

Personal Development Curriculum

PSHE & RSE Progression across our school

With SMSC & BV links



Relationships	EYFS		Y1/2	Y3/4	Y5/6
Families and friendships	<p><u>FS1</u></p> <p>To know what is meant by the word family</p> <p>To know the members of the family they live with</p> <p>To know some key events they celebrate as a family</p> <p>To show positive attitudes towards differences between people</p> <p>To extend and elaborate play ideas with other children</p> <p>To talk with others to solve problems during play</p> <p>To show confidence around others</p>	<p><u>FS2</u></p> <p>To know that families can be different</p> <p>To be able to share and take turns</p> <p>To be able to wait and cooperate with friends/peers in play</p> <p>To know that helping others is a good and kind thing to do</p> <p>To negotiate with peers when problems occur</p>	<p><u>What is a family?</u></p> <ul style="list-style-type: none"> To understand there are several people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers To understand the role these different people, play in children's lives and how they care for them To understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family <p><u>What is a friend?</u></p> <ul style="list-style-type: none"> To consider how to be a good friend, e.g. kindness, listening, honest To think about different ways that people meet and make friends To develop strategies for positive play with friends, e.g. joining in, including others, etc. To understand what can cause arguments between friends and how to positively resolve arguments To recognise when they need support with friends, and to ask for help, when they are feeling lonely or unhappy or to help someone else 	<p><u>Are all families the same?</u></p> <ul style="list-style-type: none"> To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents To know that being part of a family should provide support, stability and love To know about the positive aspects of being part of a family, such as spending time together and caring for each other To identify different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p><u>What are healthy friendships?</u></p> <ul style="list-style-type: none"> To identify the features of positive healthy friendships such as mutual respect, trust and sharing interests To learn some strategies to build positive friendships To know how to seek support with relationships if they feel lonely or excluded To understand how to communicate respectfully with friends when using digital devices To understand that knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know 	<p><u>Is trust important?</u></p> <ul style="list-style-type: none"> To know what makes a healthy friendship and how they make people feel included To know strategies to help someone feel included To understand about peer influence and how it can make people feel or behave To understand the impact of the need for peer approval in different situations, including online To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication To know that it is common for friendships to experience challenges To know some strategies to positively resolve disputes and reconcile differences in friendships To know that friendships can change over time and the benefits of having new and different types of friends To recognise if a friendship is making them feel unsafe, worried, or uncomfortable To know when and how to seek support in relation to friendships <p><u>What is commitment?</u></p> <ul style="list-style-type: none"> To know what it means to be attracted to someone and different kinds of loving relationships To understand that people who love each other can be of any gender, ethnicity or faith To understand the difference between gender identity and sexual orientation and everyone's right to be loved To know about the qualities of healthy relationships that help individuals flourish

				<ul style="list-style-type: none"> To know what to do or whom to tell if they are worried about any contact online 	<ul style="list-style-type: none"> To know some ways in which couples show their love and commitment to one another, including those who are not married or who live apart To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults To know that people have the right to choose whom they marry or whether to get married To know that to force anyone into marriage is illegal To understand how and where to report forced marriage or ask for help if they are worried
<p>Safe relationships</p>	<p>To understand their body belongs to them</p> <p>To ask for help when they find something difficult</p>	<p>To understand there are some areas of the body that are private and what this means</p> <p>To know what to do if someone makes them feel uncomfortable</p> <p>To know what to do if they feel unsafe</p>	<p><u>Is it ok to hug others?</u></p> <ul style="list-style-type: none"> To think about situations when someone's body or feelings might be hurt and whom to go to for help To know what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To understand how to respond if being touched makes them feel uncomfortable or unsafe To know how to ask for and give/not give permission <p><u>Is it ok to have secrets?</u></p> <ul style="list-style-type: none"> To recognise hurtful behaviour, including online and know what to do/ who to tell if they see or experience hurtful behaviour, including online To know what bullying is and different types of bullying To understand how someone may feel if they are being bullied To understand the difference between happy surprises and 	<p><u>What are personal boundaries?</u></p> <ul style="list-style-type: none"> To know what is appropriate to share with friends, classmates, family and wider social groups including online To understand what privacy and personal boundaries are, including online To learn basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision To recognise that bullying and hurtful behaviour is unacceptable in any situation To understand the effects and consequences of bullying for the people involved To recognise that bullying can happen online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour <p><u>What is peer pressure?</u></p> <ul style="list-style-type: none"> To be able to differentiate between playful teasing, hurtful behaviour and bullying, including online 	<p><u>How do I manage risks?</u></p> <ul style="list-style-type: none"> To compare the features of a healthy and unhealthy friendship To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To know some strategies to respond to pressure from friends including online To understand how to assess the risk of different online 'challenges' and 'dares' To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety, including online To know what consent means and how to seek and give/not give permission in different situations <p><u>How do people share their views?</u></p> <ul style="list-style-type: none"> To understand the link between values and behaviour and how to be a positive role model To know how to discuss issues respectfully To know how to listen to and

