



Matlock and Dales
Primary Partnership

PSHE

Intent, Implementation and Impact Statement

	Key Points
Our Intent	We know that with better health and wellbeing, our children are more likely to achieve better academically, and that positive mental health and healthy relationships are essential for higher brain function. Our PSHE curriculum enables our children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. It also helps to develop skills like - teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. Good quality PSHE education has a focus on developing resilience and positive behaviours. By its very nature it includes some sensitive issues therefore it is essential that our staff are confident about how to tackle sensitive issues. Our approach to teaching these reflects our school's Christian values, the needs of our communities and the Equality Law. Creating a safe environment in the classroom allows our children to engage in learning without embarrassment or pressure with a clear idea of boundaries.
Our Implementation	The PSHE Modules are constructed around four age groups: Early Years Foundation Stage, Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). Within each age group there are 12 learning modules that could be taught in any order over a two-year period. The 12 modules are: 1. Drug Education - including how to manage risk and peer influences 2. Exploring Emotions - including how to recognise and manage feelings and emotions 3. Being Healthy - including the importance of looking after our mental health 4. Growing up - including the Sex Education element 5. Changes - including loss 6. Bullying Matters - including how to ask for help 7. Being Me - including identity and community 8. Difference and Diversity - including challenging stereotypes 9. Being Responsible - including looking after the environment 10. Being Safe - including online and offline 11. Relationships - including what is a healthy relationship 12. Money Matters - including enterprise

The Impact

By providing opportunities our children to make real decisions about their lives, to take part in activities which simulate adult choices they will be able to demonstrate their ability to take responsibility for their decisions.

By providing a safe and supportive learning environment, our children will develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions, improve their emotional literacy, learn how to stay safe and healthy and put what they have learned into practice in their own lives.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Early Years (EYFS) EYFS practitioners may choose to deliver the modules at the same time as the rest of the school, or pick and choose across the resource to integrate the learning with their current topic or focus.						
	Overview: Annual long-term plan for single year classes.						
	Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
	Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
	Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
	Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
	Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe	
National Curriculum		Taught through PSHE Matters 2022		Taught through PSHE Matters 2022			

Learning (fundamental skills – what will constantly revisited?)				
Drug Education Through the Drug Education module pupils will be able to...				
Year Group	EYFS	KS1	LKS2	UKS2
Learning (fundamental skills – what will constantly revisited?)	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>
	3- and 4-year olds will be learning to: • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. Children in reception will be learning to: • See themselves as a valuable individual. • Know and talk about the different factors that support their overall health and wellbeing	• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly. • Describe the different purposes that medicines have. • Explain the importance of taking medicines correctly and using household products safely. • Understand that there are rules and laws surrounding the use of medicines, drugs and household products. • Reflect on the risks/effects that legal drugs common	• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly. • Describe the different purposes that medicines have. • Explain the importance of taking medicines correctly and using household products safely. • Understand that there are rules and laws surrounding the use of medicines, drugs and household products. • Reflect on the risks/effects that legal drugs common	• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly. • Describe the different purposes that medicines have. • Explain the importance of taking medicines correctly and using household products safely. • Understand that there are rules and laws surrounding the use of medicines, drugs and household products. • Reflect on the risks/effects that legal drugs common to everyday life can have on health.
	<u>Managing Risk</u>	<u>Managing Risk</u>	<u>Managing Risk</u>	<u>Managing Risk</u>
	• Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel. • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. • Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. • Explore the possible risks and consequences of using/misusing legal drugs/ household products in	Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel. • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. • Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. • Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.	Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel. • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. • Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. • Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. • Identify a circle of support and how to ask for help.

	everyday situations. • Identify a circle of support and how to ask for help. • Demonstrate what to do in an emergency situation. • Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. • Explain why some substances are harmful for growing bodies. • Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.	• Identify a circle of support and how to ask for help. • Demonstrate what to do in an emergency situation. • Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. • Explain why some substances are harmful for growing bodies. • Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.	• Demonstrate what to do in an emergency situation. • Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. • Explain why some substances are harmful for growing bodies. • Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.
Being Healthy Through the Being Healthy module pupils will be able to...			
EYFS	KS1	LKS2	UKS2
<u>Factors of a Healthy Lifestyle</u>	<u>Factors of a Healthy Lifestyle</u>	<u>Factors of a Healthy Lifestyle</u>	<u>Factors of a Healthy Lifestyle</u>
3- and 4-year olds will be learning to: • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	• Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. • Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may	• Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. • Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may	• Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. • Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may include.

