

PSHE PROGRESSION OF SKILLS YEAR 1 – YEAR 6

Theme	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>Children will be able to:</p> <p>Explain why we have rules</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities</p> <p>Suggest appropriate rules for a range of settings</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Explain some of the feelings someone might have when they lose something important to them</p> <p>Understand that these feelings are normal and a way of dealing with the situation</p> <p>Define and demonstrate cooperation and collaboration</p> <p>Identify the different skills that people can bring to a group task</p>	<p>Children will be able to:</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</p> <p>Explain how different words can express the intensity of feelings</p> <p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Describe some of the qualities that they admire in others</p> <p>Recognise that there are times when they might need to say 'no' to a friend</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend</p> <p>Demonstrate strategies for working on a collaborative task</p> <p>Define successful qualities of teamwork and collaboration</p> <p>Identify a wide range of feelings</p>	<p>Children will be able to:</p> <p>Explain what collaboration means</p> <p>Give examples of how they have worked collaboratively</p> <p>Describe the attributes needed to work collaboratively</p> <p>Explain what is meant by the terms negotiation and compromise</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others</p> <p>Give examples of some key qualities of friendship</p> <p>Reflect on their own friendship qualities</p> <p>Identify what things make a relationship unhealthy</p>	<p>Children will be able to:</p> <p>Demonstrate a collaborative approach to a task</p> <p>Describe and implement the skills needed to do this</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task</p> <p>Recognise some of the challenges that arise from friendships</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach</p> <p>List some assertive behaviours</p>

<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Identify people who they have a special relationship with</p> <p>Suggest strategies for maintaining a positive relationship with their special people</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations</p> <p>Explain what a dare is</p> <p>Understand that no-one has the right to force them to do a dare</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare</p> <p>Express opinions and listen to those of others</p> <p>Consider others' points of view Practise explaining the thinking behind their ideas and opinions</p> <p>Identify qualities of friendship</p> <p>Suggest reasons why friends sometimes fall out</p> <p>Rehearse and use, now or in the future, skills for making up again</p>	<p>Recognise that different people can have different feelings in the same situation</p> <p>Explain how feelings can be linked to physical state</p> <p>Demonstrate a range of feelings through their facial expressions and body language</p> <p>Recognise that their feelings might change towards someone or something once they have further information</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p>	<p>Identify who they could talk to if they needed help</p> <p>Identify characteristics of passive, aggressive and assertive behaviours</p> <p>Understand and rehearse assertiveness skills</p> <p>Recognise basic emotional needs, understand that they change according to circumstance</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand that online communication can be misinterpreted</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Recognise peer influence and pressure</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics</p> <p>Recognise basic emotional needs and understand that they change according to circumstance</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about</p> <p>Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others</p> <p>Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree</p> <p>Understand that everyone has the right to be free to choose who and whether to marry</p> <p>Recognise that some types of physical contact can produce strong negative feelings</p>
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Valuing Difference	<p>Children will be able to:</p> <p>Recognise that there are many different types of family</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community'</p> <p>Identify the different communities that they belong to</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing</p> <p>Reflect on listening skills</p> <p>Give examples of respectful language</p> <p>Give examples of how to challenge another's viewpoint, respectfully</p> <p>Explain that people living in the UK have different origins</p> <p>Identify similarities and differences between a diverse range of people</p>	<p>Children will be able to:</p> <p>Define the terms 'negotiation' and 'compromise'</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</p> <p>Understand that they have the right to protect their personal body space</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared</p> <p>List some of the ways that people are different to each other</p>	<p>Children will be able to:</p> <p>Define some key qualities of friendship</p> <p>Describe ways of making a friendship last</p> <p>Explain why friendships sometimes end</p> <p>Rehearse active listening skills</p> <p>Demonstrate respectfulness in responding to others</p> <p>Respond appropriately to others</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism</p> <p>Consider how discriminatory behaviour can be challenged</p> <p>Identify and describe the different groups that make up their</p>	<p>Children will be able to:</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>Suggest strategies for dealing with bullying, as a bystander</p> <p>Describe positive attributes of their peers</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else</p> <p>Demonstrate ways of offering support to someone who has been bullied</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</p> <p>Understand and explain the term prejudice</p>

