

# **Highbank Primary and Nursery School** **Progression Map** **PSHE & SRE**



Healthy & safe Empathetic Ambitious Respectful Tenacious

At Highbank, our aim is to provide a PSHE curriculum that is based on open discussion and children's views on the community and world that they are growing up in today.

We aim to develop children's understanding of previous or potential life experiences and how to best manage them in a respectful and responsible way. As a school we promote resilience, personal wellbeing, equality and diversity, all of which are evident throughout our PSHE curriculum. We aim to provide our children with culture capital for those pupils with disadvantaged starting points so they can flourish in what they set out to achieve and become active global citizens. We hope the PSHE education our children receive at Highbank will suitably prepare them for the challenges of secondary school and the rest of their life by enhancing their self-esteem, empowering them to make good choices and building brighter futures through high aspirations.

What PSHE & SRE looks like at Highbank;

- Engaging PSHE and SRE lessons using SCARF. PSHE is timetabled weekly throughout the school as well as a whole school assembly at the start of each half-term.
- Highbank HEART value days at the start of every half-term following the school's progression map. As well as this we intertwine our values into day to day schooling, ensuring children are always thinking about the responsibility of their actions.
- Using an open classroom approach through SMSC lessons, where pupils have the freedom to voice their own opinions. Children have the ability to lead their own discussions around a diverse selection of topics whilst being facilitated by a responsible adult to ensure a safe environment for all.
- Enabling our children to make responsible and well informed decisions about their lives by learning about physical and emotional development as well as the spiritual, moral, social and cultural values that play such a huge part in today's world.
- The use of carefully selected core texts during SMSC to deliver learning related to the nine protected characteristics. Children revisit these core texts each year to deepen their learning and to ensure that they receive age appropriate teaching.
- Enabling our children to establish and maintain substantial and healthy relationships within their community and beyond through the teaching of SRE
- Ensuring all pupils feel happy and safe in our school and see themselves reflected in our curriculum, (if you can't see it, you can't be it).

## PSHE & SRE YEARLY OVERVIEW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing

## Links to learning in EYFS

At Highbank we support our children in the EYFS to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to persist and wait for what they want. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Our children in Nursery and Reception engage in open discussions about SMSC centric topics as well as participating in our half-termly HEART value days.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me &amp; My Relationships</b>	<p>Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these.</p> <p>Recognise how others might be feeling by reading body language/facial expressions and understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings and how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings.</p> <p>Recognise that people's bodies and feelings can be hurt and suggest ways of dealing with different kinds of hurt.</p> <p>Recognise that they belong to various groups and communities (such as their family) and explain how these people help us and we can help them to help us.</p> <p>Identify simple qualities of friendship and suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations. Give and receive positive feedback and experience how this makes them feel.</p>	<p>Suggest actions that will contribute positively to the life of the classroom and make pledges based on those actions.</p> <p>Take part in creating and agreeing classroom rules.</p> <p>Use a range of words to describe feelings and recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to other's feelings.</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference. Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Understand and describe strategies for dealing with bullying and rehearse and demonstrate some of these strategies.</p> <p>Explain the difference between bullying and isolated unkind behaviour and recognise that there are different types of bullying and unkind behaviour. Understand that bullying and unkind behaviour are unacceptable.</p> <p>Recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Explain why we have rules and explore why rules can be for different age groups, in particular for internet-based activities.</p> <p>Suggest appropriate rules for a range of settings and consider the possible consequences of breaking the rules.</p> <p>Explain some of the feelings when they lose something important to them and understand that these feelings are normal and a way of dealing with it.</p> <p>Define and demonstrate cooperation and collaboration. Identify the different skills that people can bring to a group task. Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Identify people they have a special relationship with. Suggest strategies for maintaining positive relationships.</p> <p>Rehearse and demonstrate simple strategies for resolving conflict.</p> <p>Explain what a dare is. Suggest strategies to use if someone asking them to do a dare.</p> <p>Express opinions and listen to those of others. Practise explaining the thinking behind their ideas and opinions.</p> <p>Identify qualities of friendship and suggest reasons why friends sometimes fall out. Rehearse and use, skills for making up again.</p>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</p> <p>Explain what we mean by a 'positive, healthy relationship' and describe some qualities they admire in others.</p> <p>Recognise that there are times when they might need to say 'no' to a friend and describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Demonstrate strategies for working on a collaborative task and define successful qualities of teamwork and collaboration.</p> <p>Identify a wide range of feelings and recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state.</p> <p>Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say and understand.</p>	<p>Explain what collaboration means and give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively.</p> <p>Explain what is meant by the terms negotiation and compromise and describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others and give examples of some key qualities of friendship. Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy and identify who they could talk to if they needed help.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours and understand and rehearse assertiveness skills.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance. Identify risk factors in a given situation.</p> <p>Understand that online communication can be misinterpreted and accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Explain what is meant by the terms 'negotiation' and 'compromise' and suggest positive strategies for negotiating and compromising.</p> <p>Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>List some assertive behaviours and recognise peer influence and pressure. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Describe the consequences of reacting to others in a positive or negative way and suggest ways that people can respond more positively to others.</p> <p>Describe ways in which people show their commitment to each other and know the ages at which a person can marry. 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 and know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online and describe safe and respectful behaviours when using communication technology.</p>