	include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health. • Identify things that can affects someone’s physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of lack of sleep. • Identify strategies and behaviours that support mental health.	include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health. • Identify things that can affects someone’s physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of lack of sleep. • Identify strategies and behaviours that support mental health.	• Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health. • Identify things that can affects someone’s physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of lack of sleep. • Identify strategies and behaviours that support mental health.
<u>Hygiene, Health and Prevention</u>	<u>Hygiene, Health and Prevention</u>	<u>Hygiene, Health and Prevention</u>	<u>Hygiene, Health and Prevention</u>
Children in reception will be learning to: • Manage their own needs. Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	• Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. • Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure.	• Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. • Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure. • Describe how the five ways to wellbeing can be	• Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. • Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure.

	• Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. • Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer. • Identify the benefits of the internet and strategies for managing/balancing time online/offline.	• Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. • Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer. • Identify the benefits of the internet and strategies for managing/balancing time online/offline.	• Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. • Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer. • Identify the benefits of the internet and strategies for managing/balancing time online/offline.
Exploring Emotions Through the Exploring Emotions module pupils will be able to...			
EYFS	KS1	LKS2	UKS2
<u>Exploring Emotions</u>	<u>Exploring Emotions</u>	<u>Exploring Emotions</u>	<u>Exploring Emotions</u>
3- and 4-year olds will be learning to: • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Children in reception will be learning to: • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.	• Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave.	• Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity.	• Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity
<u>Recognising Emotions</u>	<u>Recognising Emotions</u>	<u>Recognising Emotions</u>	<u>Recognising Emotions</u>
• Express their feelings and consider the feelings of others.	• Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things.	• Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the	• Understand that feelings can impact our mental and physical health. • Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling

			same things.	with their mental health.
	<u>Managing Emotions</u>	<u>Managing Emotions</u>	<u>Managing Emotions</u>	<u>Managing Emotions</u>
	• Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	• Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help.	• Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for help if feelings become too uncomfortable. • Explain how they can access help.	• Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others.
Growing up Through the Growing Up module pupils will be able to...				
	EYFS	KS1	LKS2	UKS2
	<u>Growing and Changing</u>	<u>Growing and Changing</u>	<u>Growing and Changing</u>	<u>Growing and Changing</u>
	3- and 4-year olds will be learning to: • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Begin to make sense of their own life-story and family's history.	• Name the main parts of the body including vagina and penis. • Recognising the difference between male and female body parts. • Understand the human life cycle and that people grow from young to old. • Describe ways that people's needs and bodies change as they grow. • Talk about some ways to keep clean. • Understand that babies grow in the mothers' body and have particular needs when they are born. • Recognise what makes them special and unique.	• Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. • Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. • Explore physical and emotional changes that happen during puberty. • Explain how daily hygiene helps to reduce the spread of infection. • Explain how adults care for a baby during and after pregnancy. • Recognising that individuality and personal qualities contributes to who we are.	• Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. • Explain the how babies are conceived, born and cared for. • Identify the physical and emotional changes that happen when approaching/during puberty. • Know some key facts about menstruation. • Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. • Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. • Identify and value personal strengths, skills, achievements and interests.
	<u>Privacy, Boundaries and Consent</u>	<u>Privacy, Boundaries and Consent</u>	<u>Privacy, Boundaries and Consent</u>	<u>Privacy, Boundaries and Consent</u>
	Children in reception will be learning to: • See themselves as a valuable individual. • Manage their own needs such as personal hygiene.	• Understand that some parts of the body are private. • Identify different types of touch and how they make people feel. • Understand the difference between happy surprises and secrets that make them feel	• Explain what is meant by privacy and personal boundaries. • Recognise uncomfortable/comfortable behaviour online/offline. • Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	• Understand what consent means and how to seek and give/not give permission in different situations. • Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • Respond appropriately if someone asks you to keep a

