



# Wrockwardine Wood CE Junior School

## PSHEE and RSHE Progression Map

### Wrockwardine Wood CE Junior School Big Questions to Ponder Overview

|        | Being Me in My World                                                                                                                                                             | Dreams and Goals                                                                                                                                                                                | Celebrating Difference                                                                                                                                          | Healthy Me                                                                                                                                                                         | Relationships                                                                                                                                                         | Changing Me                                                                                                                                                       |
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| Year 3 | <ul style="list-style-type: none"> <li>What makes our world special?</li> <li>Do we need rules?</li> <li>Who is my neighbour?</li> </ul>                                         | <ul style="list-style-type: none"> <li>Why should we be grateful?</li> <li>What is good news?</li> <li>What is more important: happiness or success?</li> </ul>                                 | <ul style="list-style-type: none"> <li>What is a friend?</li> <li>What makes me me?</li> <li>What would the world look like if we were all the same?</li> </ul> | <ul style="list-style-type: none"> <li>Why am I precious?</li> <li>What makes a person special?</li> <li>Can doing something bad ever be the right thing to do?</li> </ul>         | <ul style="list-style-type: none"> <li>Is it good to have friends?</li> <li>What is love?</li> <li>Would the world be a better place without the internet?</li> </ul> | <ul style="list-style-type: none"> <li>Who am I?</li> <li>What makes us human?</li> <li>Would the world be fairer if we all did the same?</li> </ul>              |
| Year 4 | <ul style="list-style-type: none"> <li>What makes me special?</li> <li>Are adults or children more important?</li> <li>Is winning or taking part more important? Why?</li> </ul> | <ul style="list-style-type: none"> <li>What do we need to help us achieve our goals?</li> <li>What does equality mean to you?</li> <li>Why is it important to have dreams and goals?</li> </ul> | <ul style="list-style-type: none"> <li>What is courage?</li> <li>How can we build each other up?</li> <li>Why do we have feelings and emotions?</li> </ul>      | <ul style="list-style-type: none"> <li>What does it mean to belong?</li> <li>What's the healthiest thing we can do for ourselves?</li> <li>Are we destroying our world?</li> </ul> | <ul style="list-style-type: none"> <li>What makes us human?</li> <li>What is love?</li> <li>What is friendship?</li> </ul>                                            | <ul style="list-style-type: none"> <li>Can one person change the world?</li> <li>Are changes good or bad?</li> <li>What would you change in the world?</li> </ul> |

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| Year 5 | <ul style="list-style-type: none"> <li>• What would the world look like if people didn't have rights?</li> <li>• What would the world be like if no one worked together?</li> <li>• What would happen if there were no consequences for actions?</li> </ul> | <ul style="list-style-type: none"> <li>• Are some jobs more important than others?</li> <li>• What would the world be like if we all had the same dreams and goals?</li> <li>• What does it mean if someone is successful? What does that look like?</li> </ul> | <ul style="list-style-type: none"> <li>• What would the world look like if we all behaved <u>exactly the same</u>?</li> <li>• What would the world look like if no one stood up for what they believe in?</li> <li>• Should help only be given to those that you think are worthy of help?</li> </ul> | <ul style="list-style-type: none"> <li>• What would the world be like if there was no one to help in an emergency?</li> <li>• What is important to remember when it comes to body image?</li> </ul>           | <ul style="list-style-type: none"> <li>• What might the world be like if we spent more time using positive adjectives to describe others?</li> <li>• Does making a mistake mean someone is bad?</li> <li>• Does having an argument mean that a relationship is unhealthy?</li> </ul> | <ul style="list-style-type: none"> <li>• What makes me special?</li> <li>• Is change necessary?</li> <li>• What do I want my future to look like?</li> </ul>                                                                |
| Year 6 | <ul style="list-style-type: none"> <li>• Does everyone need a goal?</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Is strength always a good thing?</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• What is normal?</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Why are <u>humans</u> worth looking after?</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• What does the perfect family look like?</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• What we're like on the</li> </ul>                                                                                                                                                  |
|        | <ul style="list-style-type: none"> <li>• What would happen if we didn't have rules?</li> <li>• What do we need <u>in order to learn</u>?</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• How does empathy help to support fairness?</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Why do some people feel like '<u>outsiders</u>'?</li> <li>• Is freedom of speech <u>always</u> okay?</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• Why do some people hold power over other <u>people</u> and can this ever have a good outcome?</li> <li>• Can stress ever help you to achieve a life goal?</li> </ul> | <ul style="list-style-type: none"> <li>• What does <u>consent</u> Mean?</li> <li>• What's the difference between a friend and a good friend?</li> </ul>                                                                                                                              | <p>outside is more important than the inside...</p> <ul style="list-style-type: none"> <li>• Physical attraction is the most important thing in a relationship. Do you agree?</li> <li>• Is all change negative?</li> </ul> |

## Key

Universal language

CSE coverage

PROTECT Curriculum (CSE) 2025

British Values

New RSHE guidance 2025

| Being Me in My World                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                     |                                                                                                                                      |
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| <b>British Values</b> <ul style="list-style-type: none"> <li>Individual Liberty</li> <li>Mutual Respect and tolerance</li> <li>Democracy</li> <li>Rule of Law</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                     |                                                                                                                                      |
| Strongest RSHE 2025 Relationships contributions                                                                                                                          | <b>CF 2</b> – Importance of friendships, not excluding others.<br><b>CF 3</b> – Feeling lonely is normal and not shameful.<br><b>RKR 1</b> – Paying attention to other people's feelings and treating them with sensitivity.<br><b>RKR 2</b> – How their behaviour affects other people.<br><b>RKR 4</b> – Difference between assertive and controlling (enhanced 2026). | <b>RKR 5</b> – Expecting to be treated with respect by others and treating others with respect.<br><b>RKR 6</b> – Practical steps to improve or support relationships<br><b>RKR 7</b> – Conventions of courtesy and manners (new explicit teaching 2026).<br><b>RKR 8</b> – Self-respect and its link to happiness. | <b>BS 1</b> – Appropriate boundaries in friendships <b>BS 4</b> – How to respond safely to adults.<br><b>BS 6</b> – How to recognise and report unsafe feelings.<br><b>BS 7</b> – Where to get advice.                                              |                                                                                                                                      |
| Strongest RSHE 2025 Health contributions                                                                                                                                 | <b>GW 1</b> – How to help others in an emergency.<br><b>GW 3</b> – Range and scale of emotions; worrying and feeling down are normal.                                                                                                                                                                                                                                    | <b>GW 4</b> – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses.<br><b>GW 5</b> – Benefits of community participation, volunteering.                                                                                                                                   | <b>GW 6</b> – Loneliness can affect children and how to address it (enhanced 2026).<br><b>GW 9</b> – Where and how to seek support, including who in school to speak to.<br><b>PS 1</b> – Identifying hazards and risks (contributing, Ages 10–11). |                                                                                                                                      |
|                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                              | Year 6                                                                                                                               |
| <b>Being Me in My World</b>                                                                                                                                              | In this unit, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to                                                                                                                                                                                                           | In this unit, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in                                                                                                                                         | In this unit, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore                                                                                                  | In this unit, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. |

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|                                                                               | <p>worries and fears and think about what helps a school feel safe and supportive.</p> <p>Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion.</p> <p>By the end of the unit, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.</p> | <p>school and how to contribute to their community.</p> <p>Children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy.</p> <p>By the end of the unit, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.</p> | <p>leadership, motivation and how to approach challenges positively.</p> <p>Children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others.</p> <p>Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.</p> <p>By the end of the unit, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.</p> | <p>Children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide.</p> <p>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.</p> <p>By the end of the unit, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.</p> |
| <p><b>Taught knowledge</b></p> <p><b>British Values</b></p> <p><b>CSE</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements</li> <li>• I can set personal goals</li> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• I understand why rules are needed and how they relate to rights and responsibilities</li> <li>• I understand that my actions affect myself and others and I</li> </ul>                                                                             | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know my attitudes and actions make a difference to the class team</li> <li>• I understand who is in my school community, the roles they play, how I fit in and how I can contribute</li> <li>• I understand how democracy works through the School Council</li> <li>• I understand that my actions affect myself and others; I care about other people's feelings</li> </ul>           | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can face new challenges positively and know how to set personal goals</li> <li>• I understand my rights and responsibilities as a citizen of my country</li> <li>• I understand my rights and responsibilities as a citizen of my country and as a member of my school</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences feel</li> </ul>                                                                                                                                                                                                                                        | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify my goals for this year, understand my fears and worries about the future and know how to express them</li> <li>• I know that there are universal rights for all children but for many children these rights are not met</li> <li>• I understand that my actions affect other people locally and globally</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences</li> </ul>                                                                                       |