Valuing Difference	<p>Identify the differences and similarities between people and empathise with those who are different from them. Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying and understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Identify some of the people who are special to them and recognise and name some of the qualities that make a person special to them.</p> <p>Recognise and explain what is fair and unfair, kind and unkind and suggest ways they can show kindness to others.</p>	<p>Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Identify people who are special to them and explain some of the ways those people are special.</p> <p>Explain how it feels to be part of a group and how it feels to be left out. Identify groups they are part of and suggest strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings and suggest kind words and actions they can show to others. Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques and suggest strategies for dealing with a range of situations requiring negotiation skills.</p>	<p>Recognise that there are many different types of family and understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community' and identify the different communities that they belong to. 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. Give examples of respectful language and how to challenge another's viewpoint, respectfully.</p> <p>Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get 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 and 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 and explore why people have prejudiced views and understand what this is.</p>	<p>Define the terms 'negotiation' and 'compromise'. Understand the need to manage conflict or differences and suggest ways of doing this through negotiation and compromise.</p> <p>Understand that they have the right to protect their personal body space and recognise how others' non-verbal signals indicate how they feel. 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 and give examples of features of these different types of relationships.</p> <p>List some of the ways that people are different to each other and recognise potential consequences of aggressive behaviour. 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 and define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Define some key qualities of friendship and describe ways of making a friendship last. Explain why friendships sometimes end.</p> <p>Rehearse active listening skills and demonstrate respectfulness in responding to others. Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice and describe this using examples. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK and describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate and recognise that some people post things online so that people will like them. 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 and give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences and suggest strategies for dealing with bullying, as a bystander.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Understand and explain the term prejudice and identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society and 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 and describe qualities of a strong, positive friendship. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes.</p>
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Keeping Myself Safe	<p>Understand that the body gets energy from food, water and air (oxygen) and recognise that exercise and sleep are important parts of a healthy lifestyle. Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe and identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Understand that medicines can sometimes make people feel better when they're ill. Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Understand and learn the PANTS rules and name and know which parts should be private. Explain the difference between appropriate and inappropriate touch and understand that they have the right to say "no" to unwanted touch. Start thinking about who they trust and who they can ask for help.</p>	<p>Understand that medicines can sometimes make people feel better when they're ill. Give examples of things that a person can do to feel better without medicine. Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe and suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation and identify the types of touch they like and do not like. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting and know that they can ask someone to stop touching them;</p> <p>Identify safe secrets and unsafe secrets and recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Identify situations which are safe or unsafe and identify people who can help if a situation is unsafe. Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two. Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations and suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol. Define the word 'drug' and understand that nicotine and alcohol are drugs.</p> <p>Evaluate the validity of statements relating to online safety and recognise potential risks associated with browsing online. 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 talk to a trusted adult if this happens. Recognise and describe appropriate behaviour online as well as offline and identify what constitutes personal information and when it is not appropriate or safe to share this. Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Demonstrate strategies for assessing risks and understand and explain decision-making skills. 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>Define the terms 'danger', 'risk' and 'hazard' and explain the difference. Identify situations which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online and know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent.</p> <p>Define what is meant by the word 'dare' and suggest strategies for managing dares.</p> <p>Understand that medicines are drugs and explain safety issues for medicine use. Suggest alternatives to taking a medicine and suggest strategies for limiting the spread of infection.</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol.</p> <p>Describe stages of identifying and managing risk and suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively and give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Explain what a habit is, giving examples and describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks and explain how to weigh up risk factors when making a decision. Describe some of the possible outcomes of taking a risk.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying and demonstrate strategies and skills for supporting others who are bullied. Recognise and describe the difference between online and face-to-face bullying.</p> <p>Define what is meant by a dare and explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare.</p> <p>Recognise which situations are risky and explore decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. Know how to protect personal information online and recognise disrespectful behaviour online and know how to respond to it.</p> <p>Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Identify risk factors with smoking and consider outcomes of risk taking.</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face to-face and understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online and 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 and explore the risks of sharing photos and films of themselves with other people directly or online. 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>Explain how drugs can be categorised into different groups depending on their medical and legal context. Explain in simple terms some of the laws that control drugs in this country.</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 and 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 and understand and reflect on how independence and responsibility go together.</p>
