



We speak the language of Relationships, Sex and Health Education



By the time they leave, pupils will:

- ⊕ Respect others, even when they are different from them, and expect to be treated with respect by others
- ⊕ Understand the importance of self-respect and how it links to their own happiness
- ⊕ Understand and know the benefits of diversity
- ⊕ Have an awareness of stereotypes and about prejudice, and how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- ⊕ Know about different family structures and how they can all provide love, security and stability, even in times of difficulty
- ⊕ Know: characteristics of healthy relationships; boundaries within different relationships; how to maintain, repair and restore relationships; how to recognise if relationships are making them feel unhappy; and how seek help and advice from others when needed
- ⊕ Know appropriate, inappropriate, and unsafe physical, and other, contact with children and adults
- ⊕ Know how to ask for advice or help, until their concern is heard, in a variety of contexts
- ⊕ Know how to keep safe in a variety of contexts, be able to identify when situations are becoming risky or unsafe and how to respond in an emergency
- ⊕ Understand the impact of bullying, the responsibility of bystanders and know how to get help, if necessary
- ⊕ Show courtesy and manners
- ⊕ Know that mental health, just like physical health, is a part of daily life and know strategies to respond to feelings
- ⊕ Know the benefits of medicines and vaccines, and recognise laws surrounding legal and illegal drugs
- ⊕ Understand the process of reproduction and birth as part of the human life cycle
- ⊕ Recognise and understand the importance of shared responsibility for keeping the environment clean
- ⊕ Be aware of the benefits and dangers of the internet, recognise risks and harmful content, and know how to report issues
- ⊕ Know texts and images on the media can be manipulated and know strategies to evaluate the reliability of sources and identify misinformation
- ⊕ Be aware of different attitudes to saving and spending money and understand associated risks



EYFS links

Physical Development

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

Further develop the skills they need to manage the school day successfully: Lining up and queuing, mealtimes, and personal hygiene

Personal, Social, and Emotional Development

See themselves as a valuable individual

Build constructive and respectful relationships

Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally - Think about the perspectives of others - Manage their own needs

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Explain the reasons for rules, know right from wrong and try to behave accordingly

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

Work and play cooperatively and take turns with others

Form positive attachments to adults and friendships with peers

Show sensitivity to their own and to others' needs

Curriculum End Points – Relationships, Sex and Health Education

EYFS – Little Wrens

Milestone I

- I can find my peg and put my own coat on – ask for help if I need it
- I where the toilet is

Milestone II

- I can put my belongings in the right place
- I can take my coat off
- I can take my shoes off
- I can attempt to put my coat and wellies back on
- I can use the toilet, wash my hands with some support

Milestone III

- I can put my own coat on
- I can change my footwear with support
- I can use the toilet
- I know why I have to wash my hands

Final Milestone

- I am beginning to fasten my own coat
- I can change my own footwear (for inside and outside)
- I can use the toilet and wash my hands independently
- I know that some foods are healthy



Independence and self care

Milestone I

- Make strong relationships with adults in Nursery.
- Children begin to show willingness to explore the nursery environment.
- I know the name of some friends.

Milestone II

- I can engage with a peer in the same activity.
- I can develop play and exploration through communication.
- Develop a 'can do' attitude towards their learning.
- I am beginning to play and cooperate with others in groups.

Milestone III

- Talk about their learning and play and showing pleasure and pride in what they have done.
- Can persevere and not give up too easily when they find things hard.
- Develop strong friendships and can play in groups with other children.

Final Milestone

- To engage independently in the environment and with my peers.
- To have a strong sense of right and wrong and try to make the right choices.