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|  | <p>care about other people's feelings</p> <ul style="list-style-type: none"> <li>I can make responsible choices and take action</li> <li>I understand my actions affect others and try to see things from their points of view</li> </ul> <ul style="list-style-type: none"> <li>Know that the school has a shared set of values</li> <li>Know why rules are needed and how these relate to choices and consequences</li> <li>Know that actions can affect others' feelings</li> <li>Know that others may hold different views</li> <li>Know our rights and responsibilities (UNCRC)</li> <li>Understand that they are important</li> <li>Know what a personal goal is</li> <li>Understanding what a challenge is</li> </ul> | <p>and try to empathise with them</p> <ul style="list-style-type: none"> <li>I understand how groups come together to make decisions</li> <li>I understand how democracy and having a voice benefits the school community</li> </ul> <ul style="list-style-type: none"> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> <li>Know our rights and responsibilities (UNCRC)</li> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know that their own actions affect themselves and others</li> </ul> | <ul style="list-style-type: none"> <li>I understand how an individual's behaviour can impact on a group</li> <li>I understand how democracy and having a voice benefits the school community and know how to participate in this</li> </ul> <ul style="list-style-type: none"> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>Know our rights and responsibilities (UNCRC)</li> <li>Know how to face new challenges positively</li> <li>Understand how to set personal goals</li> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> </ul> | <p>feel and I understand how these relate to my rights and responsibilities</p> <ul style="list-style-type: none"> <li>I understand how an individual's behaviour can impact on a group</li> <li>I understand how democracy and having a voice benefits the school community</li> </ul> <ul style="list-style-type: none"> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Know our rights and responsibilities (UNCRC)</li> <li>Know how to set goals for the year ahead</li> <li>Understand what fears and worries are</li> <li>Understand that their own choices result in different consequences and rewards</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> </ul> |
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| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I value myself and know how to make someone else feel welcome and valued</li> <li>• I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</li> <li>• I know how to make others feel valued</li> <li>• I understand that my behaviour brings rewards/consequences</li> <li>• I can work cooperatively in a group</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I know how good it feels to be included in a group and understand how it feels to be excluded</li> <li>• I try to make people feel welcome and valued</li> <li>• I can take on a role in a group and contribute to the overall outcome</li> <li>• I understand how rewards and consequences motivate people's behaviour</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I know what I value most about my school and can identify my hopes for this school year</li> <li>• I can empathise with people in this country whose lives are different to my own</li> <li>• I understand that my actions affect me and others</li> <li>• I can contribute to the group and understand how we can function best as a whole</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I feel welcome and valued and know how to make others feel the same</li> <li>• I understand my own wants and needs and can compare these with children in different communities</li> <li>• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> <li>• I can contribute to the group and understand how we can function best as a whole</li> </ul> |
| <b>Vocabulary</b>                  | achievements<br>actions<br>acknowledge<br>affirm<br>assertive<br>behaviour<br>belong<br>challenge<br>choices<br>controlling<br>courtesy<br>consequences<br>dream<br>emotions<br>exclude<br>fairness<br>feelings<br>fears<br>friendship<br>group dynamics<br>ideal school                                                                                                                                                                                                | authority<br>charter<br>choices<br>community<br>conflict<br>consequence<br>contribution<br>courtesy<br>decisions<br>democracy<br>democratic<br>excluded<br>friend<br>friendship<br>healthy<br>help<br>included<br>job description<br>learning charter<br>observer<br>proud                                                                                                                                     | appreciation<br>asylum<br>challenge<br>choices<br>citizen<br>collaboration<br>cooperation<br>conflict<br>consequences<br>courtesy<br>deprive<br>denied<br>education<br>empathise<br>goals<br>hopes<br>leadership<br>learning charter<br>manners<br>migrant<br>motivation                                                                                                                                                           | behaviour<br>choice<br>choices<br>collaboration<br>community<br>comparison<br>consequences<br>cooperation<br>cocoa plantation<br>cocoa pods<br>courtesy<br>decision<br>democracy<br>discernment<br>education<br>empathise<br>empathy<br>fears<br>Ghana<br>goals<br>hazard/risk                                                                                                                                                                                                                           |

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|  | include<br>kind<br>learning<br>learning charter<br>loneliness<br>lonely<br>manners<br>nightmare<br>personal goal<br>pleased<br>praise<br>pride<br>proud<br>responsibilities<br>rewards<br>rights<br>self-respect<br>solutions<br>support<br>team work<br>valued<br>view point<br>welcome<br>wellbeing<br>worries | responsibility<br>responsibilities<br>respect<br>rights<br>role<br>school<br>self-respect<br>solution<br>team<br>trusted adult<br>un convention on rights of the child<br>valued<br>violence<br>voting<br>welcome<br>wellbeing | opportunities<br>participation<br>persecution<br>poverty<br>prejudice<br>privilege<br>refugee<br>responsibilities<br>rewards<br>rights<br>self-respect<br>vision<br>wealth | illegal<br>lawful<br>laws<br>learning charter<br>legal<br>manners<br>Maslow<br>motivation<br>needs<br>obstacles<br>opportunities<br>participation<br>proud<br>report<br>resilience<br>responsibilities<br>rewards<br>rights<br>trusted adult<br>value<br>welcome<br>wants<br>west Africa<br>worries |
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| Celebrating Difference                                                                                                                                                           |                                                                                                     |                                                                                                                                                                          |                                                                                                                                              |
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| <b>British Values</b> <ul style="list-style-type: none"> <li>• Individual Liberty</li> <li>• Mutual Respect and tolerance</li> <li>• Democracy</li> <li>• Rule of Law</li> </ul> |                                                                                                     |                                                                                                                                                                          |                                                                                                                                              |
| Strongest                                                                                                                                                                        | <b>FPCM 2</b> – Characteristics of healthy family life, including that families may look different. | <b>CF 5</b> – That healthy friendships are positive and welcoming.<br><br><b>CF 7</b> – Recognising when a friendship is making them feel unhappy and how to get support | <b>RKR 9</b> – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help. |

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| RSHE 2025 Relationships contributions    | <b>FPCM 3</b> – Others' families, either in school or wider world, sometimes look different and should be respected.<br><b>FPCFM 5</b> – Marriage and civil partnerships represent a formal and legally recognised commitment<br><b>CF 2</b> – Importance of not excluding others, making new friends.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>RKR 2</b> – How their behaviour affects other people<br><b>RKR 5</b> – Expecting to be treated with respect and treating others with respect, including those who are different.                                                                                                                                                                                                                                                                                                                                                                                                   | <b>RKR 10</b> – Understanding and challenging stereotypes.<br><b>RKR 11</b> – How to seek help when concerned about violence or harm.<br><b>OSA 1</b> – Same principles apply online as face-to-face, including respect and avoiding pressure.                                                                                                                                                                                                                                                                                                                                                 |
| Strongest RSHE 2025 Health contributions | <b>GW 3</b> – Range and scale of emotions.<br><b>GW 4</b> – Vocabulary to describe feelings.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>GW 7</b> – Bullying has a negative and often lasting impact on mental wellbeing.<br><b>GW 9</b> – Where and how to seek support.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>WO 1</b> – Strategies for managing screen time and recognising signs of too much.<br><b>WO2</b> – What age restrictions/ratings mean; minimum age for social media.<br><b>WO 8</b> - Impact of spending too much time online on mental health and wellbeing.                                                                                                                                                                                                                                                                                                                                |
|                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Celebrating Difference:</b>           | In this unit, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying (active bystander) and how their actions and words may help or harm others.<br><br>Children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings. | In this unit, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements.<br><br>They develop a deeper understanding of bullying, including the roles of active bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex.<br><br>Children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and | In this unit, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying.<br><br>Children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities. | In this unit, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.<br><br>Children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.<br><br>Throughout this unit, children celebrate diversity, empathy and inclusion. |