			<p>secrets that make them feel uncomfortable or worried, and how to get help</p> <ul style="list-style-type: none"> To understand what 'pressure' is and know how to resist pressure to do something that feels uncomfortable or unsafe To know how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> To know how to respond if they witness or experience hurtful behaviour or bullying, including online To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable To know how to manage pressures associated with dares To know when it is right to keep or break a confidence or share a secret To know how to recognise risks online such as harmful content or contact To understand how people may behave differently online including pretending to be someone they are not To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p>respect other points of view</p> <ul style="list-style-type: none"> To consider ways to constructively challenge points of view they disagree with To consider ways to participate effectively in discussions online and manage conflict or disagreements To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
<p>Respecting ourselves and others</p>	<p>To respond to other children during play</p> <p>To follow the rules of the setting with more confidence</p> <p>To begin to understand how others may feel</p> <p>To know people like/dislike different things (Stories, games, events)</p>	<p>To be able to explain right from wrong</p> <p>To understand and follow the rules of the school</p> <p>To show kindness and consideration to others</p> <p>To show consideration for others needs, wants, likes and dislikes</p> <p>To listen to the ideas of</p>	<p><u>What is respect?</u></p> <ul style="list-style-type: none"> To know what kind and unkind behaviour means in and out school and how this links to respectful behaviour To think about how kind and unkind behaviour can make people feel To consider how to treat someone with respect and what this means To understand why we need rules, need to be polite and need to share/take turns To understand that rules help us to be respectful <p><u>How can I be a good friend?</u></p> <ul style="list-style-type: none"> To learn about the things they have in common with their friends, classmates, and other people To know friends can have both similarities and differences To play and work cooperatively in different groups and situations 	<p><u>How do we show respect?</u></p> <ul style="list-style-type: none"> To recognise respectful behaviours e.g. helping or including others, being responsible To know how to model respectful behaviour in different situations e.g. at home, at school, online To understand the importance of self-respect and their right to be treated respectfully by others To know what it means to treat others, and be treated, politely To understand ways in which people show respect and courtesy in different cultures and in wider society To recognise disrespectful behaviour and understand the consequences of this <p><u>How do we show acceptance?</u></p> <ul style="list-style-type: none"> To recognise differences between people such as gender, 	<p><u>Why is respect important?</u></p> <ul style="list-style-type: none"> To recognise that everyone should be treated equally To know the importance of listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To understand the impact of discrimination on individuals, groups and wider society To know ways to safely challenge discrimination To know how to report discrimination online <p><u>How do people share their views?</u></p> <ul style="list-style-type: none"> To understand the link between values and behaviour and how to