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Rights & Responsibilities	<p>Recognise the importance of regular hygiene routines.</p> <p>Identify what they like about the school environment and recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant) and explain the importance of looking after things that belong to themselves or others.</p> <p>Explain where people get money from and list some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value and explain the importance of keeping money safe. Identify safe places to keep money and understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep child safe and know how to ask for help.</p> <p>Identify what they like about the school environment and identify any problems with the school environment. Make suggestions for improving the school environment and recognise that they all have a responsibility for helping to look after it.</p> <p>Understand that people have choices about what they do with their money and know that money can be saved a future time.</p> <p>Recognise that money can be spent on items which are essential or non-essential.</p>	<p>Define what a volunteer is and identify people who are volunteers in the school community. Recognise some of the reasons why people volunteer, including mental health and wellbeing.</p> <p>Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion' and understand how an event can be perceived from different viewpoints.</p> <p>Define what is meant by the environment and evaluate different methods of looking after the school environment.</p> <p>Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times we need to save for items. Suggest items and services around the home that need to be paid for.</p> <p>Explain that people earn their income through their jobs and understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Explain how different people in the school and local community help them stay healthy and safe and define what is meant by 'being responsible'.</p> <p>Understand that humans have rights and also responsibilities and identify some rights and also responsibilities.</p> <p>Understand the reason we have rules and suggest ways that they can contribute to the decision-making process in school. Recognise that everyone can make a difference within a democratic process.</p> <p>Define the word <i>influence</i> and recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment. Explain the value of this work.</p> <p>Define the terms 'income' and 'expenditure' and list some items and services of expenditure in the school and home. 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'. Understand how a payslip is laid out showing both pay and deductions.</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing. Express their opinions and make recommendations.</p> <p>Understand the difference between a fact and an opinion. 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. 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 group. Give examples of groups, the kind of work they do and its value.</p> <p>State the costs involved in producing and selling an item and suggest questions a consumer should ask before buying a product.</p> <p>Define the terms loan, credit, debt and interest and suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for and understand that local councillors are elected to represent their local community.</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased'. Explain the difference between them and describe the language and techniques that make up a biased report.</p> <p>Know the legal age (and reason behind these) for having a social media account and understand why people don't tell the truth and often post only the good bits about themselves online. Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money and describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item, taking into account a range of factors. Explain what is meant by the term <i>interest</i>.</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this and explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value.</p> <p>Explain what we mean by the terms voluntary, community and pressure group and describe the aim, mission statement, activity and beneficiaries of a chosen group.</p> <p>Explain what is meant by living in an environmentally sustainable way and suggest actions that could be taken to live in a more environmentally sustainable way.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being My Best</p>	<p>Recognise the importance of fruit and vegetables in their daily diet and know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p>	<p>Explain the stages of the learning line showing an understanding of the learning process. Identify and describe where they are on the learning line and apply its positive mindset strategies to their own learning.</p>	<p>Explain how each of the food groups on the Eatwell Guide benefits the body and explain what is meant by the term 'balanced diet'. Give examples what foods might make up a healthy meal.</p>	<p>Identify ways in which everyone is unique and appreciate their own uniqueness. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Know two harmful effects each of smoking and drinking alcohol.</p>	<p>Explain what the five ways to wellbeing are and 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>Recognise that they may have different tastes in food to others and select foods from the Eatwell Guide in order to make a healthy lunch. Recognise which foods we need to eat more of and which we need to eat less of.</p>	<p>Understand things they can choose themselves and things that others choose for them. Explain things that they like and dislike and know that they have choices about these things. Understand and explain that some choices can be healthy or unhealthy and can make a difference to health.</p>	<p>Explain how some infectious illnesses are spread from one person to another and explain how simple hygiene routines can help to reduce the spread. Suggest medical and non-medical ways of treating an illness.</p>	<p>Give examples of choices they make for themselves and choices others make for them.</p>	<p>Explain the importance of food, water, oxygen, sleep and exercise for the human body.</p>	<p>Identify aspirational goals and describe the actions needed to set and achieve these.</p>
	<p>Understand how diseases can spread and recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Understand and explain that some choices can be healthy or unhealthy and can make a difference to health.</p>	<p>Develop skills in discussion and debating an issue and demonstrate their understanding of health and wellbeing issues that are relevant to them. Empathise with different view points and make recommendations, based on their research.</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide.</p>	<p>Explain the function of at least one internal organ.</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>Recognise that learning a new skill requires practice and the opportunity to fail safely.</p>	<p>Explain how germs can be spread and describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Identify their achievements and areas of development and recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television/in the media.</p>	<p>Understand the ways in which they can contribute to the care of the environment and suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p>	<p>Identify their own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements.</p>	<p>Identify risk factors in a given situation and understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>
	<p>Demonstrate attentive listening skills and suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Explain the importance of good dental hygiene and describe simple dental hygiene routines.</p>	<p>Demonstrate how working together can help everyone to achieve success. Understand how the brain sends and receives messages via the nerves.</p>	<p>Define what is meant by the word 'community' and suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community.</p>	<p>State what is meant by community and explain what being part of a school community means to them. Suggest ways of improving the school community.</p>	<p>Recognise what risk is and explain how a risk can be reduced. Understand risks related to growing up and explain the need to be aware of these and assess a risk to help keep themselves safe.</p>
	<p>Recognise how a person's behaviour can affect other people.</p>	<p>Understand that the body gets energy from food, water and oxygen and recognise that exercise and sleep are important to health.</p> <p>Name major internal body and 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. Recognise their own skills and those of other children in the class.</p>		<p>Identify people who are responsible for helping them stay healthy and safe and identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media and recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have.</p>	