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|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | empathy. They explore how opinions can change when people get to know one another.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Throughout the unit, children celebrate diversity and fairness across the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Taught knowledge</b></p> <ul style="list-style-type: none"> <li>Family diversity</li> </ul> <p>PROTECT: Feelings of safety and belonging</p> <p>British Values</p> <p>CSE</p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand that everybody's family is different and important to them</li> <li>I understand that differences and conflicts sometimes happen among family members</li> <li>I know what it means to be a witness to bullying</li> <li>I know that witnesses can make the situation better or worse by what they do and that I should always try and be an active bystander</li> <li>I recognise that some words are used in hurtful ways</li> <li>I can tell you about a time when my words affected someone's feelings and what the consequences were</li> <li>Know that everyone is unique</li> <li>Know why families are important and recognize and respect different types of families</li> <li>Know that conflict is a normal part of relationships</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand that, sometimes, we make assumptions based on what people look like</li> <li>I understand what influences me to make assumptions based on how people look</li> <li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure by being an active bystander</li> <li>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>I can identify what is special about me and value the ways in which I am unique</li> <li>I can tell you a time when my first impression of someone changed when I got to know them</li> <li>Know the meaning and benefits of living in a community</li> <li>Know that violence is never acceptable to solve a conflict</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand that cultural differences sometimes cause conflict</li> <li>I understand what racism is</li> <li>I understand how rumour-spreading and name-calling can be bullying behaviours</li> <li>I can explain the difference between direct and indirect types of bullying</li> <li>I can compare my life with people in the developing world</li> <li>I can understand a different culture from my own</li> <li>To understand what discrimination is and know the different types of discrimination</li> <li>To understand that everyone has the right to be treated fairly</li> <li>Know external forms of support in regard to bullying e.g. Childline</li> <li>Know that violence is never acceptable to solve a conflict</li> <li>Know that bullying can be direct and indirect</li> <li>Know what racism is and why it is unacceptable</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand there are different perceptions about what normal means</li> <li>I understand how being different could affect someone's life</li> <li>I can explain some of the ways in which one person or a group can have power over another</li> <li>I know some of the reasons why people use bullying behaviours</li> <li>I can give examples of people with disabilities who lead amazing lives</li> <li>I can explain ways in which difference can be a source of conflict and a cause for celebration</li> <li>Recognise different acts of discrimination</li> <li>Understand assertiveness</li> <li>Understand the effects of prejudice and discrimination and what this can look like</li> <li>Know how prejudice and discrimination fuels</li> <li>Know my values and those of others</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Know that violence is never acceptable to solve a conflict</li> <li>• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do (active bystander)</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> <li>• Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> </ul> | <ul style="list-style-type: none"> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone: link to bystanders / active bystanders.</li> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know what to do if they think bullying is or might be taking place (active bystander)</li> <li>• Know that first impressions can change</li> </ul> | <ul style="list-style-type: none"> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know that rumour-spreading is a form of bullying online and offline</li> <li>• Know how their life is different from the lives of children in the developing world</li> </ul> | <ul style="list-style-type: none"> <li>• Have the confidence to challenge stereotypes</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that violence is never acceptable to solve a conflict</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that difference can be a source of celebration as well as conflict</li> <li>• Know what prejudice means</li> <li>• Know what inclusion / exclusion look like and how to be inclusive</li> <li>• Know that being different could affect someone's life</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> </ul> |
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| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I appreciate my family/the people who care for me</li> <li>• I know how to calm myself down using a range of strategies</li> <li>• I know some ways of helping to make someone who is bullied feel better</li> <li>• I can problem-solve a bullying situation with others and be an active bystander</li> <li>• I try hard not to use hurtful words (e.g., gay, fat)</li> <li>• I can give and receive compliments and know how this feels</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I try to accept people for who they are</li> <li>• I can question why I think what I do about other people</li> <li>• I know how it might feel to be a witness to and a target of bullying</li> <li>• I can problem-solve a bullying situation with others and can be an active bystander</li> <li>• I like and respect the unique features of my physical appearance</li> <li>• I can explain why it is good to accept people for who they are</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I am aware of my own culture</li> <li>• I am aware of my attitude towards people from different races</li> <li>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one by being an active bystander</li> <li>• I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</li> <li>• I can appreciate the value of happiness regardless of material wealth</li> <li>• I respect my own and other people's cultures</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can empathise with people who are different</li> <li>• I am aware of my attitude towards people who are different</li> <li>• I know how it can feel to be excluded or treated badly by being different in some way</li> <li>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one by being an active bystander</li> <li>• I appreciate people for who they are</li> <li>• I can show empathy with people in either situation</li> </ul> |
| <b>Vocabulary</b>                  | active bystander<br>banter<br>bullying<br>bystander<br>caring<br>compliment<br>conflict<br>connected<br>consequences<br>difference<br>discrimination<br>family<br>feelings<br>gay<br>hurtful<br>include<br>incident<br>isolate                                                                                                                                                                                                                                                                                                    | accept<br>active bystander<br>appearance<br>assumption<br>bully<br>bullying<br>bystander<br>changed<br>character<br>characteristics<br>courtesy<br>deliberate<br>different<br>empathy<br>friend<br>hurtful<br>impression<br>influence                                                                                                                                                                                                                                                                                                  | active bystander<br>appearance<br>assumptions<br>banter<br>bullying<br>colour<br>community<br>continuum<br>culture<br>cyber bullying<br>difference<br>direct<br>developing world<br>disability<br>discrimination<br>fair<br>happiness<br>homophobic                                                                                                                                                                                                                                                                                                                                                                                                                        | achievement<br>accolade<br>active bystander<br>admiration<br>argument<br>assumption<br>banter<br>belonging<br>bullying<br>bullying behaviour<br>celebration<br>community<br>conflict<br>control<br>difference<br>direct<br>disability<br>discrimination                                                                                                                                                                                                                                                                                                                                             |

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|  | kindness<br>lonely<br>love<br>loving<br>protection<br>resolve<br>rights<br>safe<br>security<br>self-regulation<br>similarity<br>solve it together<br>special<br>stability<br>stereotype<br>support<br>tell<br>unique<br>unkind<br>witness | judgement<br>kindness<br>manners<br>on purpose<br>physical features<br>problem solve<br>protected characteristics<br>respect<br>secret<br>special<br>surprised<br>troll<br>unique<br>witness | indirect<br>included<br>name-calling<br>race<br>racist<br>racism<br>respected<br>respect<br>rumour<br>sexist<br>similarity<br>stereotype<br>texting | empathy<br>equality<br>equality act<br>harassment<br>imbalance<br>indirect<br>misunderstanding<br>normal<br>paralympian<br>perception<br>perseverance<br>power<br>prejudice<br>protected characteristics<br>racism<br>recipient<br>respect<br>rights<br>sport<br>stamina<br>struggle<br>stereotype |
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## Dreams and Goals

### British Values

- Individual Liberty
- Democracy
- Rule of Law

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| Strongest RSHE 2025 Relationships contributions | <b>CF 1</b> – How important friendships are in making us feel happy and secure; characteristics of friendships.<br><b>CF 4</b> – That healthy friendships make people feel included, valued and respected.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>CF 6</b> – How to resolve disputes and reconcile differences.<br><b>RKR 1</b> – Paying attention to other people's feelings and treating them with sensitivity.                                                                                                                                                                                                                                                                                                                                |  | <b>RKR 5</b> – Expecting to be treated with respect; respecting those who are different.<br><b>RKR 8</b> – Self-respect and its link to happiness.                                                                                                                                                                                                                                                                                                       |  |
| Strongest RSHE 2025 Health contributions        | <b>GW 1</b> – Helping others in need (contributing, via fundraising and enterprise content).<br><b>GW 2</b> - Helping other people with their mental health.                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>GW 3</b> – Range and scale of emotions including those around success and disappointment.<br><b>GW 4</b> – Vocabulary to describe feelings to others. -                                                                                                                                                                                                                                                                                                                                        |  | <b>GW 5</b> – Benefits of community participation.<br><b>WO 10</b> - How online content can be targeted at users and designed to attract attention.                                                                                                                                                                                                                                                                                                      |  |
|                                                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Dreams and Goals                                | In this unit, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem.<br><br>Children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed. | In this unit, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.<br><br>Children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed. | In this unit, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.<br><br>Children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action. |  | In this unit, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people’s lives.<br><br>Children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world. |  |
| Taught knowledge                                | Knowledge <ul style="list-style-type: none"><li>I can tell you about a person who has faced difficult</li></ul>                                                                                                                                                                                                                                                                                                                                                                               | Knowledge <ul style="list-style-type: none"><li>I can tell you about some of my hopes and dreams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Knowledge <ul style="list-style-type: none"><li>I know my learning strengths and can set challenging but realistic</li></ul>                                                                                                                                                                                                                                                                                                                             |  |
| British Values                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