		uncomfortable or worried and how to get help.		secret that makes you feel uncomfortable. Identify who to ask for help.
	Changes Through the Changes module pupils will be able to...			
	EYFS	KS1	LKS2	UKS2
	<u>About loss and change</u>	<u>About loss and change</u>	<u>About loss and change</u>	<u>About loss and change</u>
	3- and 4-year olds will be learning to: - Understand the key features of the life cycle of a plant and an animal. Children in reception will be learning to: - See themselves as a valuable individual.	- Identify examples of loss and change. - Begin to recognise that loss and change can affect the way we think, feel and behave. - Understand that changes can produce big feelings.	- Recognise that loss/change are a normal part of life. - Describe how change and loss, can affect feelings, thoughts and behaviours. - Recognise that feelings associated with loss/change can change over time and range in intensity	- Explore that loss, bereavement and change are part of the human life cycle. - Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. - Recognise that internal conflicting emotions can be normal when dealing with loss and change.
	<u>Managing loss and change</u>	<u>Managing loss and change</u>	<u>Managing loss and change</u>	<u>Managing loss and change</u>
	- Talk about the differences between materials and changes they notice. - Understand the effect of changing seasons on the natural world around them. - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.	- Identify feelings associated with loss and change. - Recognise some simple ways to prepare for change/transition. - Identifying different things that may help to manage big feelings. - Talk about some ways to help others when they are affected by change. - Know that it is important to talk to someone if you are worried. - Identify people who can help us if we feel worried/unhappy.	- Use a varied vocabulary when talking about feelings associated with loss and change. - Identify self-help strategies and the importance of support when preparing for change/transitions. - Describe everyday things that affect feelings and understand the importance of expressing feelings. - Develop some ways of responding to others and showing support if they are affected by loss/change. - Know why it is important to talk about our feelings and not bottle them up. - Know who to talk to if you are worried or have strong feelings.	- Describe a range of emotions and intensities associated with loss and change. - Identify problem solving strategies to manage transitions between classes and key stages. - Identify strategies to respond to feelings, including intense or conflicting feelings. - Recognising the signs when someone may be struggling and understand how to seek support. - Explore some barriers to asking for help and some ways to address them. - Know who to talk to and where to go for help.
	Bullying Matters Through the module Bullying Matters pupils will be able to ...			
	EYFS	KS1	LKS2	UKS2

	<u>About Bullying</u>	<u>About Bullying</u>	<u>About Bullying</u>	<u>About Bullying</u>
	3- and 4-year olds will be learning to: • Continue developing positive attitudes about the differences between people. • Understand gradually how others might be feeling. Children in reception will be learning to: • See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers.	• Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable.	• Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	• Explain what direct, indirect and cyberbullying means. • Identify when banter or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
	<u>Strategies and Support</u>	<u>Strategies and Support</u>	<u>Strategies and Support</u>	<u>Strategies and Support</u>
	• Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings and the perspective of others. • Identify and moderate their own feelings socially and emotionally.	• Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to.	• Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this.	• Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe.
	Being Me Through the Being Me module pupils will be able to...			
	EYFS	KS1	LKS2	UKS2
	<u>Being Unique and Special</u>	<u>Being Unique and Special</u>	<u>Being Unique and Special</u>	<u>Being Unique and Special</u>

3- and 4-year olds will be learning to: • Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Children in reception will be learning to: • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge.	• Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special.	• Explore what contributes to who we are. • Identify and talk about their own strengths and interests. • Recognise what makes them unique and understands that being different is something to celebrate.	• Identify a range of factors that what contributes to our identity. • Express their talents and strengths with confidence. Set goals for how they would like to develop them. • Explain ways in which they respect and value other people's differences.
<u>Understanding Similarities and Differences</u>	<u>Understanding Similarities and Differences</u>	<u>Understanding Similarities and Differences</u>	<u>Understanding Similarities and Differences</u>
• Express their feelings and consider the feelings of others.	• Recognise how friends can have both similarities and differences. • Show some simple ways to respect and celebrate other's differences.	• Identify visible/invisible differences between people. • Explain why it is important to respect and celebrate the differences and similarities between people.	• Respect the differences and similarities between people. • Reflect on how discrimination and our own behaviour can affect others.
<u>Being Part of a Community</u>	<u>Being Part of a Community</u>	<u>Being Part of a Community</u>	<u>Being Part of a Community</u>
• Develop their sense of responsibility and membership of a community.	• Name some groups that they belong to. • Talk about how being part of a group makes them feel.	• Identify the different groups that make up their community. • Recognise that they belong to different communities as well as the school community. • Describe what is positive about their community and how it supports them.	• Explain some of the benefits of communities. • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. • Explore how shared events and experiences can create a stronger community.
Difference and Diversity Through the Difference and Diversity module pupils will be able to...			
<u>EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
<u>Similarities and Differences</u>	<u>Similarities and Differences</u>	<u>Similarities and Differences</u>	<u>Similarities and Differences</u>

