


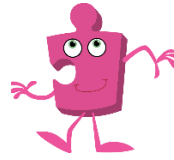
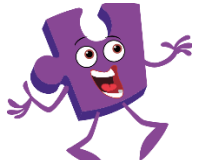
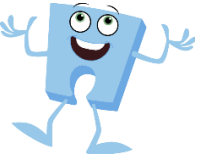




PSHE Curriculum

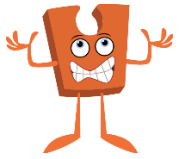

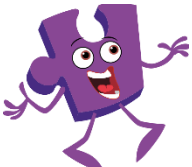
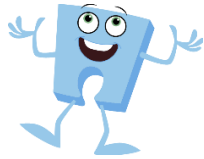
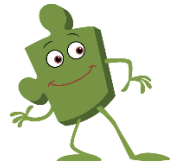

PSHE Whole School Overview

	Autumn Term		Spring Term		Summer Term	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Reception	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 1	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing foo	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 2	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness Challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen. Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 3	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition

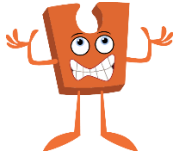

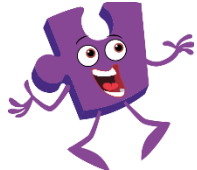



	<p>consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Celebrating inner strength</p>	<p>people and animals</p>	<p>Environmental change</p>
Year 4	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Year 5	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, Difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation Recognising achievements Compliment</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>Self-image Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting Transition</p>
Year 6	<p>Personal identity</p> <p>What influences personal identity</p> <p>Identify personal strengths</p> <p>How do others see me?</p> <p>Group identity</p> <p>My growing sense of personal identity and independence</p> <p>Online and global identity</p> <p>Expectations</p>	<p>Assertiveness</p> <p>Prejudice and discrimination</p> <p>My values and those of others</p> <p>Challenging stereotypes</p> <p>Discrimination in school</p> <p>How prejudice and discrimination fuels bullying</p> <p>Being inclusive</p>	<p>What are my dreams and goals?</p> <p>Steps to success</p> <p>Coping when things don't go to plan</p> <p>Rewarding my dreams</p> <p>Intrinsic and extrinsic motivation</p> <p>Keeping my dreams alive</p> <p>How dreams and goals change in response to life</p>	<p>Healthy choices about my emotional health</p> <p>Managing stress</p> <p>Managing my choices around substances</p> <p>Managing my nutritional choices</p> <p>Medicines and immunisation</p> <p>Healthy choices about physical activity and rest/sleep</p>	<p>My changing web of friendships</p> <p>Support I need now and in the future</p> <p>Developing positive relationships</p> <p>What external factors affect relationships, e.g. media influences?</p> <p>Assertiveness in relationships</p> <p>The changing role of families</p>	<p>My changing body and feelings</p> <p>What is self-image?</p> <p>Coping during times of change</p> <p>My changing ways of thinking</p> <p>Managing my changes in mood</p> <p>Moving forwards into my next year of education</p>

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1 Overview						
Working Below	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place	I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.	I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I needed it.	I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this
Working at	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples where being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Working beyond	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class	I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person	I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these,

	happy and safe.	who is being bullied.	internal treasure chest and how this can help me in my future learning.	choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.	about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others	and when I should not. I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.
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	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2						
Working Below	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair	I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.	I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.	I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.	When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.
Working at	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other

		from my friends.			use them in certain situations in my relationships.	people might feel differently to me
Working beyond	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.	I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3						
Working Below	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.	I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.	I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.	I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies. I can tell you something I like and something that worries me about the idea of growing up.
Working at	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Working beyond

I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.


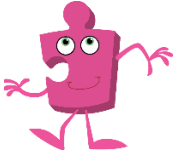
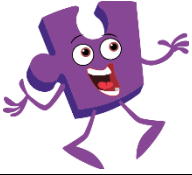



I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.

I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.

I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.

I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.

I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4						
Working Below	<p>I can name some of the responsible choices I make in school.</p> <p>I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.</p>	<p>I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.</p>	<p>I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.</p>	<p>I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.</p>	<p>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p>
Working at	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>

**Working
beyond**

I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.


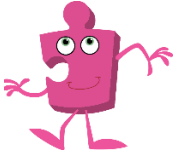
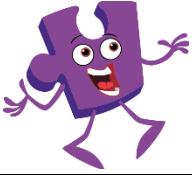



I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.

I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.


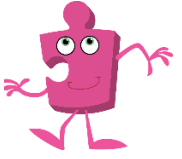
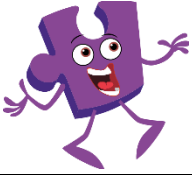



I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.

I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.

I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5						
Working Below	I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.	I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is.	I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm me or others.	I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that.
Working at	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

		behaviour.			risky or cause harm to myself or others.	
Working beyond	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.	I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.	I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.	I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6						
Working Below	I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.	I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different.	I can tell you about something I can do with others that makes the world a better place. I can tell you how making the world a better place makes me feel.	I can tell you how substance misuse has an unhealthy impact on the body and mind I can tell you how I try to keep myself emotionally healthy.	I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.	I can identify the main stages by which a baby develops through conception, pregnancy and birth. I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby
Working at	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify what people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

**Working
beyond**

I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.

I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.

I can analysis and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.

I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.

I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.

I can explain in more detail the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it