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|  | <p>challenges and achieved success</p> <ul style="list-style-type: none"> <li>• I can identify a dream / ambition that is important to me</li> <li>• I enjoy facing new challenges. I'm working out the best ways need to achieve them</li> <li>• I am motivated and enthusiastic about achieving a new challenge</li> <li>• I can recognise obstacles which might hinder my achievements and can take steps to overcome them</li> <li>• I can evaluate my own learning process and identify how it can be better next time</li> </ul> <ul style="list-style-type: none"> <li>• Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness</li> <li>• Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation</li> </ul> <ul style="list-style-type: none"> <li>• Know that they are responsible for their own learning</li> </ul> | <ul style="list-style-type: none"> <li>• I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help</li> <li>• I know how to cope with disappointment and find ways to move forward</li> <li>• I know how to make a new plan and set new goals even if I have been disappointed</li> <li>• I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li> <li>• I can identify the contributions made by myself and others to the group's achievement</li> </ul> <ul style="list-style-type: none"> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> </ul> <ul style="list-style-type: none"> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> </ul> <ul style="list-style-type: none"> <li>• Know that hopes and dreams don't always come true</li> </ul> <ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> </ul> | <ul style="list-style-type: none"> <li>• I understand that I will need money to help me achieve some of my dreams</li> <li>• I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values</li> <li>• I can explore a range of different jobs and think critically about the information I see about them online</li> <li>• I can describe the dreams and goals of young people in a culture different to mine</li> <li>• I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</li> <li>• I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</li> </ul> <ul style="list-style-type: none"> <li>• Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness</li> <li>• Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation</li> </ul> <ul style="list-style-type: none"> <li>• Know about a range of jobs that are carried out by people I know</li> </ul> | <p>goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <ul style="list-style-type: none"> <li>• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>• I can identify problems in the world that concern me and talk to other people about them</li> <li>• I can work with other people to help make the world a better place</li> <li>• I can describe some ways in which I can work with other people to help make the world a better place</li> <li>• I know what some people in my class like or admire about me and can accept their praise</li> </ul> <ul style="list-style-type: none"> <li>• Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness</li> <li>• Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation</li> </ul> <ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know what their classmates like and admire about them</li> </ul> |
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|                                    | <ul style="list-style-type: none"> <li>Know what an obstacle is and how they can hinder achievement</li> <li>Know how to take steps to overcome obstacles and challenges</li> <li>Know what dreams and ambitions are important to them</li> <li>Contributing to the community</li> <li>Know about specific people who have overcome difficult challenges to achieve success</li> <li>Know how they can best overcome learning challenges</li> <li>Know what their own strengths are as a learner</li> <li>Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> | <ul style="list-style-type: none"> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>Know how to work out the steps they need to take to achieve a goal</li> </ul> | <ul style="list-style-type: none"> <li>Know the types of job they might like to do when they are older</li> <li>Know that young people from different cultures may have different dreams and goals</li> <li>The importance of spending, saving and the value of money</li> <li>Future dreams</li> <li>Know that they will need money to help them to achieve some of their dreams</li> <li>Know that different jobs pay more money than others</li> <li>Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>Know ways that they can support young people in their own culture and abroad</li> </ul> | <ul style="list-style-type: none"> <li>Know a variety of problems that the world is facing</li> <li>Know some ways in which they could work with others to make the world a better place</li> <li>Know what the learning steps are they need to take to achieve their goal</li> <li>Know how to set realistic and challenging goals</li> </ul> |
| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I know how it feels to have hopes and dreams</li> <li>I know how disappointment feels and identify when I have</li> </ul>                             | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I can identify what I would like my life to be like when I am grown up</li> <li>I recognise that people have different attitudes towards saving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I understand why it is important to stretch the boundaries of my current learning</li> </ul>                                                                                                                                                                         |

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|                   | <ul style="list-style-type: none"> <li>• I can imagine how I will feel when I achieve my dream / ambition</li> <li>• I can break down a goal into a number of steps and know how others could help me to achieve it</li> <li>• I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge</li> <li>• I can manage the feelings of frustration that may arise when obstacles occur</li> <li>• I am confident in sharing my success with others and can store my feelings in my internal treasure chest</li> </ul> | <p>felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me</p> <ul style="list-style-type: none"> <li>• I can respect myself and notice how coping builds my self-esteem and resilience</li> <li>• I know what it means to be resilient and to have a positive attitude</li> <li>• I can enjoy being part of a group challenge</li> <li>• I know how to share in the success of a group and how to store this success experience in my internal treasure chest</li> </ul> | <p>and spending money, and towards risk</p> <ul style="list-style-type: none"> <li>• I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow</li> <li>• I can reflect on how these relate to my own</li> <li>• I appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>• I understand why I am motivated to make a positive contribution to supporting others</li> </ul> | <ul style="list-style-type: none"> <li>• I can set success criteria so that I will know whether I have reached my goal</li> <li>• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</li> <li>• I can empathise with people who are suffering or who are living in difficult situations</li> <li>• I can identify why I am motivated to do this</li> <li>• I can give praise and compliments to other people when I recognise their contributions and achievements</li> </ul> |
| <b>Vocabulary</b> | ambitions<br>challenge<br>challenges<br>community<br>design<br>differences<br>dream<br>dreams<br>enthusiastic<br>evaluate<br>frustration<br>future<br>garden<br>goal<br>goals<br>healthy<br>identity<br>include<br>learning<br>motivated<br>obstacles                                                                                                                                                                                                                                                                                                                | agree/disagree<br>anxious<br>attitude<br>celebrate<br>cope<br>courage<br>courage<br>design<br>determination<br>determined<br>disappointed  <br>disappointment<br>dream   dreams<br>follower<br>goal   goals<br>help<br>hope<br>hopeful<br>hopes<br>hurt<br>inspired                                                                                                                                                                                                                                                                       | adult<br>aspiration<br>attitudes<br>barrier<br>career<br>choice<br>community participation<br>country<br>culture<br>digital spending<br>dream<br>environment<br>financial harm<br>goal<br>grown up<br>identity<br>influence<br>job<br>lifestyle<br>media<br>money                                                                                                                                                                                                                                              | achieve<br>achievement<br>admire<br>aspirations<br>awareness<br>collaborate<br>compliment<br>concern<br>contribution<br>cooperate<br>dream<br>feeling<br>feelings<br>global<br>goal<br>issue<br>leadership skills<br>learning<br>money<br>motivate<br>personal                                                                                                                                                                                                                                                                                           |

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|  | outdoors<br>responsible<br>respect<br>review<br>safe choices<br>self-esteem<br>self-review<br>solution<br>strengths<br>success<br>team work<br>teamwork<br>wellbeing<br>water safety | internal treasure chest<br>leader<br>learning<br>manners<br>motivated<br>plans<br>positive<br>positive attitude<br>problem-solve<br>proud<br>resilience<br>review<br>risk<br>roles<br>safety<br>self-belief<br>self-esteem<br>self-respect<br>setback<br>success<br>wellbeing | motivation<br>opportunity<br>profession<br>rallying<br>reliable<br>rights<br>risk<br>salary<br>save<br>self-care<br>self-esteem<br>society<br>spend<br>spending decisions<br>sponsorship<br>support<br>team work<br>technology<br>values | praise<br>prevention<br>recognition<br>realistic<br>rescue<br>role<br>safety<br>strategy<br>strengths<br>stretch<br>success<br>success criteria<br>suffering<br>support<br>unrealistic |
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| Healthy Me                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                               |
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| <b>British Values</b> <ul style="list-style-type: none"> <li>Individual Liberty</li> <li>Mutual Respect and tolerance</li> <li>Rule of Law</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Cross-curricular links</b><br>PE<br>Science: animals including humans, living things and their habitats<br>Year 6: STAR project / St Giles project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                               |
| Strongest RSHE 2025 Relationships contributions                                                                                                       | <b>CF 1</b> – Characteristics of healthy friendships (friendship groups, roles)                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>RKR 1</b> – Paying attention to others' feelings.<br><b>RKR 8</b> – Self-respect and its link to happiness (body image, self-esteem content).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>BS 6</b> – How to recognise and report feelings of being unsafe.<br><b>BS 7</b> – Where to get advice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                               |
| Strongest RSHE 2025 Health contributions                                                                                                              | <b>GW 1</b> – How to help others in an emergency.<br><b>GW 2</b> – Helping other people with their mental health.<br><b>GW 3</b> – Range of emotions.<br><b>GW 5</b> – Benefits of physical exercise, time outdoors, community participation.<br><b>GW 6</b> – Isolation and loneliness can affect children.<br><b>GW 9</b> – Where and how to seek support.<br><b>GW 10</b> – Common for people to experience mental ill health.<br><b>WO 3</b> – Risks from people online who use technology to bully, manipulate, groom or abuse. | <b>WO 4</b> – How to recognise harmful content including AI-generated content.<br><b>WO 7</b> - How to report concerns about content or contact online.<br><b>PHF 1</b> – Importance of building regular physical activity into daily and weekly routines.<br><b>PHF 2</b> – Risks associated with an inactive lifestyle.<br><b>PHF 3</b> – How and when to seek support for physical activity.<br><b>PHF 4</b> – Types of physical activity including those accessible to all.<br><b>HE 1</b> – What constitutes a balanced diet.<br><b>HE 2</b> – Making healthier choices about food and drinks.<br><b>HE 3</b> – Range of factors that influence dietary habits.<br><b>HE 4</b> – Understand importance of not feeling shame about food or eating habits.<br><b>DATV 1</b> – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs. | <b>HPP 1</b> – How to look after and take responsibility for personal hygiene.<br><b>HPP 2</b> – Importance of staying safe in the sun.<br><b>HPP 3</b> – Importance of sleep and good sleep hygiene.<br><b>HPP 4</b> – About dental health and importance of dental hygiene.<br><b>HPP 5</b> – How common illnesses are spread and can be treated.<br><b>HPP 6</b> – About immunisation and vaccination.<br><b>PS 1</b> – Identifying hazards and risks to personal safety, including online.<br><b>PS 2</b> – Road, water, fire, rail safety including Safety STAR framework.<br><b>BFA 1</b> – Basic first aid concepts and basic treatment of common injuries.<br><b>BFA 2</b> – How to make a call to emergency services. |                                                                                                                                               |
|                                                                                                                                                       | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 6                                                                                                                                        |
| <b>Healthy Me:</b>                                                                                                                                    | In this unit, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices.                                                                                                                                                                                                                                                                                                                                                                                                       | In this unit, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | In this unit, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | In this unit, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy |

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|                                                                                                                                                                                        | <p>They consider attitudes towards drugs and reflect on how these make them feel.</p> <p>Children learn about ways to keep themselves safe - especially around water, roads and railways- recognising risk and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations - especially around water, roads and railways - managing worried feelings and taking responsibility for their own safety and the safety of others.</p>                                                                                                                                               | <p>consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.</p> <p>Children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.</p>                                                                                                                                                                                                                                                                                                                                        | <p>They develop basic emergency aid skills, including how to stay calm and get help.</p> <p>Children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges.</p> <p>Children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.</p>                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Taught knowledge</b></p> <ul style="list-style-type: none"> <li>• Mental and physical health</li> <li>• Teeth cleaning</li> </ul> <p><b>British Values</b></p> <p><b>CSE</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>• I know that the amount of calories, fat and sugar I put into my body will affect my health</li> <li>• I can tell you my knowledge and attitude towards drugs</li> <li>• I can identify things, people and places that I need to keep safe from</li> <li>• I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</li> <li>• I can identify when something feels safe or unsafe</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>• I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help</li> <li>• I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape</li> <li>• I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol</li> <li>• I can recognise when people are putting me under pressure</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body</li> <li>• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>• I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li>• I understand how the media, social media and celebrity culture promotes certain body types</li> <li>• I can describe the different attitudes people have to food and how these can be affected by external influences</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can take responsibility for my health and make choices that benefit my health and well-being</li> <li>• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• I understand that some people can be exploited and made to do things that are against the law</li> <li>• I know why some people join gangs and the risks this involves</li> <li>• I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</li> <li>• I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• I understand how complex my body is and how important it is to take care of it</li> <li>• Know that worrying and feeling down are normal, effect everyone at different times and are not in themselves a sign of a mental health condition</li> <li>• Know when something feels safe or unsafe</li> <li>• Know a range of strategies to keep themselves safe – online and offline</li> <li>• Know who to go to when asking for help</li> <li>• How to report concerns about something seen online or experienced in real life</li> <li>• Know when something feels safe or unsafe</li> <li>• How to report feeling bad about an adult because they have made us feel unsafe</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know how to make healthy and safe choices when outdoors</li> </ul> | <p>and can explain ways to resist this when I want</p> <ul style="list-style-type: none"> <li>• I know myself well enough to have a clear picture of what I believe is right and wrong</li> <li>• Know that worrying and feeling down are normal, effect everyone at different times and are not in themselves a sign of a mental health condition</li> <li>• Know ways to resist when people are putting pressure on them – including peer pressure and peer influences</li> <li>• Recognise and celebrate inner strength</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know the facts about smoking and vaping and its effects on health</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver</li> <li>• Know some of the reasons some people start to smoke and vape</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• Know what they think is right and wrong</li> </ul> | <ul style="list-style-type: none"> <li>• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</li> <li>• Understand mental health: anxiety, self-esteem, coping with worries</li> <li>• Know how to stay safe around water, roads and railways including level crossings and the water safety code</li> <li>• Know basic emergency procedures, including the recovery position</li> <li>• Know how to get help in emergency situations</li> <li>• Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them</li> <li>• Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</li> </ul> | <ul style="list-style-type: none"> <li>• Mental health: loneliness, loss, self-harm – signposting help, NOT PROMOTING</li> <li>• Understanding of body image and peer pressure</li> <li>• Understand the consequences of inappropriate sharing online</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve: including county lines and gang culture</li> <li>• Know how to take responsibility for their own health</li> <li>• Know what it means to be emotionally well</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Know and understand the importance of good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as no screens in the bedroom</li> <li>• Understand the impact of poor sleep on weight, mood and the ability to learn</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks</li> <li>• Know how to stay safe around water, roads and railways including level crossings and the water safety code</li> <li>• Know the basics of emergency first aid</li> <li>• Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them</li> <li>• Know how exercise, healthy eating and sleep affects their bodies and mental health</li> <li>• Understand the importance of keeping good personal hygiene</li> <li>• Know the benefits of dental health and good oral hygiene – brushing twice a day with fluoride toothpaste, cleaning between teeth, regular check ups at the dentist</li> <li>• Know that there are different types of drugs</li> <li>• Understand food labelling and know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> </ul> | <ul style="list-style-type: none"> <li>• Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks</li> <li>• Know how to stay safe around water, roads and railways including level crossings and the water safety code</li> <li>• Know the basics of emergency first aid</li> <li>• Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them</li> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know some of the reasons some people start to smoke and vape</li> <li>• Know some of the reasons some people drink alcohol</li> </ul> | <ul style="list-style-type: none"> <li>• Know the health risks of smoking, nicotine and vaping</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know what makes a healthy lifestyle</li> </ul> | <ul style="list-style-type: none"> <li>• Know the facts and scientific evidence relating to vaccination and immunization – aligned with when vaccinations are offered to pupils</li> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know how to stay safe around water, roads and railways including level crossings and the water safety code</li> <li>• Know basic first aid</li> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> </ul> |
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|                                    | <ul style="list-style-type: none"> <li>• Know and understand how to make healthy food swaps and alternatives</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that their bodies are complex and need taking care of</li> </ul>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can set myself a fitness challenge</li> <li>• I know what it feels like to make a healthy choice</li> <li>• I can identify how I feel towards drugs</li> <li>• I can express how being anxious or scared feels</li> <li>• I can take responsibility for keeping myself and others safe</li> <li>• I respect my body and appreciate what it does for me</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can identify the feelings I have about my friends and my different friendship groups</li> <li>• I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe</li> <li>• I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure</li> <li>• I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> <li>• I know how to keep myself calm in emergencies</li> <li>• I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am</li> <li>• I respect and value my body</li> <li>• I am motivated to keep myself healthy and happy</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I am motivated to care for my physical and emotional health</li> <li>• I am motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• I can suggest ways that someone who is being exploited can help themselves</li> <li>• I can suggest strategies someone could use to avoid being pressurised</li> <li>• I know how to help myself feel emotionally healthy and can recognise when I need help with this</li> <li>• I use different strategies to manage stress and pressure</li> </ul> |

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|                   |                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• I can identify feelings of anxiety and fear associated with peer pressure</li> <li>• I can tap into my inner strength and know how to be assertive</li> </ul>                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Vocabulary</b> | advice<br>ambulance<br>anxious<br>appreciate<br>attitude<br>body<br>calories/kilojoules<br>choice<br>coastguard helicopter<br>complex<br>dangerous<br>drugs<br>emergency<br>emergency services<br>energy<br>fat<br>feelings<br>fire engine<br>fitness<br>harmful<br>heartbeat<br>healthy<br>heart<br>labels<br>lungs<br>oxygen<br>police car<br>responsibility<br>risk<br>safe<br>scared | advice<br>agree/disagree<br>alcohol<br>anxiety<br>assertive<br>believe<br>disease<br>emotions<br>embarrassment<br>fear<br>follower<br>friendship groups<br>friendships<br>guilt<br>healthy<br>leader<br>liver<br>lonely<br>opinion<br>peers<br>pressure<br>puberty<br>relationships<br>right<br>roles<br>smoking<br>trust<br>value<br>vaping<br>wrong | addicted<br>alcohol<br>altered<br>body image<br>calm<br>celebrity<br>choices<br>comparison<br>debate<br>emergency<br>fact<br>healthy behaviour<br>healthy lifestyle<br>informed decision<br>influence<br>level-headed<br>media<br>motivation<br>nicotine<br>obesity<br>opinion<br>pressure<br>procedure<br>recovery position<br>self-respect<br>smoking<br>social media<br>tobacco<br>unhealthy behaviour<br>vaping | anti-social behaviour<br>choice<br>crime<br>criminal<br>drugs<br>effects<br>emotional health<br>exploited<br>gangs<br>gang<br>illegal<br>immunisation<br>managing stress<br>mental health<br>mental illness<br>motivation<br>new psychoactive substances<br>over-the-counter<br>prevention<br>prescribed<br>pressure<br>reputation<br>responsibility<br>restricted<br>strategies<br>stress<br>synthetic highs<br>symptoms<br>triggers<br>unrestricted |