Personal social and emotional

manage risk
 recognise beauty in difference
 how and who to ask for help
manage relationships
 unique individuals
 express emotions and opinions respectfully
 show respect and responsibilities of my classroom

EYFS – Reception Robin

<p>ELG: Self-Regulation</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
<p>ELG: Managing Self</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
<p>ELG: Building Relationships</p>	<p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own</p>	



The end-points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

Year 1					
Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I can share how I feel.</p> <p>I know some private areas of my body.</p> <p>I can show respect to others.</p> <p>I know there are different ways to make a family, but all families share love.</p>		<p>I know why rules are important and why we follow them.</p> <p>I can identify where money comes from and how to keep it safe.</p> <p>I can name ways to look after the environment.</p>	<p>I know how I am similar and different to other people.</p> <p>I can name some ways to care for a baby.</p> <p>I can name people I can ask for help if I need it.</p>	<p>I can name things I am good at.</p> <p>I know ways to stay safe in my home.</p> <p>I know how to keep my body healthy and clean.</p>	<p>I can identify why we need medicine and how it gets in to our body.</p> <p>I know when we take medicine and safe people to give it to me.</p>

Year 2					
Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I know the difference between appropriate and inappropriate touch</p> <p>I recognise what bullying is</p> <p>I can share my opinion</p> <p>I can welcome new people</p>		<p>I can welcome different people</p> <p>I know what groups and communities I belong to</p> <p>I know who the special people are in my community and how they help me</p> <p>I understand the difference between things I want and need</p> <p>I know why it is important to save money</p>	<p>I know that some people have fixed ideas about what boys and girls can do</p> <p>I can describe the difference between male and female humans</p> <p>I can describe some differences between male and female animals</p> <p>I understand that making a new life needs male and female</p>	<p>I can show self confidence</p> <p>I can make informed choices about my health</p> <p>I can recognise what I am good at and set myself goals</p> <p>I know how to stay safe online</p>	<p>I know what is safe or unsafe</p> <p>I know when something is too risky</p> <p>I know that some things we put into our bodies can harm us</p> <p>I can follow safety instructions and rules at home and at school</p>

Year 3					
Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I understand what discrimination means</p>	<p>I can ask questions to help me understand something</p>	<p>I know where money comes from and what its used for</p>	<p>I know and respect the body differences between myself</p>	<p>I can be welcoming</p> <p>I understand what makes a</p>	<p>I know how smoking effects people</p>

manage risk
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<p>I recognise safe and unsafe behaviour</p> <p>I have considered different types of relationship</p> <p>I can name what makes a good friendship</p>	<p>in more detail</p> <p>I can ask questions to improve or change things</p> <p>I know that the role of parliament is to ask questions and challenge government</p>	<p>I show respect for diversity in my community</p> <p>I can explore characteristics of family life</p> <p>I know why it is important to save energy</p> <p>I know how to get help in an emergency</p>	<p>and others</p> <p>I can name male and female body parts using agreed words</p> <p>I understand personal space and unwanted touch</p> <p>I understand that all families are different and have different members</p> <p>I can identify who to go to for help</p>	<p>balanced diet</p> <p>I understand what bacteria is</p> <p>I understand what habits are hygienic</p> <p>I know what to do if a fire starts</p>	<p>I can consider why people smoke</p> <p>I know some of the effects of smoking on the body</p> <p>I understand the concept of passive smoking</p> <p>I can make a positive choice not to smoke</p>
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Year 4

Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I can help someone accept difference</p> <p>I can explore sadness</p> <p>I know the difference between a 'good secret' and a 'bad secret'</p> <p>I have skills to solve conflict</p> <p>I understand there are different points of view</p> <p>I can express my own opinion</p>	<p>I can understand the role and function of Parliament in the UK</p> <p>I can articulate issues which are important to me and I know ways to share these, including with my MP</p> <p>I know ways to make a change in the world around me</p>	<p>I can help someone accept difference</p> <p>I am proud of who I am</p> <p>I can show appreciation for the values and customs of people around the world</p> <p>I understand how choices I make effect those around me</p> <p>I know why it is important to manage money</p> <p>I understand the concept of what interest, loans, debt and tax are</p>	<p>I understand that puberty is an important part of our lifecycle</p> <p>I know some physical and emotional changes that happen in puberty</p> <p>I understand that children change to adults to be able to reproduce if they choose to</p> <p>I know that respect is important in all relationships inc. online</p>	<p>I can choose when to be assertive</p> <p>I can find common ground with others</p> <p>I understand what makes a balanced lifestyle</p> <p>I understand that self-respect links to my happiness</p> <p>I know how to stay safe online</p>	<p>I know what alcohol is and how it affects the body</p> <p>I know there are risks to drinking alcohol</p> <p>I know some laws about drinking alcohol</p> <p>I can consider ways of persuading people to drink sensibly</p>

