



Guilden Sutton Church of England Primary School

Love and Justice for All

PSHE Whole School Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me and My Relationships <ul style="list-style-type: none"> Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. 	Valuing Difference <ul style="list-style-type: none"> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building 	Keeping Safe <ul style="list-style-type: none"> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. 	Rights and Respect <ul style="list-style-type: none"> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. 	Being My Best <ul style="list-style-type: none"> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. 	Growing and Changing <ul style="list-style-type: none"> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.

		friendships and cooperation.				
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Key Vocabulary

Me and My Relationships – special, same, different, favourite, family, help, friends feelings, happy, sad, kind, helpful.

Valuing Difference – special, likes, dislikes, favourite, different, same, kind, unkind, kindness.

Keeping Safe – clean, safe, sleep, water, food, fresh air, cuddle, medicine, chemist, doctor, unsafe, worried, trust, uncomfortable, adult, tell.

Rights and Respect – family, look after, help, alone, responsibility, environment, litter, recycling, money, shop, buy, pay, cost.

Being My Best – encourage, try again, food, energy, grow, healthy, fruit, vegetable, dairy, exercise, sleep, wash, heart, muscles, calm, routine.

Growing and Changing – seasons, spring, summer, autumn, winter, cycle, growing, life cycles, egg, seed, baby, child, adult, family, love, care.

<p>1</p>	<p>Me and My Relationships</p> <p>Why we have classroom rules.</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these <p>Thinking about our feelings.</p> <ul style="list-style-type: none"> Identify a range of feelings and discuss how these feelings might make us behave 	<p>Valuing Difference</p> <p>Same or different?</p> <ul style="list-style-type: none"> Identify the differences and similarities between people Empathise with those who are different from them Begin to appreciate the positive aspects of these differences <p>Unkind, tease or bully?</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying Understand that bullying is usually quite rare 	<p>Keeping Safe</p> <p>Healthy me</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle <p>Who can help? (1)</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe Identify people who can help them when they feel unsafe <p>Good or bad touches?</p>	<p>Rights and Respect</p> <p>Around and about the school</p> <ul style="list-style-type: none"> Identify what they like about the school environment Recognise who cares for and looks after the school environment <p>Taking Care of Something</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant) Explain the importance of looking after things that belong to 	<p>Being my Best</p> <p>Eat well</p> <ul style="list-style-type: none"> Recognise that they may have different tastes in food to others Select foods from the Eatwell Guide in order to make a healthy lunch Recognise which foods we need to eat more of and which we need to eat less of to be healthy <p>Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> Understand how diseases can spread Recognise and use simple strategies 	<p>Growing and Changing</p> <p>Inside my wonderful body!</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them <p>Taking care of a baby</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye
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	<ul style="list-style-type: none"> Suggest strategies for someone experiencing 'not so good' feelings to manage these <p>Feelings and Bodies.</p> <ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/ facial expressions Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt <p>Good friends.</p> <ul style="list-style-type: none"> Identify simple qualities of a good friendship Suggest simple strategies for making up 	<p>It's not fair!</p> <ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind Suggest ways they can show kindness to others 	<ul style="list-style-type: none"> Name and know which parts should be private Explain the difference between appropriate and inappropriate touch Understand that they have the right to say "no" to unwanted touch Discuss who you can trust and when to ask for help 	<p>themselves or to others</p> <p>Harold's money</p> <ul style="list-style-type: none"> Explain where people get money from List some of the things that money may be spent on in a family home 	<p>for preventing the spread of diseases</p> <p>Pass on the Praise</p> <ul style="list-style-type: none"> Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel 	<p>contact, cuddling, washing, changing, feeding</p> <p>Who can help? (2)</p> <ul style="list-style-type: none"> Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation <p>Surprises and secrets</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
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Key Vocabulary

Me and My Relationships – rules, safe, responsibility, work together, feelings, body language, emotions, safe, support, friendship making up.

Valuing Difference – same, different, difference, respect, unkind, tease, teasing, bully, bullying, behaviour, fair, unfair.

Keeping Safe – private, trust, privates, food, water, oxygen, feelings, worried, nervous, scared, support, unsafe.

Rights and Respect – environment, responsibility, needs, responsible, responsibility, rules, money, cost, bills, spending, afford.

Being My Best – healthy, fruit, vegetable, dairy, meat, sugar, salt, cereal, germs, disease, hygiene, spread, praise, support, feedback, encourage, feelings.

Growing and Changing – caring, love, attention, needs, help, surprise, secret, uncomfortable, heart, lungs, intestines, stomach, blood, brain, unkind, tease, bully, help.