		others and share their own ideas	<ul style="list-style-type: none"> To share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>race, faith</p> <ul style="list-style-type: none"> To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations To understand the importance of respecting the differences and similarities between people To develop a vocabulary to sensitively discuss difference and include everyone To consider how we can accept others and what the consequences could be of not accepting. 	<p>be a positive role model</p> <ul style="list-style-type: none"> To know how to discuss issues respectfully To know how to listen to and respect other points of view To consider ways to constructively challenge points of view they disagree with To consider ways to participate effectively in discussions online and manage conflict or disagreements To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
Living in the wider world			Y1/2	Y3/4	Y5/6
Belonging to a community	<p>To know there are lots of different occupations they could do when they are older</p> <p>To know there are different people in the community that are there to help us</p> <p>To understand they belong to the squirrels group and to say which class they are in</p>	<p>To know they belong to the community of Leverton Academy</p> <p>To know that people can have different faiths/beliefs</p> <p>To know about key members of our local community. I.e. shopkeeper, mechanic, PCSO, post person, hairdresser, doctors, nurses, firefighters</p> <p>To know what these key members of our</p>	<p><u>How do we show we care?</u></p> <ul style="list-style-type: none"> To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside To know that different people have different needs To understand why it is important to care about others To know how to show care for people, animals and other living things in different ways To understand why it is important to care for the environment To know how they can look after the environment, e.g. recycling <p><u>Where do I belong?</u></p> <ul style="list-style-type: none"> To know you can be part of different groups, and the role they play in these groups e.g. class, teams, faith groups To think about the different rights and responsibilities they have in school and the wider community To know that a community can help people from different groups to feel included To recognise ways in which they are the same and different to others in their community 	<p><u>What are rights and responsibilities?</u></p> <ul style="list-style-type: none"> To understand the reasons for rules and laws in wider society To understand the importance of abiding by the law and what might happen if rules and laws are broken To know what human rights are and how they protect people To identify basic examples of human rights including the rights of children To know how they have rights and also responsibilities To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p><u>What is a community?</u></p> <ul style="list-style-type: none"> To understand the meaning and benefits of living in a community To recognise that they belong to different communities as well as the school community To know about the different groups that make up and 	<p><u>Why is the environment important?</u></p> <ul style="list-style-type: none"> To understand how resources are allocated and the effect this has on individuals, communities and the environment To consider the importance of protecting the environment and how everyday actions can either support or damage it To show compassion for the environment, animals and other living things To understand the way that money is spent and how it affects the environment To express their own opinions about their responsibility towards the environment <p><u>What is equality?</u></p> <ul style="list-style-type: none"> To understand what prejudice means To differentiate between prejudice and discrimination To know how to recognise acts of discrimination To know strategies to safely respond to and challenge discrimination To know how to recognise stereotypes in different contexts and the influence they have on

		community do		<p>contribute to a community</p> <ul style="list-style-type: none"> • To know about the individuals and groups that help the local community, including through volunteering and work • To know how to show compassion towards others in need and the shared responsibilities of caring for them 	<p>attitudes and understanding of different groups</p> <ul style="list-style-type: none"> • To consider how stereotypes are perpetuated and how to challenge this
Media literacy and Digital resilience	<p>To know how to tell an adult if they see something they don't like when using a device</p>	<p>To know how technology helps us live our lives (e.g. traffic lights, washing machine)</p> <p>To know that too much screen time is not good for us</p> <p>To know that they must tell an adult if they see something on a device that upsets them</p> <p>To know that there are some things on devices that are not appropriate for young children</p>	<p><u>What is the internet?</u></p> <ul style="list-style-type: none"> • To know how and why people use the internet • To understand the benefits of using the internet and digital devices • To know how and why people find things out • To think about how to communicate safely with others online <p><u>Is technology a good thing?</u></p> <ul style="list-style-type: none"> • To know the different ways in which people can access the internet e.g. phones, tablets, computers • To recognise the purpose and value of the internet in everyday life • To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • To know that information online might not always be true 	<p><u>How can we use technology responsibly?</u></p> <ul style="list-style-type: none"> • To know how the internet can be used positively for leisure, for school and for work • To recognise that images and information online can be altered or adapted and the reasons for why this happens • To develop strategies to recognise whether something they see online is true or accurate • To evaluate whether a game is suitable to play or a website is appropriate for their age-group • To make safe, reliable choices from search results • To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p><u>What are the risks with technology?</u></p> <ul style="list-style-type: none"> • To know that everything shared online has a digital footprint • To understand that organisations can use personal information to encourage people to buy things • To recognise what online adverts look like and how they are designed to encourage people 	<p><u>Is everything we see and hear true?</u></p> <ul style="list-style-type: none"> • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • To know that some media and online content promote stereotypes • To learn how to assess which search results are more reliable than others • To recognise unsafe or suspicious content online • To know how devices store and share information • To understand the reasons why some media and online content is not appropriate for children • To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things • To know why people, choose to communicate through social media and some of the risks and challenges of doing so <p><u>How do I know what is ok to share?</u></p> <ul style="list-style-type: none"> • To know about the benefits of safe internet use e.g. learning, connecting and communicating • To know how and why images online might be manipulated, altered, or faked