	• Continue developing positive attitudes about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some environments that are different from the one in which they live.	• Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thought and opinions and recognise that others can be different.	• Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others' views and explore how they are the similar or different to their own.	• Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully.
	<u>Respecting Others</u>	<u>Respecting Others</u>	<u>Respecting Others</u>	<u>Respecting Others</u>
	3- and 4-year olds will be learning to: • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling. Children in reception will be learning to: • Build constructive and respectful relationships. • Think about the perspectives of others. • Express their feelings and consider the feelings of others.	• Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair.	• Recognise the importance of self-respect and demonstrate ways to respect others. • Recognise and challenge stereotypes. • Explain the concept of being equal.	• Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society.
	Being Responsible Through the Being Responsible module pupils will be able to...			
	EYFS	KS1	LKS2	UKS2
	<u>Rules and Responsibilities</u>	<u>Rules and Responsibilities</u>	<u>Rules and Responsibilities</u>	<u>Rules and Responsibilities</u>
	3- and 4-year olds will be learning to: • Develop their sense of responsibility and membership	• Understand what a rule is and that we follow rules to help each other. • Understands that rules need be fair. • Give examples of rules from different situations.	• Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. • Describe some basic human rights.	• Explore how law protects our rights and how to respond respectfully if something is not within the law. • Recognise that human rights are there to protect everyone.

	of a community. • Increasingly follow rules, understanding why they are important. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet. • Make healthy choices about food, drink, activity and toothbrushing. • Manage their own needs including personal hygiene.	Identify simple responsibilities they have. • Describe some simple ways to manage waste.	• Understand that rights come with responsibilities. • Describe what climate change is and some ways we can all help to reduce the effects.	• Understand the relationship between rights and responsibilities, providing examples. • Explain the importance of protecting the environment and set personal everyday actions.
	<u>Community and Care</u>	<u>Community and Care</u>	<u>Community and Care</u>	<u>Community and Care</u>
	• Begin to understand the need to respect and care for the natural environment and all living things. Children in reception will be learning to: • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Explore the natural world around them.	• Recognise that people have different needs. • Describe some ways to care for people, animals and other living things.	• Explore what is meant by a community and the differences between needs and wants within a community. • Explore and identify the welfare needs of animals and humans.	• Recognise how we can support others within a community. • Identify diversity within a community and explore how we can celebrate this. • Recognise the importance of having compassion towards others and explain how to show care and concern.
	Being Safe Through the Being Safe module pupils will be able to...			
	EYFS	KS1	LKS2	UKS2
	<u>Keeping Safe</u>	<u>Keeping Safe</u>	<u>Keeping Safe</u>	<u>Keeping Safe</u>
	3- and 4-year olds will be learning to: • Increasingly follow rules, understanding why they are important.	• Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	• Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. • Identifying situations where age restrictions apply.	• Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Explain reasons for age restrictions/ regulations.

	• Show more confidence in new social situations. Children in reception will be learning to: • Identify and moderate their own feelings socially and emotionally.	• Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment.	• Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe.	• Predict, assess and manage risks online and offline. (Including road and water safety). • Explore how the pressure/excitement in the moment can affect how we manage risk.
	<u>First Aid</u>	<u>First Aid</u>	<u>First Aid</u>	<u>First Aid</u>
	• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian	• Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999.	• Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	• Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. • Explain how to respond in an emergency, including when and how to contact different emergency services.
Relationships Matter Through the Relationships Matter module pupils will be able to...				
	EYFS	KS1	LKS2	UKS2
	<u>Friendships</u>	<u>Friendships</u>	<u>Friendships</u>	<u>Friendships</u>
	3- and 4-year olds will be learning to: • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how	• Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family.	• Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded.	• Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice if family, friendship or relationships make them unhappy