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|  | strategy<br>sugar<br>saturated fat<br>unsafe |  |  | volatile substances<br>vulnerable |
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## Relationships

### British Values

- Individual Liberty
- Mutual Respect and tolerance
- Rule of Law

### Signposting

Childline:  
0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

The Hideout:

[www.thehideout.org.uk](http://www.thehideout.org.uk)

NSPCC (for adults):

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

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| Strongest RSHE 2025 Relationships contributions | <p><b>FPCM 1</b> – Importance of loving, stable families for security, stability and love.</p> <p><b>FPCM 2</b> – Characteristics of healthy family life; families may look different.</p> <p><b>FPCM 3</b> – Others' families should be respected.</p> <p><b>FPCM 4</b> – People who are not part of family who support children (trusted adults).</p> | <p><b>FPCM 5</b> – Importance of stable, caring relationships in people's lives (marriage, civil partnership).</p> <p><b>FPCM 6</b> – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help.</p> <p><b>CF 1–7</b> – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships.</p> <p><b>RKR 1–11</b> – Full range of respectful kind relationships requirements.</p> | <p><b>OSA 1</b> – Same principles apply online as face-to-face.</p> <p><b>OSA 2</b> – Rules and principles for keeping safe online</p> <p><b>OSA 3</b> – Minimum age for social media (currently 13).</p> <p><b>OSA 4</b> – Importance of caution about sharing information online; privacy and location settings.</p> <p><b>OSA 5</b> – How information and data is shared and used online.</p> <p><b>OSA 6</b> – Internet contains inappropriate content; where to go for advice.</p> <p><b>BS 1–7</b> – Full range of being safe requirements.</p> |
| Strongest RSHE 2025 Health contributions        | <p><b>GW 3</b> – Range of emotions.</p> <p><b>GW 6</b> – Isolation and loneliness.</p> <p><b>GW 8</b> – Change, loss and bereavement can affect wellbeing.</p> <p><b>GW 9</b> – Where and how to seek support</p> <p><b>WO 1</b> – Strategies for managing screen time and recognising signs of too much.</p>                                           | <p><b>WO 2</b> – What age restrictions/ratings mean; minimum age for social media.</p> <p><b>WO 3</b> – Risks from people online who use technology to bully, manipulate, groom or abuse.</p> <p><b>WO 4</b> – How to recognise harmful content including AI-generated content.</p> <p><b>WO 5</b> – Difference between real and online-only friendships.</p> <p><b>WO 6</b> – How to critically consider online friendships and sources of information.</p>                                                                                              | <p><b>WO 7</b> – How to report concerns about content or contact online.</p> <p><b>WO 8</b> – Impact of spending too much time online on mental health and wellbeing.</p> <p><b>WO 9</b> – Why social media and messaging are not suitable for all ages.</p> <p><b>WO 10</b> – How online content can be targeted at users and designed to attract attention.</p> <p><b>WO 11</b> – How to respond if online experience is worrying.</p> <p><b>PHF 4</b> – How to seek from adults if concerned about their health</p>                                |

|                                                                                                                                                                                                                                                                                                                                                | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                                                                                                                                                                                                                | <p>In this unit, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms.</p> <p>Children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.</p>                                                               | <p>In this unit, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change.</p> <p>Children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.</p>                                                                                         | <p>In this unit children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities.</p> <p>Children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.</p>                        | <p>In this unit, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions.</p> <p>Children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.</p>                                                                                                    |
| <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships</li> <li>• Touch: appropriate and inappropriate</li> <li>• Respectful relationships: online and offline</li> <li>• Violence</li> <li>• Consent</li> </ul> <p><b>PROTECT: Consent and Control</b></p> <p><b>PROTECT: Grooming</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</li> <li>• I know and can use some strategies for keeping myself safe online</li> <li>• I understand how people around the world help and influence my life and that media doesn't always show complete information</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can recognise situations which can cause jealousy in relationships</li> <li>• I can identify someone I love and can express why they are special to me</li> <li>• I can tell you about someone I know that I no longer see</li> <li>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li>• I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</li> <li>• I understand that belonging to an online community can have positive and negative consequences</li> <li>• I understand there are rights and responsibilities in an online community or social network</li> <li>• I know there are rights and responsibilities when playing an online game</li> <li>• I can recognise when I am spending too much time using devices (screen time)</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that it is important to take care of my mental health</li> <li>• I know how to take care of my mental health</li> <li>• I understand there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>• I can recognise when people are trying to gain power or control</li> <li>• I can judge whether something online is safe and helpful to me</li> <li>• I can use technology positively and safely to communicate with my friends and family</li> </ul> |

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| <p><b>PROTECT: Feelings of safety and Belonging</b></p> <p><b>British Values</b></p> <p><b>CSE</b></p> | <ul style="list-style-type: none"> <li>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes</li> <li>• I know how to express my appreciation to my friends and family</li> <li>• Understand the importance of personal space, boundaries and consent and how these might differ for different people or in different relationships (physical contact, privacy). – identify trusted adults</li> <li>• Know that it is okay to say ‘NO’ and to develop some strategies to do this.</li> <li>• Begin to understand that people can sometimes be exploited and manipulated to make choices they would not have otherwise made</li> <li>• Begin to understand the meaning of the term ‘grooming’ and that it can happen online and offline</li> <li>• Know the skills for developing caring, kind friendships</li> </ul> | <ul style="list-style-type: none"> <li>• I know how to show love and appreciation to the people and animals who are special to me</li> <li>• Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online)</li> <li>• Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships.</li> <li>• Know the pros and cons of different ways of using online connection.</li> <li>• Know how to seek support with relationships if feeling lonely or excluded.</li> <li>• Understand bullying and peer pressure</li> <li>• Understand stereotypes: gender and roles</li> <li>• Know the features of positive, healthy relationships.</li> <li>• Begin to know the difference between a friendship and a boyfriend / girlfriend relationship</li> </ul> | <ul style="list-style-type: none"> <li>• I can explain how to stay safe when using technology to communicate with my friends</li> <li>• I understand I have rights about my personal data</li> <li>• Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online)</li> <li>• Know how online relationships can compliment and support meaningful in-person relationships but also how they may be in tension</li> <li>• Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships</li> <li>• Know the pros and cons of different ways of using online connection</li> <li>• Know the difference between being assertive and being controlling; being kind to other people v neglecting your own needs</li> <li>• Revision of consent</li> <li>• Understand how to pay attention to the needs and preferences of others, including in families and friendships.</li> <li>• Understand how we balance the needs and wishes of different</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the legal definitions of sex/gender: the difference between biological sex and gender identity, including AI risks and social pressures</li> <li>• Know that gender reassignment is protected by the law.</li> <li>• Understand that not all people share the same beliefs about gender identity.</li> <li>• To know that grooming can happen to any child, whatever their age or gender</li> <li>• To understand that a range of tactics can be used to groom and exploit someone</li> <li>• To know that grooming can take place over a long or short period of time</li> <li>• Compare the features of healthy and unhealthy relationships</li> <li>• Know how online relationships can compliment and support meaningful in-person relationships but also how they may be in tension</li> <li>• Know some reasons why online relationships are unlikely to be a good</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Know what sorts of boundaries are appropriate in friendships with peers and others (including online)</li> <li>• Know it is okay to seek support if friendships or relationships are making them feel uncomfortable or unhappy.</li> <li>• Understand how to manage conflict and that resorting to violence is never right</li> <li>• Understand how to pay attention to the needs and preferences of others, including in families and friendships</li> <li>• Understand how we balance the needs and wishes of different people and how this can be complicated</li> <li>• Know some strategies for keeping themselves safe online - Recognize hurtful behaviour: online and offline and know who to go to for help</li> <li>• Understand the importance of not sharing personal information online</li> </ul> | <ul style="list-style-type: none"> <li>• Know that people can be sometimes exploited and manipulated to make choices they would not have otherwise made.</li> <li>• To understand the meaning of the term 'grooming' and that it can happen online and offline</li> <li>• Recognise hurtful or negative behaviours online and offline and feel able to seek help</li> <li>• Understand what inappropriate contact looks like online</li> <li>• Understand the importance of managing screen time</li> <li>• Know the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms</li> <li>• Know that gaming can become addictive</li> <li>• Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>• Know some reasons why people feel jealousy</li> </ul> | <p>people and how this can be complicated.</p> <ul style="list-style-type: none"> <li>• Understand how different families look and what different relationships can look like</li> <li>• Know online risks: any material that is provided online might be circulated, and once it is, there is no way of deleting it or no control over where it ends up</li> <li>• Know digital rights</li> <li>• Understand privacy and location settings and how they protect information online</li> <li>• Know the risks relating to online gaming: gaming addiction, hoaxes, privacy, loot boxes, data</li> <li>• Understand what assertive and controlling behaviour looks like (online and offline)</li> <li>• Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers, including other children and adults</li> <li>• Understand what assertive and controlling behaviour looks like</li> <li>• Begin to understand that grooming can happen to any</li> </ul> | <p>substitute for high-quality, in-person relationships</p> <ul style="list-style-type: none"> <li>• Know the pros and cons of different ways of using online connection</li> <li>• Understand how to pay attention to the needs and preferences of others, including in families and friendships</li> <li>• Understand how we balance the needs and wishes of different people and how this can be complicated</li> <li>• Explain how to seek help for themselves of a friend</li> <li>• Understand the concept of coercion and what coercive behaviour might look like</li> <li>• Feel able to challenge unwanted behaviours within a relationship</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Understand the importance of privacy and location settings to protect information online</li> <li>• Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers</li> <li>• Know the risks relating to online gaming: scams / fake and misleading information</li> <li>• Know that media can influence how I feel and what I think about different things.</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Understand diversity within families and what different families can look like</li> <li>• Know some of the skills of friendship, e.g. taking</li> </ul> | <ul style="list-style-type: none"> <li>• Know that grief and loss are a normal part of relationships</li> <li>• Know that negative feelings are a normal part of grief and loss and understand strategies to help them through loss and grief</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that jealousy can be damaging to relationships</li> </ul> | <ul style="list-style-type: none"> <li>• child, whatever their age or gender</li> <li>• To begin to understand that a range of tactics can be used to groom and exploit someone</li> <li>• To begin to understand that grooming can take place over a long or short period of time</li> <li>• To understand what peer pressure is and how they can respond to it</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know how to stay safe when using technology to communicate with friends</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> </ul> | <ul style="list-style-type: none"> <li>• be strangers, including other children and adults</li> <li>• Know digital rights</li> <li>• Understand privacy and location settings and how they protect information online</li> <li>• Know many dangers of being online</li> <li>• Know online risks: any material that is provided online might be circulated, and once it is, there is no way of deleting it or no control over where it ends up</li> <li>• Understand how to resist pressure online</li> <li>• Know how to critically evaluate their online relationships and sources of information: AI generated content</li> <li>• How to recognise harmful content or harmful contact and how to report this</li> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> </ul> |
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|                                    | <p>turns, being a good listener</p> <ul style="list-style-type: none"> <li>• Understand how my choices affect others</li> <li>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc and challenge these</li> <li>• Know my place in the world as a global citizen</li> <li>• Know that isolation and loneliness can affect children and the benefits of seeking support.</li> <li>• Know that change and loss, including bereavement, can provoke a range of feelings.</li> <li>• Know that grief is a natural response and everyone grieves differently.</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know the lives of children around the world can be different from their own</li> </ul> |                                                                                                                                             |                                                                                                                                   | <ul style="list-style-type: none"> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Identify mental health worries and sources of support</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul> |
| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can identify feelings associated with jealousy and</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I know to keep building my own self-esteem</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I can understand that people can get problems with their</li> </ul>                                                                                                                                                                               |