				<p>to spend money</p> <ul style="list-style-type: none"> • To compare content shared for factual purposes and for advertising • To consider why people might choose to buy or not buy something online e.g. from seeing an advert • To understand that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • To recognise when images might have been altered • To know that social media sites have age restrictions and regulations for use • To know about sharing things online, including rules and laws relating to this • To recognise what is appropriate to share online • To know how to report inappropriate online content or contact • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • To know how to report the misuse of personal information or sharing of upsetting content/images online • To understand the different age rating systems for social media, T.V, films, games and online gaming • To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play
<p>Money and Work</p>	<p>To know there are lots of different occupations they could do when they are older</p> <p>To know there are different people in the community</p>	<p>To know about key members of our local community. I.e. shopkeeper, mechanic, PCSO, post person, hairdresser, doctors, nurses,</p>	<p><u>What is a job?</u></p> <ul style="list-style-type: none"> • To know that everyone has different strengths, in and out of school • To learn about how different strengths and interests are needed to do different jobs • To learn about people whose job it is to help us in the community • To know about different jobs and the work people do 	<p><u>Why are jobs important?</u></p> <ul style="list-style-type: none"> • To consider the range of jobs that people may have from different sectors e.g. teachers, business people, charity work, construction, beauty etc. • To understand that people can have more than one job at once or over their lifetime • To identify common myths and gender stereotypes related to work • To challenge stereotypes through examples of role models in 	<p><u>What are my hopes and aspirations?</u></p> <ul style="list-style-type: none"> • To identify jobs that they might like to do in the future • To understand the role ambition can play in achieving a future career • To know how or why someone might choose a certain career • To understand what might influence people's decisions about a job or career, including pay, working conditions, personal

	that are there to help us	<p>firefighters</p> <p>To know what these key members of our community do</p>	<p><u>Do we need money?</u></p> <ul style="list-style-type: none"> To understand money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments To think about how money can be received, kept and looked after To know that people are paid money for the job they do To consider what it means to volunteer To recognise the difference between needs and wants <ul style="list-style-type: none"> To consider how people make choices about spending money. (Wants & needs) 	<p>different fields of work e.g. women in STEM</p> <ul style="list-style-type: none"> To know about some of the skills needed to do a job, such as teamwork and decision-making To recognise their interests, skills and achievements and how these might link to future jobs To set goals that they would like to achieve this year e.g. learn a new hobby <p><u>How do we use money?</u></p> <ul style="list-style-type: none"> To consider the difference between spending for pleasure and spending for necessity To know how people make different spending decisions based on their budget, values and needs To know how to keep track of money and why it is important to know how much is being spent To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>interests, strengths and qualities, family, values</p> <ul style="list-style-type: none"> To know the importance of diversity and inclusion to promote people's career opportunities To understand about stereotyping in the workplace, its impact and how to challenge it <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p> <p><u>Why is it important to manage money carefully?</u></p> <ul style="list-style-type: none"> To understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money To understand the value for money and how to judge if something is value for money To know how companies, encourage customers to buy things and why it is important to be critical consumer To know how having or not having money can impact on a person's emotions, health and wellbeing To understand the common risks associated with money, including debt, fraud and gambling To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk To know how to get help if they are concerned about gambling or other financial risks
Health and wellbeing			Y1/2	Y3/4	Y5/6
Physical health and Mental wellbeing	<p>To tell someone when they are hungry, tired and need the toilet</p> <p>To talk about how they</p>	<p>To know it is important to look after our bodies</p> <p>To know how to look after our bodies (use toilet, blow</p>	<p><u>How can I be healthy?</u></p> <ul style="list-style-type: none"> To know what it means to be healthy and why it is important To think of ways to take care of themselves on a daily basis To understand the importance of basic hygiene routines, e.g. hand washing To know about healthy and unhealthy foods, including the 	<p><u>What is a healthy lifestyle?</u></p> <ul style="list-style-type: none"> To consider the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) To know what can help people to make healthy choices and what might negatively influence them 	<p><u>Why is mental health important?</u></p> <ul style="list-style-type: none"> To know how sleep contributes to a healthy lifestyle To know some healthy sleep strategies and how to maintain them To understand the benefits of being outdoors and in the sun for physical and mental health