	others might be feeling. Children in reception will be learning to: • Build constructive and respectful relationships including working and playing cooperatively and taking turns with others. • Express their feelings and show sensitivity to their own feelings and the feelings of others. • Identify and moderate their own feelings socially and emotionally.			through a range of options
	<u>Families</u>	<u>Families</u>	<u>Families</u>	<u>Families</u>
	• Think about the perspectives of others	• Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.	• Recognise that there are different types of family structures. • Explain what it means to be part of a family.	• Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.
	Money Matters Through the Money Matters module pupils will be able to...			
	EYFS	KS1	LKS2	UKS2
	<u>Economic Wellbeing</u>	<u>Economic Wellbeing</u>	<u>Economic Wellbeing</u>	<u>Economic Wellbeing</u>
	3- and 4-year olds will be learning to: • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community.	• Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need.	• Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identifying the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment.	• Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving.

	• Play with one or more other children, extending and elaborating play ideas.					• Identify the impact that having or not having money can have on a person’s wellbeing. • Explain some ways that money is/can be distributed to benefit the community	
	<u>Work, Aspirations and Careers</u>	<u>Work, Aspirations and Careers</u>		<u>Work, Aspirations and Careers</u>		<u>Work, Aspirations and Careers</u>	
	• Show interest in different occupations. Children in reception will be learning to: • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge	• Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do.		• Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers.		• Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.	
Vocab	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Friend Kind/Unkind Pride Forgive Health Compromise Reflect Safe Spending Medicine Challenges Resilience	Choice Bullying Identity Emotion Hygiene Care	Free will Individual Hazard Savings Drugs Privacy Loss	Unique Bystander Stereotypes Intensity Balanced Consequences Responsibility	Persuasion Values Restrictions Priorities Misuse Boundaries Responding	Influence Discrimination Compassion Conflict Lifestyle Law Puberty	Reconciliation Individuality Peer Pressure Debt Substance Abuse Consent Bereavement
Approach to assessment	• Find out what pupils already know and understand before embarking on a theme. • Share learning objectives and outcomes with pupils which will help them to understand the standard of knowledge and skills to aim for or achieve. • Provide formative feedback at the point of learning that helps pupils to identify how to improve. • Teach pupils self-assessment techniques and strategies so that they are able to assess their developing knowledge, understanding, attitudes and skills. • Include time for reflection and action within the session and at the start of the next lesson.						
Key learning -	<u>DRUG EDUCATION</u> • What is safe and unsafe to eat and drink? • How can I keep myself healthy? • Who can I ask for help if I	<u>DRUG EDUCATION</u> • List different ways to keep healthy. • List simple hygiene routines that can stop germs from spreading. • Explain how medicines can help people to stay healthy.		<u>DRUG EDUCATION</u> • Explain how they can begin to predict, assess and manage risk. • List what hazards may cause harm or risk and what they can do to reduce risks and keep safe.		<u>DRUG EDUCATION</u> • Explain that habits can have both positive and negative effects on a healthy lifestyle. • Explain the risks and effects of legal drugs common to everyday life. • Explain that there are laws surrounding the	