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|                   | <ul style="list-style-type: none"> <li>• I can describe how taking some responsibility in my family makes me feel</li> <li>• I know how to negotiate in conflict situations to try to find a win-win solution</li> <li>• I know who to ask for help if I am worried or concerned about anything online</li> <li>• I can appreciate different cultures, and question stereotypes I might see in photos or information</li> <li>• I can empathise with children whose lives are different to mine and know who I can talk to when I need help</li> <li>• I enjoy being part of a family and friendship groups</li> </ul> | <p>suggest strategies to problem-solve when this happens</p> <ul style="list-style-type: none"> <li>• I know how most people feel when they lose someone or something they love</li> <li>• I understand that we can remember people even if we no longer see them</li> <li>• I know how to stand up for myself and how to negotiate and compromise</li> <li>• I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend</li> <li>• I can love and be loved</li> </ul> | <ul style="list-style-type: none"> <li>• I can recognise when an online community feels unsafe or uncomfortable</li> <li>• I can recognise when an online community is helpful or unhelpful to me</li> <li>• I can recognise when an online game is becoming unhelpful or unsafe</li> <li>• I can identify things I can do to reduce screen time, so my health isn't affected</li> <li>• I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable</li> </ul> | <p>mental health and that it is nothing to be ashamed of</p> <ul style="list-style-type: none"> <li>• I can help myself and others when worried about a mental health problem</li> <li>• I can recognise when I am feeling those emotions and have strategies to manage them</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> <li>• I can resist pressure to do something online that might hurt myself or others</li> <li>• I can take responsibility for my own safety and well-being</li> </ul> |
| <b>Vocabulary</b> | age restriction<br>appreciation<br>careers<br>celebrating<br>conflict<br>culture<br>deprivation<br>differences<br>fairness<br>family<br>feelings/emotions<br>female<br>friendship<br>gaming/apps<br>global                                                                                                                                                                                                                                                                                                                                                                                                             | anger<br>appreciation<br>attraction<br>betrayal<br>boyfriend<br>care<br>close<br>comfortable<br>compromise<br>conflict<br>critical thinking<br>emotions<br>empathy<br>envy<br>friendships                                                                                                                                                                                                                                                                                                                                                                              | addiction<br>age restriction<br>appropriate<br>assertive<br>being responsible<br>bullying<br>characteristics<br>choices<br>community<br>controlling<br>data<br>data protection<br>devices<br>fake online hoaxes<br>gambling / betting                                                                                                                                                                                                                                                                                                       | age restrictions<br>ai (artificial intelligence)<br>anxiety<br>ashamed<br>assertive<br>authority<br>bullying<br>communication<br>consent<br>control<br>courtesy<br>digital rights<br>early warning signs<br>emotions<br>feelings                                                                                                                                                                                                                                                                                                                                                                   |

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|  | happiness<br>influence<br>inequality<br>in-app purchases<br>internet<br>interconnected<br>job<br>location settings<br>male<br>manners<br>media<br>messaging<br>needs<br>personal information<br>privacy<br>problem solving<br>relationships<br>respect<br>responsibilities<br>rights<br>risky<br>role<br>safe/unsafe<br>sex (male and female)<br>social media<br>solution<br>stereotype<br>support<br>trade<br>trusted adult<br>trust<br>united nations<br>unisex<br>wants<br>wellbeing<br>win-win | girlfriend<br>jealousy<br>lonely / loneliness<br>loss<br>love<br>loyalty<br>manage<br>memories<br>memento<br>negotiate<br>negative<br>personal<br>positive<br>pressure<br>problem-solve<br>reality<br>relationship<br>remember<br>souvenir<br>special<br>support<br>symbol<br>trust<br>vulnerable | grooming<br>harassed<br>hobbies<br>interests<br>location settings<br>lonely<br>loot boxes<br>mental health<br>offline<br>online<br>personal information<br>personal qualities<br>physical health<br>privacy<br>reliable<br>reporting<br>responsibility<br>responsibilities<br>rights<br>risk<br>risky<br>safe<br>screen time<br>self-esteem<br>self-perception<br>social<br>social network<br>targeting<br>troll<br>trustworthy<br>vulnerable<br>wellbeing | grief<br>influences<br>isolation<br>loneliness<br>mental health<br>personal data<br>power<br>pressure<br>privacy<br>real / fake<br>respect<br>risks<br>safety<br>self-care<br>self-control<br>signs<br>stigma<br>strategies<br>stress<br>support<br>targeting<br>technology<br>true / untrue<br>warning |
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## Changing Me

