is and how to value and celebrate it. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain that balancing time online with other activities helps me to manage my health and wellbeing. • I can identify different ways to manage my time spent online. • I can explain what to do if I am worried about something I have seen online. 	<p>Relationships:</p> <ul style="list-style-type: none"> • I can compare the features of a healthy and unhealthy relationship • I can explain how to seek support if I am worried about an unhealthy relationship. • I can explain what marriage and civil partnership means. • I can explain that everyone has the right to choose whom they marry and to force anyone into marriage is illegal. • I can identify how and where to report forced marriage or how to seek support if I am worried. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what a stereotype is and why they are harmful. • I can identify how to safely challenge stereotypes in a wide range of scenarios. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can explain that mental health is as important as physical health and both need to be looked after. • I can identify different ways to take care of my mental health. • I can recognise that anyone can be affected by mental ill-health. • I can explain how mental health difficulties can be resolved with help and support.

<p>Spring 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain the link between values and behaviour and how to be a positive role model. • I can identify how to discuss issues respectfully. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what freedom means within the wider community. • I can identify rights that allow me to have freedom. • I can explain what a reliable media source is. • I can explain how to evaluate a range of media sources. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify the risks and effects of different drugs • I can identify the laws relating to drugs common to everyday life and illegal drugs. • I can explain why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. • I can explain how to seek support about concerns with drug use. 	<p>Spring 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can explain how to listen to and respect other points of view • I can explain how to constructively challenge points of view they disagree with <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can explain what an age restriction is and why they are important. • I can explain why something may have an age restriction. • I can identify what influences decisions about money. • I can explain how having or not having money can impact on a person's mental health. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can identify the risks and effects of different drugs • I can identify the laws relating to drugs common to everyday life and illegal drugs. • I can explain why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. • I can explain how to seek support about concerns with drug use.
<p>Summer 1</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify ways to participate effectively in discussions both in person and online. • I can explain how to manage conflict or disagreements. • I can identify how to seek help if I am worried or upset. 	<p>Summer 2</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify potential risks of personal information being misused by others. • I can identify strategies for dealing with requests for personal information.

Living in the wider world:

- I can explain what financial risks mean
- I can identify common risks associated with money.
- I can explain how to seek help if I am concerned about money.

Health and wellbeing:

- I can explain changes that may occur in life and that these changes can lead people to experience feelings of loss or grief.
- I can identify strategies that can help someone cope with feelings caused by change or loss.
- I can identify how to ask for help to support with loss, grief or other aspects of change.
- I can explain personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- I can explain that for some people their gender identity does not correspond with their biological sex
- I can recognise, respect and express mine and others' individuality and personal qualities.

- I can explain what types of images and personal information would be okay to share and with who.
- I can explain what to do if I am worried or upset about personal information and how to report misuse of personal information.

Living in the wider world:

- I can explain the term critical consume and why it is important to be one.
- I can explain how companies may try to influence people to buy their products.

Health and wellbeing:

- I can explain how the transition to secondary school may affect my feelings and how to seek support.
- I can explain that relationships may change as I grow or move up to secondary school.
- I can identify practical strategies that can help me manage times of change and transition.
- I can explain the process of human reproduction.
- I can explain how to seek support if I am worried or concerned about human reproduction.