	need it? <u>EXPLORING EMOTIONS</u> • Can I name some of my feelings? • Can I notice how some of my feelings, feel in my body? • Can I talk about my feelings? • Do I know that my actions can affect others? • Can I take account of what others say? • Can I be kind to others? • Do I know that some behaviour is unacceptable? <u>BEING HEALTHY</u> • Can I talk about healthy food choices? • Do I know the signs of physical exercise and understand that exercise is good for me? • Can I usually manage to use the toilet by myself? • Can I wash and dry my hands by myself? • Can I talk about the value of sleep? • Can I talk about the importance of cleaning teeth? <u>GROWING UP</u> • Can I ask for help? • Can I help others? • Do I know babies grow into adults? • Do I know the difference	• List different feelings. <u>EXPLORING EMOTIONS</u> • Explain that feelings can affect the way we think, feel and behave. • Explain how to recognise what others might be feeling. • Know that not everyone feels the same about the same things. • Name a range of words to describe feelings. <u>BEING HEALTHY</u> • List different ways to keep healthy. • Name foods that support good health; know the risks of eating too much sugar. • Explain how physical activity helps us to stay healthy. • Explain why sleep is important and different ways to rest and relax. • Know what good dental care is; identifying food and drink that supports dental health. • Describe different ways of keeping safe in the sun to reduce skin damage. • Recognise the importance of knowing when to take a break online/offline. <u>GROWING UP (elements of RSE please cross reference)</u> • Explain feelings associated with change and loss. • Explain what makes them special. • Talk about the ways in which we are all unique. • Name the main parts of the body including external genitalia. • Explain how people's needs change as they grow from young to old. • Recognise and understand the importance of respecting privacy.	• Explain the importance of taking medicines correctly and using household products safely. • Explain simple steps about how to respond and react in an emergency situation. <u>EXPLORING EMOTIONS</u> • Explain how feelings can change over time and range in intensity. • Identify the everyday things that affect feelings and the importance of expressing how we feel. • Identify a range of strategies that they could use to respond to feelings. • Know how to seek support for themselves and others. <u>BEING HEALTHY</u> • Explain what a balanced, healthy lifestyle means. • Understand what might influence our choices. • Describe what constitutes a healthy diet. • Explain routines that support good quality sleep. • Identify hygiene routines that can limit the spread of infection including oral hygiene • Explain strategies for managing and balancing time online and offline. <u>GROWING UP (elements of RSE please cross reference)</u> • Understand that everyday hygiene routines can limit the spread of infection. • Identify personal strengths, skills, achievements and interests. • Name the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. • Explain the physical and emotional	use of legal drugs. • List the people they can talk to if they have concerns. • Explain the strategies to manage peer influence and the desire for peer approval. <u>EXPLORING EMOTIONS</u> • Recognise when someone may be struggling with their mental health and understand how to seek support for themselves and others. • Identify strategies for dealing with emotions, challenges and change. • Know how to reframe unhelpful thinking. <u>BEING HEALTHY</u> • Identify what affects physical and mental health. • Explain what influences our choices to have a balanced lifestyle. • Recognise early signs of physical illness. • Explain the terms balanced/unbalanced diet and the effects. • Explain the opportunities/risks associated with an active/inactive lifestyle. • Identify how to keep safe from sun damage and reduce the risk of skin cancer. • Identify how and when to seek support if they are worried about their health and/or mental health including the time spent online. <u>GROWING UP (elements of RSE please cross reference)</u> • State personal strengths, skills, achievements and interests. • Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
--	---	--	---	---

between young and old? • Do I know what we need to grow? • Can I recognise how young and old are similar and different? <u>CHANGES</u> • Can I identify changes? E.g. When the caterpillar changes to a chrysalis. • Can I talk about changes: How are things different? How are things similar? How things stay the same? • Can I talk about how I feel about changes? • Can I identify patterns in the changes? • Can I adapt to changes? • Can I understand why some changes happen or need to happen? <u>BULLYING MATTERS</u> • Can I explain why I am unique and special? • Do I understand why kindness to others is important? • Do I understand that bullying is wrong? • Can I explain how people can be unkind to others? <u>BEING ME</u> • Can I talk about what I like and dislike? • Can I identify similarities and differences? • Am I confident to join in new activities? • Do I encourage peers to join	• Explain how to respond if physical contact makes them feel uncomfortable and or unsafe. • Understand that there are situations when they should ask for permission. • Understand the importance of not keeping adults' secrets. <u>CHANGES</u> • Recognise that feelings can affect the way we think, feel and behave. • Identify ways to manage big feelings. • Recognise feelings associated with change and loss. • Recognise how to manage when we find things difficult. • Explain how people's needs change as they grow from young to old. • Know positive ways of preparing to move to a new class/year group. <u>BULLYING MATTERS</u> • Explain simple strategies to resolve arguments between friends positively. • Know how to ask for help if a friendship is making them feel unhappy. • Know that bodies and feelings can be hurt by words and actions. • Identify how people may feel if they experience hurtful behaviour or bullying. • Understand that hurtful behaviour is not acceptable. • Know how to report bullying and the importance of telling a trusted adult. • Know what to do if they feel worried. • Know what is kind and unkind behaviour. • Know how to treat themselves and others with respect. • Know how to play, listen and work cooperatively.	changes that happen when approaching and during puberty. • Explain the importance of keeping clean and how to maintain personal hygiene. • Understand the human life cycle. • Understand privacy and personal boundaries. • Recognise what seeking and giving permission (consent) means. • Explain where to get advice or report concerns if worried. • Know what is meant by the term stereotypes. <u>CHANGES</u> • Recognise that feelings can change over time, and range in intensity. • Recognise the signs when someone may be struggling and understand how to seek support. • Explain change and loss, and how these can affect feelings, thoughts and behaviours. <u>BULLYING MATTERS</u> • Know the importance of seeking support if feeling lonely or excluded. • Know positive strategies that may help to resolve disputes in friendships. • Recognise the impact of bullying and the consequences of hurtful behaviour. • Know what discrimination means and how to challenge it. • Recognise that our own behaviour can affect other people. <u>BEING ME</u> • Explain the different groups that make up their community. • Describe the different contributions that people/groups make to the community. • Name what diversity is: what it means;	• Recognise the responsibilities growing up brings. • Know that people may be attracted to someone emotionally, romantically and sexually. • Recognise what seeking and giving permission (consent) means. • Explain where to get advice or report concerns if worried. • Recognise ways in which social media can be used positively and negatively. • Identify how images on social media can be manipulated. <u>CHANGES</u> • Identify the everyday things that affect feelings, and the importance of expressing how we feel. • Identify strategies for dealing with emotions, challenges and change. • Identify strategies to manage transitions between classes and key stages. <u>BULLYING MATTERS</u> • Identify positive strategies that may help to resolve disputes in friendships. • Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. • Suggest strategies to respond to hurtful behaviour. • Explain what discrimination means and how to challenge it. • Identify strategies to respond to unwanted touch. • Explain how our own behaviour can affect other people. <u>BEING ME</u> • Identify and name the different groups that
---	---	--	--