<p><b>Growing &amp; Changing</b></p>	<p>Name major internal body and understand and explain the simple bodily processes associated with them.</p> <p>Understand some of the tasks required to look after a baby and explain how to meet their basic needs, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Identify things they could do as a baby, a toddler and can do now. Identify the people who help/helped them at those different stages.</p> <p>Explain the difference between teasing and bullying and give examples of what they can do if they experience or witness bullying. Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise. Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private and describe ways in which private parts can be kept private. Identify people they can talk to about their private parts.</p>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth and understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private and explain that a person's genitals help them to make babies when they are grown up. Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means and know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information.</p>	<p>Identify different types of relationships and recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space) and identify when it is appropriate or inappropriate to allow someone into their body space. 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. 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 and explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty.</p>	<p>Describe some of the changes that happen to people during their lives and explain how the Learning Line can be used as a tool to help them manage change more easily. Suggest people who may be able to help them deal with change.</p> <p>Name some positive and negative feelings and 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>Identify parts of the body that males and females have in common and those that are different and know the correct terminology for their genitalia. Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty for girls. 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 and recognise that marriage includes same sex and opposite sex partners. Know the legal age for marriage in England or Scotland and discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe and explain strategies they can use.</p> <p>Identify people who can be trusted and understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly with inappropriate touch.</p> <p>Explain how someone might feel when they are separated from someone or something they like and suggest ways to help someone.</p> <p>Know the correct words for the external sexual organs and some of the myths associated with puberty.</p> <p>Identify some products that they may need during puberty and why. Know what menstruation is and why it happens.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others and give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Recognise how our body feels when we're relaxed and list some of the ways our body feels when it is nervous or sad. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped.</p> <p>Explain the difference between a safe and an unsafe secret and identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change alongside people who can support.</p> <p>Understand that fame can be short-lived and recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal and challenge stereotypical gender portrayals of people.</p> <p>Understand the risks of sharing images online and how these are hard to control once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Understand what FGM is and that it is an illegal practice in this country and know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur and know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means.</p> <p>Explain how HIV affects the body's immune system and understand that HIV is difficult to transmit. Know how a person can protect themselves from HIV.</p>
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