<p>keep clean</p> <p>To talk about the food they eat</p> <p>To show some independence in getting dressed and undressed</p> <p>To show some independence in managing own care needs. E.g. brushing teeth, washing hands, using toilet</p> <p>To know which food and drink would be healthy</p>	<p>nose, wash hands, keep clean</p> <p>To know there are healthy and unhealthy foods</p> <p>To know that we need to brush our teeth regularly</p> <p>To know why it is important to look after our teeth</p>	<p>impact of sugar intake</p> <ul style="list-style-type: none"> To know about physical activity and how it keeps people healthy To compare different types of play, including balancing indoor, outdoor and screen-based play To think about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors To have an awareness of how to keep safe in the sun <p>How can I feel good?</p> <ul style="list-style-type: none"> To understand good routines and habits for maintaining good physical and mental health To know why sleep and rest are important for growing and keeping healthy To understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies To understand the importance of, and routines for, brushing teeth and visiting the dentist To know how food and drink can affect dental health To describe and share a range of feelings To think of ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others To think about how to manage big feelings including those associated with change, loss and bereavement To know when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> To understand about habits and that sometimes they can be maintained, changed or stopped To know about the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health To understand that there are things that affect feelings both positively and negatively To identify a range of feelings To know that people express feelings in different ways e.g. words, actions, body language To recognise how feelings can change over time and become more or less powerful <p>How can we manage our own health and hygiene?</p> <ul style="list-style-type: none"> To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally To know what good physical health means and how to recognise early signs of physical illness To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary To understand that hygiene is about keeping clean and the consequences of not keeping clean To know how to maintain oral hygiene and dental health, including how to brush and floss correctly To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<ul style="list-style-type: none"> To know how to manage risk in relation to sun exposure, including skin damage and heat stroke To know how medicines can contribute to health and how allergies can be managed To know that some diseases can be prevented by vaccinations and immunisations To understand that bacteria and viruses can affect health To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines To know that mental health is just as important as physical health and that both need looking after To know how balancing time online with other activities helps to maintain their health and wellbeing To know what to do and whom to tell if they are frightened or worried about something they have seen online To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night <p>What can affect our mental health and wellbeing?</p> <ul style="list-style-type: none"> To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing To know some positive strategies for managing feelings To know that there are situations when someone may experience mixed or conflicting feelings To know how feelings can often
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					<p>be helpful, whilst recognising that they sometimes need to be overcome</p> <ul style="list-style-type: none"> • To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • To identify where they and others can ask for help and support with mental wellbeing in and outside school • To understand the importance of asking for support from a trusted adult • To know about the changes that may occur in life including death, and how these can cause conflicting feelings • To understand that changes can mean people experience feelings of loss or grief • To know about the process of grieving and how grief can be expressed
<p>Growing and changing</p>	<p>To know their birthday celebrates the day they were born</p> <p>To know that everyone was once a baby</p> <p>To talk about their feelings and use words to name these (happy, sad, angry, worried)</p> <p>To begin to understand how others may feel</p>	<p>To know humans change from baby to adult</p> <p>To be able to express their emotions and feelings through talk</p> <p>To be able to change their behaviour according to the situation</p> <p>To show patience in a range of situations</p>	<p><u>Do I always feel good?</u></p> <ul style="list-style-type: none"> • To recognise what makes them special and unique including their likes, dislikes and what they are good at • To know who to tell when finding things difficult, or when things go wrong • To recognise and name different kinds of feelings • To recognise feelings in themselves and others • To know how feelings can affect how people behave <p><u>How do I grow and change?</u></p> <ul style="list-style-type: none"> • To understand about the human life cycle and how people grow from young to old • To think about how our needs and bodies change as we grow up • To identify and name the main parts of the body including external 	<p><u>What is resilience?</u></p> <ul style="list-style-type: none"> • To know that everyone is an individual and has unique and valuable contributions to make • To recognise how strengths and interests form part of a person's identity • To be able to identify their own personal strengths and interests and what they're proud of (in school, out of school) • To recognise common challenges to self-worth e.g. finding school work difficult, friendship issue • To know some basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p><u>Who am I?</u></p> <ul style="list-style-type: none"> • To have an awareness of personal 	<p><u>What is my identity?</u></p> <ul style="list-style-type: none"> • To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • To know that for some people their gender identity does not correspond with their biological sex • To know how to recognise, respect and express their individuality and personal qualities • To know ways to boost their mood and improve emotional wellbeing • To understand the link between participating in interests, hobbies and community groups and mental wellbeing • To recognise some of the