in? • Do I persevere when experiences are difficult? • Can I take account of what others say? <u>DIFFERENCE AND DIVERSITY</u> • Can I talk about similarities and differences in different contexts? • Can I form positive relationships with adults and children? • Can I initiate play, inviting others to join in? <u>BEING RESPONSIBLE</u> • Do I demonstrate good manners? • Do I understand the importance of washing my hands and catching my sneezes? • Do I understand that recycling is a responsible thing to do? • Can I explain that my actions affect other people? • Do I understand that I can have a point of view? <u>BEING SAFE</u> • Can I ask for help if I need it? • Can I follow rules? • Can I name some behaviours that are unacceptable? • Can I name ways to keep myself safe? • Can I name things that are unsafe and what to do about them? <u>RELATIONSHIPS MATTER</u>	<u>BEING ME</u> • Know the different groups they belong to. • Know that everyone has different strengths. • State the ways in which they are the same and different to others. • Know what makes them special. • Know what they are good at, what they like and dislike. <u>DIFFERENCE AND DIVERSITY</u> • Recognise ways they are the same as, and different to, other people. • Identify the people who love and care for us. • Recognise that there are different types of families. • Identify common features of family life. • Know how to treat themselves and others with respect. <u>BEING RESPONSIBLE</u> • Know what rules are and why different rules are needed for different situations. • Know that people and other living things have different needs and understand the responsibilities of caring for them. • List what they can do to help look after their environment. • Share opinions on things that matter to them. <u>BEING SAFE</u> • Describe how to be safe at home. • Describe ways to keep safe in familiar and unfamiliar environments. • Talk about the people whose job it is to help keep us safe	the benefits of living in a diverse community. • Recognise behaviours and actions which discriminate against others. • Recognise positive things about themselves. • Recognise that our own behaviour can affect other people. • Recognise the differences and similarities between people. <u>DIFFERENCE AND DIVERSITY</u> • Recognise the importance of self-respect and how to respect others. • Respect and recognise the differences and similarities between people. • Debate topical issues, respecting other people's points of view/constructively challenging those they disagree with. • Understand and challenge stereotypes. • Recognise behaviours and actions which discriminate against others. <u>BEING RESPONSIBLE</u> • Recognise reasons for rules and laws; consequences of not adhering to rules and laws. • Recognise there are human rights, that are there to protect everyone. • Understand the relationship between rights and responsibilities. • Identify the importance of having compassion towards others. Explaining how to show care/concern. • Identify ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment. <u>BEING SAFE</u> • Understand what they can do to reduce risks and keep safe.	make up their community. • Discuss the benefits of diversity: what it means and how we value diversity within our communities. • Recognise the behaviours and actions which discriminate against others and the ways of responding to these if witnessed or experienced. • Recognise positive things about themselves and their achievements and set future goals. • Identify what contributes to who we are. • Respect and recognise the differences and similarities between people. • Listen to and respond respectfully to a wide range of people. <u>DIFFERENCE AND DIVERSITY</u> • List strategies to respond to hurtful behaviours. • Explain what discrimination means and how to challenge it. • Describe how to respect others. • Respect and recognise the differences and similarities between people. • Debate topical issues with respect. • Know the importance of having compassion towards others. • Explain what is meant by prejudice. • Explore how to make safe, reliable choices from search results. • Understand that for some people gender identity does not correspond with their biological sex. . <u>BEING RESPONSIBLE</u> • Demonstrate understanding that there are reasons for rules and laws; consequences of not adhering to rules and laws. • Know that there are human rights, that are
---	---	---	--