Year 5

Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I can recognise when someone needs help</p> <p>I know when to tell a</p>	<p>I can explain the idea of Democracy and identify elements essential in its</p>	<p>I have considered responses to racist behaviour</p> <p>I can exchange dialogue and</p>	<p>I can explain the main physical and emotional changes that happen in</p>	<p>I can explore friendship</p> <p>I can talk confidently about loss</p> <p>I understand the consequences</p>	<p>I know about a range of legal and illegal drugs</p> <p>I have some understanding</p>



<p>secret</p> <p>I can recognise and manage 'dares' safely</p> <p>I can express my own opinion</p> <p>I can listen and respond respectfully to a wide range of people</p> <p>I understand different types of relationship eg arranged marriage, marriage, civil partnership</p>	<p>success</p> <p>I can identify some systems which are not democratic</p> <p>I can explain the importance of free and fair elections</p> <p>I can explain what issues are important to me.</p>	<p>express an opinion</p> <p>I know how and why laws are made</p> <p>I understand the effects and consequences of anti-social behaviour</p> <p>I understand the role of money in mine and others' lives</p> <p>I know what it means to 'tax'</p>	<p>puberty</p> <p>I can ask questions about puberty with confidence</p> <p>I understand how puberty affects the reproductive organs</p> <p>I can describe what happens during menstruation and sperm production</p> <p>I know how to keep clean during puberty</p> <p>I know how to get help and support during puberty</p>	<p>of sharing pictures online</p>	<p>of the effects and risks of illegal drugs</p> <p>I can explore attitudes to drug use</p> <p>I know a range of ways to resist peer pressure</p>
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Year 6					
Relationships	Democracy and Citizenship	Living in the Wider World	Sex and Relationship	Health and Well-Being	Drugs and Alcohol
<p>I can overcome fears about difference</p> <p>I have self- respect and respect others</p> <p>I understand what domestic violence means</p> <p>I understand that marriage is a commitment freely entered into by both people</p> <p>I can manage conflict</p> <p>I consider when perseverance is a good choice</p>	<p>I can understand that democracy must be constantly worked on so that it works for everyone</p> <p>I can see times when people have been excluded from our system of government</p> <p>I can identify ways I would go about changing our world, and democratic methods I would achieve this.</p>	<p>I can consider responses to immigration</p> <p>I can consider persuasive language and freedom of speech</p> <p>I can consider causes of racism</p> <p>I can be critical of what I see and hear in the media</p> <p>I understand how resources are allocated and the impact this has on the community and the environment</p>	<p>I can talk about puberty and reproduction confidently</p> <p>I can recognise differences between healthy and unhealthy relationships</p> <p>I know that permission seeking is important</p> <p>I know some basic facts about conception and pregnancy</p> <p>I know where to get help if an online relationship goes wrong</p>	<p>I understand that content online doesn't always reflect reality</p> <p>I know how to recognise and resist peer pressure</p> <p>I can celebrate personal achievements and identify goals for myself</p> <p>I can consider how transition to high school may affect me</p>	<p>I know what effect cannabis can have on health and life</p> <p>I know the legal consequences of using cannabis</p> <p>I know the effects and risks of volatile substance abuse</p> <p>I know how to get and give help</p>