	<p>from varying national, regional, ethnic and religious backgrounds</p> <p>Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together</p> <p>Recognise the factors that make people similar to and different from each other</p> <p>Recognise that repeated name calling is a form of bullying</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p>Understand and explain some of the reasons why different people are bullied</p> <p>Explore why people have prejudiced views and understand what this is</p>	<p>(including differences of race, gender, religion)</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Suggest strategies for dealing with someone who is behaving aggressively</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences</p> <p>Understand and identify stereotypes, including those promoted in the media</p>	<p>school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Understand that the information we see online, either text or images, is not always true or accurate</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Explain the difference between a friend and an acquaintance</p> <p>Describe qualities of a strong, positive friendship</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative)</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p> <p>Recognise that people fall into a wide range of what is seen as normal</p> <p>Challenge stereotypical gender portrayals of people.</p>
Keeping myself safe	<p>Children will be able to:</p> <p>Identify situations which are safe or unsafe</p>	<p>Children will be able to:</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them</p>	<p>Children will be able to:</p> <p>Explain what a habit is, giving examples</p>	<p>Children will be able to:</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face</p>

<p>Identify people who can help if a situation is unsafe</p> <p>Suggest strategies for keeping safe</p> <p>Define the words danger and risk and explain the difference between the two</p> <p>Demonstrate strategies for dealing with a risky situation</p> <p>Identify some key risks from and effects of cigarettes and alcohol</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify risk factors in given situations</p> <p>Suggest ways of reducing or managing those risks</p> <p>Evaluate the validity of statements relating to online safety</p> <p>Recognise potential risks associated with browsing online</p> <p>Give examples of strategies for safe browsing online</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and</p>	<p>Identify situations which are either dangerous, risky or hazardous</p> <p>Suggest simple strategies for managing risk</p> <p>Identify images that are safe/unsafe to share online</p> <p>Know and explain strategies for safe online sharing</p> <p>Understand and explain the implications of sharing images online without consent</p> <p>Define what is meant by the word 'dare'</p> <p>Identify from given scenarios which are dares and which are not</p> <p>Suggest strategies for managing dares</p> <p>Understand that medicines are drugs</p> <p>Explain safety issues for medicine use</p> <p>Suggest alternatives to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol</p>	<p>Describe why and how a habit can be hard to change</p> <p>Recognise that there are positive and negative risks</p> <p>Explain how to weigh up risk factors when making a decision</p> <p>Describe some of the possible outcomes of taking a risk</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying</p> <p>Demonstrate strategies and skills for supporting others who are bullied</p> <p>Recognise and describe the difference between online and face-to-face bullying</p> <p>Recognise which situations are risky</p> <p>Explore and share their views about decision making when faced with a risky situation</p> <p>Suggest what someone should do when faced with a risky situation</p> <p>Define what is meant by a dare</p> <p>Explain why someone might give a dare</p> <p>Suggest ways of standing up to someone who gives a dare</p>	<p>Understand and describe the ease with which something posted online can spread</p> <p>Identify strategies for keeping personal information safe online</p> <p>Describe safe behaviours when using communication technology</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online</p> <p>Know how to keep their information private online</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses</p>
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	<p>talk to a trusted adult if this happens</p> <p>Recognise and describe appropriate behaviour online as well as offline</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs</p> <p>Demonstrate strategies for assessing risks</p> <p>Understand and explain decision-making skills</p> <p>Understand where to get help from when making decisions</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</p>	<p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)</p> <p>Describe stages of identifying and managing risk</p> <p>Suggest people they can ask for help in managing risk</p> <p>Understand that we can be influenced both positively and negatively</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Reflect on what information they share offline and online</p> <p>Recognise that people aren't always who they say they are online</p> <p>Know how to protect personal information online</p> <p>Understand some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>Explain in simple terms some of the laws that control drugs in this country</p> <p>Understand some of the basic laws in relation to drugs</p> <p>Explain why there are laws relating to drugs in this country</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how these emotional needs impact on people's behaviour</p> <p>Suggest positive ways that people can get their emotional need met</p> <p>Understand and give examples of conflicting emotions</p> <p>Understand and reflect on how independence and responsibility go together</p>