	• Can I listen to what other say? • Can I work with others to solve a problem? • Can I form relationships with adults and other children? • Can I be a good winner and loser? <u>MONEY MATTERS</u> • Can I enjoy small trips in my local neighbourhood? • Can I talk about and manage some of my feelings? • Can I explore emotions through play and stories?	• Explain basic rules to keep safe online. • Understand what to do if there is an accident and someone is hurt. • Know how to get help in an emergency. • Know that not all information online is true. • Know how to respond safely to people online/offline. <u>RELATIONSHIPS MATTER</u> • Recognise the roles different people play in their lives. • Understand that it is important to tell someone if something about their family makes them unhappy or worried. • Understand how people make friends and explain what makes a good friendship. • Recognise when they or someone else feels lonely and what to do that may help. • Explain basic techniques for resisting pressure to do something they don't want to do. • Know how the internet and devices can be used safely to communicate with others. • Recognise that not everyone feels the same about the same things. <u>MONEY MATTERS</u> • Understand what money is. • Understand how money can be looked after. • Explain how everyone has different strengths. • Know that jobs help people to earn money to pay for things. • List the strengths and interests that someone might need to do different jobs.	• Identify strategies for keeping safe in the local environment. • Identify strategies for keeping safe online. • Understand basic techniques for dealing with common injuries. • Understand how to respond in an emergency situation. • Understand privacy and personal boundaries including online risks. • Know what is acceptable and unacceptable physical contact. • Know what it means to feel pressure from others. • Recognise ways in which the internet and social media can be used both positively/negatively. <u>RELATIONSHIPS MATTER</u> • Recognise the different ways people care for each other. • Recognise and respect that there are different family structures. • Recognise the characteristics of healthy family life. • Identify the strategies to build positive friendships and how friendship can support wellbeing. • Know the difference between healthy/unhealthy friendships. • Understand the benefits of having different types of friends. • Know the risks associated with keeping a secret. <u>MONEY MATTERS</u> • Know the different ways to pay for things. • Know that people's attitudes towards saving and spending is different. • Know that people make spending decisions based on needs and wants. • Know that there are different ways of keeping track of money and list some of them.	there to protect everyone. • Explain the relationship between rights and responsibilities. • Identify the importance of having compassion towards others. Explaining how to show care/concern. • Explain ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment. <u>BEING SAFE</u> • Identify how to predict, assess and manage risk in different situations. • Understand what hazards may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. • Identify strategies for keeping safe in the local environment or unfamiliar places. • Explain strategies for keeping safe online. • Demonstrate basic techniques for dealing with common injuries. • Know how to respond/react in an emergency situation. • Recognise online risks, harmful content/behaviours and how to report concerns. • Recognise ways in which technology can be used positively and negatively and identifying ways to stay safe. <u>RELATIONSHIPS MATTER</u> • Recognise that there are different types of relationships. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Recognise different types of loving, caring and committed relationships. • Recognising and respecting that there are different family structures and know the
--	--	---	--	--

				characteristics of healthy family life. • Recognise how to seek advice if family relationships make them unhappy. • Identify the strategies to build positive friendships and how friendship can support wellbeing. • Know what constitutes a positive healthy friendship. • Know the difference between healthy/ unhealthy friendships. • Explain how friendships can change and the benefits of having different types of friends. <u>MONEY MATTERS</u> • Can explain the risks involved in gambling activities. • Can identify the ways that money can impact on people's emotions. • Can list a range of different jobs/careers. • Know what is meant by stereotypes. • Can list some of the skills that will help them in their future careers. .
--	--	--	--	---