<p>2</p>	<p>Me and my relationships</p> <p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two Identify situations as to whether they are incidents of teasing or bullying <p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other <p>Let's all be happy!</p>	<p>Valuing difference</p> <p>How do we make others feel?</p> <ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people <p>An act of kindness</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness Explain how these impact on other people's feelings Suggest kind words and actions they can show to others Show acts of kindness to others in school <p>Solve the problem</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye 	<p>Keeping Safe</p> <p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe Suggest actions for dealing with unsafe situations including who they could ask for help <p>What should Harold say?</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe <p>Should I tell?</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets Recognise the importance of 	<p>Rights and Respect</p> <p>Getting on with others</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom <p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour <p>Harold saves for something special</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money Know that money can be saved for a use at a future time 	<p>Being my best</p> <p>You can do it!</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process Help themselves and others develop a positive attitude that support their wellbeing Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning <p>My body needs...</p> <ul style="list-style-type: none"> Understand that the body gets energy from 	<p>Growing and Changing</p> <p>A Helping Hand</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others <p>Sam moves away</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <p>Respecting Privacy</p> <ul style="list-style-type: none"> Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information
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	<ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour 	<p>contact, nodding head, making positive noises, not being distracted)</p> <ul style="list-style-type: none"> Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships 	<p>telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p>	<ul style="list-style-type: none"> Explain how they might feel when they spend money on different things 	<p>food, water and oxygen</p> <ul style="list-style-type: none"> Recognise that exercise and sleep are important to health <p>What does my body do?</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) Describe how food, water and air get into the body and blood 	
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Key Vocabulary

Me and My Relationships – feelings, help. Friendly, friendship, bullying, teasing, repeated, regular.

Valuing Difference – feelings, behaviour, calm, aggressive, solve, kind, kindness, unkind, feelings, listening, problem.

Keeping Safe – safe, unsafe, feelings, worried, getting help, surprise, secret, tell.

Rights and Respect – responsibility, help, share, take turns, listen, feelings, control, erupt, money, spending, saving.

Being My Best – practice, encourage, goal, achieve, challenge, brain, heart, lungs, stomach, small intestine, large intestine, food, water, oxygen, food, exercise, rest.

Growing and Changing – help, support, supportive, change, loss, feelings, emotions, frightened, nervous, genitals, private, privacy, consent, permission.

3	<p>Me and My Relationships</p> <p>My Special Pet</p>	<p>Family and friends</p> <ul style="list-style-type: none"> Recognise that there are many different types of family 	<p>Keeping Safe</p> <p>Safe or unsafe?</p>	<p>Rights and Respect</p> <p>Recount task</p>	<p>Being My Best</p> <p>Derek cooks dinner!</p> <ul style="list-style-type: none"> Explain how each of the food groups 	<p>Growing and Changing</p> <p>Relationship tree</p>
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<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them • Understand that these feelings are normal and a way of dealing with the situation <p>Looking after our special people</p> <ul style="list-style-type: none"> • Identify people who they have a special relationship with • Suggest strategies for maintaining a positive relationship with their special people <p>Friends are special</p> <ul style="list-style-type: none"> • Identify qualities of friendship • Suggest reasons why friends sometimes fall out 	<ul style="list-style-type: none"> • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> • Recognise the factors that make people similar to and different from each other • Recognise that repeated name calling is a form of bullying Suggest strategies for dealing with name calling (including talking to a trusted adult) <p>Zeb</p> <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied • Explore why people have prejudiced views and understand what this is 	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. <p>Danger or risk?</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. <p>Help or harm?</p> <ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints <p>Our helpful volunteers</p> <ul style="list-style-type: none"> • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <p>Can Harold afford it?</p> <ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; 	<p>on the Eatwell Guide (formerly Eatwell Plate)</p> <ul style="list-style-type: none"> • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. <p>I am fantastic!</p> <ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; <p>Top talents</p> <ul style="list-style-type: none"> • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class. 	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. <p>Body space</p> <ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. <p>Secret or surprise?</p> <ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if
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						a secret made them feel uncomfortable or unsafe.
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Key Vocabulary

Me and My Relationships – friendship, falling out, making up, compromise, strategies, point of view, calm, apologise, listen, responsibility, care, loss, feelings.

Valuing Difference – family, adoption, fostering, same-sex couple, blended family, similarities, difference, name calling, bullying, prejudice, disability, gender, race, colour, sexuality.

Keeping Safe – trust, safe, unsafe, danger, risk, feelings, strategies, consequence, medicines, drugs, harmful, helpful, instructions.

Rights and Respect – fact, opinion, view point, income, saving, spending, responsibility, environment, waste, volunteer, wellbeing.

Being My Best – balanced diet proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, goals, ambitions, improve, achieve, talents.