| British Values                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Cross-curricular links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"><li>Individual Liberty</li><li>Mutual Respect and tolerance</li><li>Rule of Law</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Science: animals including humans, living things and their habitats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strongest RSHE 2025 Relationships contributions                                                                             | <b>FPCM 1</b> – Importance of loving, stable families (stable relationships for raising children).<br><b>FPCM 2</b> – Characteristics of healthy family life.<br><b>RKR 8</b> – Self-respect and its link to happiness.<br><b>RKR 10</b> – Understanding and challenging stereotypes                                                                                                                                                                                                                                                        | <b>BS 1</b> – Appropriate boundaries.<br><b>BS 2</b> – Concept of privacy and its implications.<br><b>BS 3</b> – Each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.                                                                                                                                                                                                                                       | <b>BS 5</b> – How to recognise and respond to relationships where they may be at risk of harm.<br><b>BS 6</b> – How to recognise and report feelings of being unsafe.<br><b>BS 7</b> – Where to get advice.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strongest RSHE 2025 Health contributions                                                                                    | <b>GW 3</b> – Range and scale of emotions, particularly around change.<br><b>GW 4</b> – Vocabulary to describe feelings.<br><b>GW 8</b> – That change, loss and bereavement can affect wellbeing and that everyone reacts differently.                                                                                                                                                                                                                                                                                                      | <b>GW 9</b> – Where and how to seek support.<br><b>HP5</b> – Personal hygiene, germs, bacteria and handwashing<br><b>DB 1</b> – Correct names of body parts including penis, vulva, vagina, testicles, scrotum, nipples; understanding these are private; skills to express own boundaries.                                                                                                                                                                                             | <b>DB 2</b> – Facts about the menstrual cycle including physical and emotional changes; periods can start at 8 so covering before onset.<br><b>DB 3</b> – Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                             | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Changing Me:                                                                                                                | In this unit, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty, including menstruation. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change.<br><br>Children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They | In this unit, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.<br><br>Children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. | In this unit, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing.<br><br>This unit includes the first of 2 non-statutory sex education lessons in PSHEE, where children learn about conception, fertility support, and how babies are made.<br><br>Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. | In this unit, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.<br><br>Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.<br><br>In the second of 2 non statutory sex education lessons in PSHEE, they develop understanding of reproduction, pregnancy, and birth. |

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|                                                                                                                                                | also think about future transitions and how to cope with them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Taught knowledge</b></p> <p><b>Consent</b></p> <p><b>PROTECT: Consent and Control</b></p> <p><b>British Values</b></p> <p><b>CSE</b></p> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</li> <li>Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</li> <li>I can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand that lots of things make up a person's identity and this is what makes them unique</li> <li>I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>I know there are many types of family and that often our family members form part of our inner circle</li> <li>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>I can identify what I am looking forward to when I move to a new class</li> <li>Know that they are unique</li> <li>Know that the male and female body needs to change</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I am aware of my own self-image and how my body image fits into that</li> <li>I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally</li> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>I also understand that sometimes people need IVF to help them have a baby</li> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</li> <li>I can identify what I am looking forward to when I move to my next class</li> <li>Know their body is theirs</li> <li>Understand that it is okay to say NO to unwanted touch</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>Understand appropriate and</li> </ul> | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I am aware of my own self-image and how my body image fits into that</li> <li>I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>I am aware of the importance of a positive self-esteem and what I can do to develop it</li> <li>I can identify what I am looking forward to when I move to my next class</li> <li>Recap: boundaries and consent</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Understand menstrual health at a deeper level, including heavy</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Know that it's okay to say NO and to develop some strategies to do this</li> <li>• Understand appropriate and inappropriate touch</li> <li>• Know some of the outside body changes that happen during puberty</li> <li>• Know some of the changes on the inside that happen during puberty</li> <li>• Begin to understand the menstrual cycle and how inside body changes make this happen</li> <li>• Know the correct anatomical language for body parts</li> <li>• Know how babies grow</li> <li>• Understand the importance of personal hygiene</li> <li>• Preparing for transition</li> <li>• Know that in animals and humans lots of changes happen when growing up</li> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that babies need love and care from their parents/carers</li> </ul> | <p>at puberty so their bodies can make babies when they are adults</p> <ul style="list-style-type: none"> <li>• Know most of the outside body changes that happen during puberty</li> <li>• Know most of the changes on the inside that happen during puberty</li> <li>• Understand the menstrual cycle and how this relates to puberty and adolescence.</li> <li>• Know the correct anatomical language for body parts</li> <li>• Understand appropriate and inappropriate touch</li> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>• Know that babies are made by a sperm joining with an ovum</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby</li> <li>• Know how the female and male body change at puberty</li> </ul> | <p>inappropriate touch</p> <ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know the basic biological facts about conception and birth – understand how babies are made</li> <li>• Know the correct anatomical language for body parts</li> <li>• Know that some people need help to conceive and might use IVF</li> <li>• Understand the influence of the media on body image</li> <li>• Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults</li> <li>• Know the difference between being assertive and being controlling; being kind to other people v neglecting your own needs</li> <li>• Growing responsibility</li> <li>• Coping with change</li> </ul> | <p>bleeding, irregular periods and conditions like PCOS</p> <ul style="list-style-type: none"> <li>• Know the correct anatomical language for body parts</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• Understand appropriate and inappropriate touch</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Understand the term 'sexting' and the impact of this</li> <li>• Understand self and body-image</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</li> </ul> |
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|                                    | <ul style="list-style-type: none"> <li>Know some of the changes that happen between being a baby and a child</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Know that change can bring about a range of different emotions</li> <li>Preparing for transition</li> <li>Feel confident and accepting of change</li> <li>Know that personal hygiene is important during puberty and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> </ul>                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Preparing for transition</li> <li>Know what perception means and that perceptions can be right or wrong</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Social and emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I can express how I feel when I see babies or baby animals</li> <li>Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> <li>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> <li>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</li> <li>I can start to think about changes I will make next year and know how to go about this</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me</li> <li>I am confident enough to try to make changes when I think they will benefit me</li> <li>I can express my fears and concerns about changes that are outside of my control and</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>I am confident that I can cope with the changes that growing up will bring</li> <li>I can start to think about changes I will make next year and know how to go about this</li> </ul> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I can recognise how I feel when I reflect on the development and birth of a baby</li> <li>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> <li>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</li> </ul> |

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|                   |                                                                                                                                                                                                                                                                                                                                                | know how to manage these feelings positively <ul style="list-style-type: none"> <li>I can reflect on the changes I would like to make next year and describe how to go about this</li> </ul>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I know how to prepare myself emotionally for the changes next year</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Vocabulary</b> | animals<br>babies<br>birth<br>breasts<br>care<br>challenge<br>change<br>changes<br>control<br>egg<br>family<br>female<br>genitals<br>growing up<br>looking forward<br>male<br>mother<br>ovaries<br>ovum / ova<br>penis<br>personal hygiene<br>puberty<br>pubic hair<br>roles<br>scrotum<br>sperm<br>stereotypes<br>task<br>testicles<br>vagina | acceptance<br>anxious<br>belonging<br>care<br>characteristics<br>change<br>choices<br>circle<br>control<br>family<br>fallopian tube<br>hobbies<br>hormone<br>identity<br>inner circle<br>interests<br>love<br>looking forward<br>menstrual cup<br>menstrual cycle<br>menstrual pads<br>menstrual towel<br>menstruation<br>ovaries<br>panty liner<br>period pants<br>period products<br>periods<br>personality<br>proud<br>proportionate | affirmation<br>anxious<br>aspects<br>authentic<br>body image<br>change<br>characteristics<br>cope<br>conception<br>contraception<br>consent<br>erection<br>edited<br>embryo<br>emotions<br>excitement<br>facial hair<br>fallopian tube<br>fear<br>fertilisation<br>fertility treatment (IVF)<br>filter<br>growth spurt<br>hormone<br>hope<br>hormones<br>influences<br>larynx<br>making love<br>manage<br>media | adolescent<br>assertive<br>attraction<br>baby<br>caesarean<br>celebrity<br>cervix<br>challenge<br>choice<br>contractions<br>consent<br>criticise<br>embryo<br>feelings/emotions<br>foetus<br>freedoms<br>identity<br>independence<br>journey<br>labour<br>looking forward<br>love<br>mental health<br>midwife<br>negative body-talk<br>opportunities<br>placenta<br>pregnancy<br>pressure<br>puberty<br>real self |

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|  | womb / uterus<br>worries | puberty<br>reliable<br>seasons<br>skills<br>support<br>tampons<br>trusted adult<br>trustworthy<br>unique<br>values<br>vagina<br>vulva<br>womb | media influencer<br>menstrual cycle<br>menstrual pads<br>menstrual towels<br>menstruation<br>mental health/wellbeing<br>milestone<br>opportunities<br>oestrogen<br>ovary<br>ovaries<br>perception<br>perceptions<br>periods<br>pregnancy<br>puberty<br>relationships<br>reliable sources<br>responsibilities<br>scrotum<br>self<br>self-esteem<br>self-image<br>sexual intercourse<br>semen<br>sperm<br>teenager<br>testicles<br>testes<br>testosterone<br>vagina<br>vulva<br>wet dream<br>womb/uterus | relationship<br>relationships<br>responsibilities<br>secondary<br>self-esteem<br>self-image<br>sexting<br>transition<br>umbilical cord<br>values<br>worries |
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