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Rights and Responsibilities	<p>Children will be able to:</p> <p>Define what a volunteer is</p> <p>Identify people who are volunteers in the school community</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer</p> <p>Identify key people who are responsible for them to stay safe and healthy</p> <p>Suggest ways they can help these people</p> <p>Understand the difference between 'fact' and 'opinion'</p> <p>Understand how an event can be perceived from different viewpoints</p> <p>Plan, draft and publish a recount using the appropriate language</p> <p>Define what is meant by the environment</p> <p>Evaluate and explain different methods of looking after the school environment</p> <p>Devise methods of promoting their priority method</p>	<p>Children will be able to:</p> <p>Explain how different people in the school and local community help them stay healthy and safe</p> <p>Define what is meant by 'being responsible'</p> <p>Describe the various responsibilities of those who help them stay healthy and safe</p> <p>Suggest ways they can help the people who keep them healthy and safe</p> <p>Understand that humans have rights and also responsibilities</p> <p>Identify some rights and also responsibilities that come with these</p> <p>Understand the reason we have rules</p> <p>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)</p> <p>Recognise that everyone can make a difference within a democratic process</p> <p>Define the word influence;</p>	<p>Children will be able to:</p> <p>Identify, write and discuss issues currently in the media concerning health and wellbeing</p> <p>Express their opinions on an issue concerning health and wellbeing</p> <p>Make recommendations on an issue concerning health and wellbeing</p> <p>Understand the difference between a fact and an opinion</p> <p>Understand what biased reporting is and the need to think critically about things we read</p> <p>Define the differences between responsibilities, rights and duties</p> <p>Discuss what can make them difficult to follow</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group</p> <p>Give examples of voluntary groups, the kind of work they do and its value</p>	<p>Children will be able to:</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them</p> <p>Describe the language and techniques that make up a biased report</p> <p>Analyse a report also extract the facts from it</p> <p>Know the legal age (and reason behind these) for having a social media account</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives</p> <p>Explain some benefits of saving money</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method</p> <p>Describe the costs that go into producing an item</p>

	<p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Recognise that reports in the media can influence the way they think about an topic</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment</p> <p>Understand and explain the value of this work</p> <p>Define the terms 'income' and 'expenditure'</p> <p>List some of the items and services of expenditure in the school and in the home</p> <p>Prioritise items of expenditure in the home from most essential to least essential</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'</p> <p>Understand how a payslip is laid out showing both pay and deductions</p>	<p>State the costs involved in producing and selling an item</p> <p>Suggest questions a consumer should ask before buying a product</p> <p>Define the terms loan, credit, debt and interest</p> <p>Suggest advice for a range of situations involving personal finance</p> <p>Explain some of the areas that local councils have responsibility for</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>Suggest sale prices for a variety of items, taking into account a range of factors</p> <p>Explain what is meant by the term interest</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services</p> <p>Evaluate the different public services and compare their value</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group</p> <p>Explain what is meant by living in an environmentally sustainable way</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way</p>
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		<p>Prioritise public services from most essential to least essential.</p>		
Being my Best	<p>Children will be able to:</p> <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body</p> <p>Explain what is meant by the term 'balanced diet'</p> <p>Give examples what foods might make up a healthy balanced meal</p> <p>Explain how some infectious illnesses are spread from one person to another</p>	<p>Children will be able to:</p> <p>Identify ways in which everyone is unique</p> <p>Appreciate their own uniqueness</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Give examples of choices they make for themselves and choices others make for them</p>	<p>Children will be able to:</p> <p>Know two harmful effects each of smoking/drinking alcohol</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p>Know the basic functions of the four systems covered and know they are inter-related</p>	<p>Children will be able to:</p> <p>Explain what the five ways to wellbeing are</p> <p>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</p> <p>Describe the actions needed to set and achieve these</p>