Growing and Changing – personal space, body space, invade, uncomfortable, stop, respect, touch, relationships, positive, healthy, trust, caring, secret, surprise, feelings, angry, upset, jealous, worried, excited, scared, talk.

4	<p>Me and my Relationships</p> <p>Ok or not ok?</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive healthy relationship' Describe some qualities they admire in others <p>Ok or not ok part 2</p> <ul style="list-style-type: none"> Recognise times and describe appropriate strategies for saying 'No' to a friend <p>When feelings change</p>	<p>Valuing Difference</p> <p>Islands</p> <ul style="list-style-type: none"> The right to protect personal body space Recognising that non-verbal signals can show how people feel when others are close to their body space Suggest people they can talk to if they feel uncomfortable with people's actions towards them <p>Friend or acquaintance?</p> <ul style="list-style-type: none"> Recognise that they have different types 	<p>Keeping Safe</p> <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk Suggest people who can help manage risk <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> Understand we can be influenced both positively and negatively Give examples of some consequences of behaving in a risky, unhealthy or unacceptable way 	<p>Rights and Respect</p> <p>Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> Explain how different people (school/ community) can help them stay healthy and safe Define what is meant by 'being responsible' Describe the various responsibilities of those who help them stay safe and healthy Suggest ways they can help the people who keep them healthy and safe 	<p>Being My Best</p> <p>What makes me ME!</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique Appreciate their own uniqueness Recognise that there are times when they and their friends will make the same choices and others when they will choose differently <p>Making choices</p> <ul style="list-style-type: none"> Give examples of choices they make for themselves 	<p>Growing and Changing</p> <p>My feelings are all over the place!</p> <ul style="list-style-type: none"> Name positive and negative feelings Understand how puberty has emotional as well as physical impact Suggest why young people may fall out with parents Role play how to compromise <p>Secret or surprise?</p> <ul style="list-style-type: none"> Define terms 'secret' and 'surprise', know the difference between
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<ul style="list-style-type: none"> • Demonstrate feelings through facial expressions and body language • Recognise feelings can change with further information <p>Under pressure</p> <ul style="list-style-type: none"> • Suggest strategies to respond to bullying • Understand who/where pressure to behave in an unacceptable, unhealthy or risky way may come from 	<ul style="list-style-type: none"> • Give examples of features of these different type of relationships, including how they influence what is shared <p>That is such a stereotype</p> <ul style="list-style-type: none"> • Understand and identify stereotypes including those promoted in the media 	<p>of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p>	<p>How dare you</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. 	<p>It's your right</p> <ul style="list-style-type: none"> • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. 	<p>and choices others make for them;</p> <ul style="list-style-type: none"> • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Harold's Seven Rs</p> <ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	<p>a safe/ unsafe secret</p> <ul style="list-style-type: none"> • Recognise how surprises/secrets make them feel • Know who can help if a secret made them feel uncomfortable <p>Together</p> <ul style="list-style-type: none"> • Understand marriage is a commitment to be made freely not against will • Recognise marriage includes same and opposite sex partners • Know legal age for marriage (England and Scotland) • Discuss reasons for marriage, living together, civil ceremony
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Key Vocabulary

Me and My Relationships – positive, healthy, respect, responsibility, qualities, excluded, assertive, aggressive, negotiate, facial expression, body language, compromise.

Valuing Difference – negotiation, compromise, aggressive, apologise, similarities, differences, respect, stereotype, sharing, acquaintances, body space, invade.

Keeping Safe – danger, dangerous, risk, risky, hazard, dare, assertive, persevere, influence, consequence, privacy, medicine, drug.

Rights and Respect – being responsible, reliable, trustworthy, safe, healthy, rules, laws, rights, responsibility, influence, opinion, respectful, anti-social behaviour.

Being My Best – individual, unique, choices, wellbeing, mental health.

Growing and Changing – compromise, hormones, puberty, feelings, independence, conflict, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage.

<p>5</p>	<p>Me and My Relationships</p> <p>How good a friend are you?</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help <p>Being assertive</p> <ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; 	<p>Valuing Differences</p> <p>Qualities of friendship</p> <ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end <p>Is it true?</p> <ul style="list-style-type: none"> • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation 	<p>Keeping Safe</p> <p>Decision dilemmas</p> <ul style="list-style-type: none"> • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation <p>Would you risk it?</p> <ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these <p>Spot Bullying</p>	<p>Rights and Respect</p> <p>Rights, respect and duties</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>Lend us a fiver!</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. <p>Fact or opinion?</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; 	<p>Being the Best</p> <p>Star qualities</p> <ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have <p>Independence and responsibility</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people 	<p>Growing and Changing</p> <p>Sex & Relationships</p> <p>Puberty</p> <p>How are they feeling?</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these • Explain strategies they can use to build resilience <p>Changing bodies and feelings</p> <ul style="list-style-type: none"> • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty <p>Taking notice of our feelings</p>
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	<ul style="list-style-type: none"> Understand and rehearse assertiveness skills. 	Happy being me <ul style="list-style-type: none"> Develop an understanding of discrimination and its injustice, and describe this using examples Empathise with people who have been, and currently are, subjected to injustice, including through racism Consider how discriminatory behaviour can be challenged 	<ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. 	<ul style="list-style-type: none"> Understand what biased reporting is and the need to think critically about things we read. 		<ul style="list-style-type: none"> Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch
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Key Vocabulary