genitalia (e.g. vagina, penis, testicles)

- To describe how people change as they grow up, including new opportunities and responsibilities

identity and what contributes to it, including race, gender, family, faith, culture, hobbies, likes/dislikes

- To know how to recognise, respect and express their individuality and personal qualities
- To have ways to boost their mood and improve emotional wellbeing
 - To about the link between participating in interests, hobbies and community groups and mental wellbeing

changes as they grow up e.g. increasing independence

- To understand what being more independent might be like, including how it may feel

What is transition?

- To know about the transition to secondary school and how this may affect their feelings
- To understand how relationships may change as they grow up or move to secondary school
- To know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- To consider the main differences between primary and secondary school
- To understand the expectations of the link school such as behaviour, uniform, homework.

Y5 Puberty

- To be able to identify the external genitalia and reproductive organs
- To understand the emotional and physical changes that happen during puberty
- To know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- To know strategies to manage changes during puberty including menstruation
- To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- To know how to discuss the

					<p>challenges of puberty with a trusted adult</p> <ul style="list-style-type: none"> To know how to get information, help and advice about puberty <p>Y6 Sex education</p> <p><i>(Parents have the right to withdraw their children from this aspect of our curriculum)</i></p> <ul style="list-style-type: none"> To identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb To know that pregnancy can be prevented with contraception To learn about the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping safe	<p>To tell someone if they don't feel safe</p> <p>To ask for help if they feel unsafe</p> <p>To know roads can be dangerous</p> <p>To know water can be dangerous</p> <p>To know climbing can be dangerous</p>	<p>To know what to do if they feel unsafe</p> <p>To identify common risks around the home</p> <p>To know what to do if they became lost</p> <p>To know ways to keep safe near water</p> <p>To know ways to keep safe near roads</p>	<p><u>How do I keep safe?</u></p> <ul style="list-style-type: none"> To recognise risk in everyday situations, e.g. road, water and rail safety medicines To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products To understand how rules can help to keep us safe To know why some things, have age restrictions, e.g. TV and film, games, toys or play areas To understand basic rules for keeping safe online To know who to tell if they see something online that makes them feel unhappy, worried, or scared 	<p><u>Can I identify risks?</u></p> <ul style="list-style-type: none"> To be able to identify typical hazards at home and in school To be able to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To have an awareness of fire safety at home including the need for smoke alarms and what to do if they came across a fire To understand the importance of following safety rules from parents and other adults To understand how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety <p><u>What are drugs?</u></p>	<p>FIRST AID</p> <ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services <p>DARE</p> <p>how to protect personal information</p>

		<p>To understand how to use equipment safely</p>	<p><u>How do I keep safe?</u></p> <ul style="list-style-type: none"> • To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • To think about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • To know how to respond if there is an accident and someone is hurt • To understand whose job it is to keep us safe and how to get help in an emergency, including 	<ul style="list-style-type: none"> • To understand the importance of taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • To identify some of the risks associated with drugs common to everyday life • To know that for some people using drugs can become a habit which is difficult to break • To know how to ask for help or advice 	<p>online</p> <ul style="list-style-type: none"> • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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