<p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</p> <p>Suggest medical and non-medical ways of treating an illness</p> <p>Develop skills in discussion and debating an issue</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them</p> <p>Empathise with different view points</p> <p>Make recommendations, based on their research</p> <p>Identify their achievements and areas of development</p> <p>Recognise that people may say kind things to help us feel good about ourselves</p> <p>Explain why some groups of people are not represented as much on television/in the media</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Understand and explain how the brain sends and receives messages through the nerves</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p>	<p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios</p> <p>Define what is meant by the word 'community'</p> <p>Suggest ways in which different people support the school community</p> <p>Identify qualities and attributes of people who support the school community</p>	<p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Identify their own strengths and talents</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements</p> <p>State what is meant by community</p> <p>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Identify ways that they can help these people</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues</p> <p>Identify risk factors in a given situation (involving alcohol)</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</p> <p>Recognise what risk is</p> <p>Explain how a risk can be reduced</p> <p>Understand risks related to growing up and explain the need to be aware of these</p> <p>Assess a risk to help keep themselves safe</p>
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	<p>Describe how food, water and air get into the body and blood</p> <p>Explain some of the different talents and skills that people have and how skills are developed</p> <p>Recognise their own skills and those of other children in the class</p>			
Growing and Changing	<p>Children will be able to:</p> <p>Identify different types of relationships</p> <p>Recognise who they have positive healthy relationships with</p> <p>Understand what is meant by the term body space (or personal space)</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space</p> <p>Rehearse strategies for when someone is inappropriately in their body space</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p>	<p>Children will be able to:</p> <p>Describe some of the changes that happen to people during their lives</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily</p> <p>Suggest people who may be able to help them deal with change</p> <p>Name some positive and negative feelings</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents</p> <p>Take part in a role play practising how to compromise</p> <p>Identify parts of the body that males and females have in common and those that are different</p> <p>Know the correct terminology for their genitalia</p>	<p>Children will be able to:</p> <p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these</p> <p>Explain strategies they can use to build resilience</p> <p>Identify people who can be trusted</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch</p> <p>Explain how someone might feel when they are separated from someone or something they like</p> <p>Suggest ways to help someone who is separated from someone or something they like</p> <p>Know the correct words for the external sexual organs</p>	<p>Children will be able to:</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes</p> <p>Suggest positive strategies for dealing with change</p> <p>Identify people who can support someone who is dealing with a challenging time of change</p> <p>Understand that fame can be short-lived</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p> <p>Recognise that people fall into a wide range of what is seen as normal</p>

	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p>	<p>Recognise that babies come from the joining of an egg and sperm</p> <p>Explain what happens when an egg doesn't meet a sperm</p> <p>Understand that for girls, periods are a normal part of puberty Understand and explain why puberty happens</p> <p>Know the key facts of the menstrual cycle</p> <p>Understand that periods are a normal part of puberty for girls</p> <p>Identify some of the ways to cope better with periods</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Know the legal age for marriage in England or Scotland</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p>	<p>Discuss some of the myths associated with puberty</p> <p>Identify some products that they may need during puberty and why</p> <p>Know what menstruation is and why it happens</p> <p>Recognise how our body feels when we're relaxed</p> <p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Recognise that some people can get bullied because of the way they express their gender</p> <p>Give examples of how bullying behaviours can be stopped</p>	<p>Challenge stereotypical gender portrayals of people</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur</p>
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