Me and My Relationships – negotiation, compromise, conflict, resolution, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe.

Valuing Difference – excluded, discrimination, prejudice, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, racism.

Keeping Safe – assessing risk, pressure, influence, risk taking, dare, resist pressure, substance, stimulant, habit, addiction, norms, perception, cigarettes, alcohol.

Rights and Respect – responsibility, fact, opinion, rights, duties, borrow, loan, credit, debit, interest, costs, wages, salaries, rent.

Being My Best – perseverance, commitment, resilience, determination, patience, interpersonal skills, independence, responsibility, personal qualities, celebrities.

Growing and Changing – wellbeing, resilience, trust, unwanted attention, unwanted touch, confidential, testicles, foreskin, anus, erection, bra, body anxiety, penis, period protection, sweat, washing, body confidence, emotions, spots, body autonomy, body odour, hormones, hydration, exercise, sleep, breast development, hips widen, period, menstruation, genitalia, puberty, hormones, emotional change, mood swings.

6	Me and My Relationships Solve the Friendship Problem	Valuing Difference Advertising Friendship <ul style="list-style-type: none"> Explain the difference between 	Keeping Safe It's a Puzzle <ul style="list-style-type: none"> Identify strategies for keeping 	Rights and Respect Fakebook Friends <ul style="list-style-type: none"> Know the legal age (and reason behind 	Being My Best What's the Risk (2) <ul style="list-style-type: none"> Recognise what risk is 	Growing and Changing I look great!
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<ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach <p>Assertiveness</p> <ul style="list-style-type: none"> List some assertive behaviours Recognise peer influence and pressure Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure <p>Don't Force Me</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on 	<ul style="list-style-type: none"> a friend and an acquaintance Describe qualities of a strong, positive friendship Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) <p>Ok to be Different</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Suggest strategies for dealing with bullying, as a bystander Describe positive attributes of their peers 	<p>personal information safe online</p> <ul style="list-style-type: none"> Describe safe behaviours when using communication technology <p>To share or not to share?</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old Explore the risks of sharing photos and films of themselves with other people directly or online Know how to keep their information private online <p>Joe's Story (part 2)</p> <ul style="list-style-type: none"> Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together 	<p>these) for having a social media account</p> <ul style="list-style-type: none"> Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives are much more balanced in real life, with positives and negatives <p>Democracy in Britain 1</p> <ul style="list-style-type: none"> Recognise reasons for rules and laws; consequences of not adhering to rules and laws. 	<ul style="list-style-type: none"> Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe 	<ul style="list-style-type: none"> Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks <p>Media Manipulation</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people <p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and
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	<p>whether their parents agree</p> <ul style="list-style-type: none"> • Understand that everyone has the right to be free to choose who and whether to marry <p>Acting Appropriately</p> <ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings • Know that some inappropriate touch is also illegal 					<p>emotional changes associated with it</p> <ul style="list-style-type: none"> • Suggest strategies that would help someone who felt challenged by the changes in puberty • Know where someone could get support if they were concerned about their own or another person's safety <p>Making babies</p> <ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur • Know a variety of ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means
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Key Vocabulary

Me and My Relationships – balanced friendship, respectful, assertive, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate.

Valuing Difference – witness, bystander, unique, positive feedback, confidence, self-esteem, point of view, cultural norms, respect, disrespect, body language, empathy,

relationships, friend, acquaintance.

Keeping Safe – social media, parental consent, trolling, online safety, sharing, right to privacy, sharing online, permission, illegal, sexual images, independence, responsibility, conflicting emotions.

Rights and Respect – social media, profile, image, online safety, sharing, democracy, election, candidate, voting, policies, House of Commons, constituencies.

Being My Best – assessing risk, weigh up, dilemma, choices, influence.

Growing and Changing – body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, puberty, physical changes, emotional changes, rights, periods, mood swings, spots, voice deepening, period product, vulva, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, age of consent, infection, immune system, virus, sexual contact, condom, prejudice, illness, sexual activity, semen, vaginal fluids, vagina, womb.