Progression in RSHE through EYFS to Year 6

EYFS – Little Wrens

Subject	Autumn term 1 – What Makes me ‘me’?	Autumn term 2 – Let’s Celebrate
Personal, Social and Emotional Development	<p><i>*Ongoing skills to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <ul style="list-style-type: none"> • Become familiar with our nursery routines supported through the visual timetable Independently explore the nursery environment • Select and use activities and resources asking for help if needed • Use a Conscious Discipline approach (Safe place, kindness wall, jobs) in line with the rest of school • Complete appropriate tasks to develop a sense of responsibility and membership of our class community (e.g. self-registration on arrival to nursery; learning self-care routines such as hanging own coat and bag up; pouring own drinks and self-serving snack) • Be supported through the use of back chaining when to develop own self-help and independence skills e.g. gradually reduce help until child can do each step independently • Participate in weekly yoga sessions - learning ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music. • Use Little Wrens family tree photo board • Story vote to vote for daily story-time 	<ul style="list-style-type: none"> • Model and promote expected behaviours and routines. Encourage children to develop confidence and self-esteem through sharing their experiences through show and tell type activities. • Support secure relationships to develop, model friendly behaviour • Promote strategies to support children to take turns with resources • Develop awareness of feelings (happy, sad, angry) • Introduce Group games to build relationships with peers
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Establish and embed Nursery rules, routines (snack time, tidy up time, kindness board) and boundaries. • Develop a sense of responsibility through classroom tidy up jobs. • Develop relationships with adults and peers. • Introduce Conscious Discipline techniques to begin to support managing peer conflict and to develop assertiveness. 	
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • How to be a kind friend • Group games to build relationships with peers 	<ul style="list-style-type: none"> • Encourage children to think about how they can be kind and introduce ‘compliments’ • Group games to build relationships with peers
Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Practitioners and children will problem solve conflicts together and talk about being kind to others, sharing and turn taking • Play group games to build relationships with peers • Talk about feelings and explore different situations from different points of view 	<ul style="list-style-type: none"> • Support transition to Reception class – develop relationship with new teacher and environment • Continue to play Group games to build relationships with peers

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EYFS – Reception Robins



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	Class contract Rules and Routines Build relationships with peers	Using the safe place effectively Self - Confidence Recognise and name feelings	Use taught strategies deal with emotions Take turns and share where appropriate	Identify others’ emotions Help others to solve conflicts Confident following school rules and routines	Keep healthy Make healthy food choices	Moderate feelings socially and emotionally Model good hygiene practices See themselves as valuable individuals
SELF - REGULATION	The safe place Tidy up routines Express likes/ dislikes	Build constructive and respectful relationships Begin to show resilience	Use school rules and routines Talk with others to solve conflicts	Establish positive relationships	<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p>	
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Personal Development – Relationships Knowledge and Skills						
	<p>I can share how I feel I know which parts of my body are private I can tell you about special people in my life I can share my views with others I show respect for others I understand that there are different types of families. I know what makes a good friend I value difference</p>	<p>I can recognise different behaviours I know how feelings can be hurt I know the difference between appropriate and inappropriate touch I recognise what bullying is I can share my opinion I can welcome new people I can communicate in different ways</p>	<p>I understand what discrimination means I can recognise bullying I know what to do if I don't like a touch I have explored caring relationships I recognise safe and unsafe behaviour I have considered different types of relationship I can explore what makes a good friendship</p>	<p>I can help someone accept difference I know ways to look after my mental health I can explore sadness I know the difference between a 'good secret' and a 'bad secret' I understand courtesy I can recognise an 'uh oh' feeling I have skills to solve conflict I understand there are different points of view I can express my own opinion</p>	<p>I can consider consequences I can recognise when someone needs help I know when to tell a secret I can recognise and manage 'dares' safely I can express my own opinion I can listen and respond respectfully to a wide range of people I understand different types of relationship eg arranged marriage, marriage, civil partnership</p>	<p>I can overcome fears about difference I can create a safety guide for children I have self- respect and respect others I understand what domestic violence means I understand that marriage is a commitment freely entered into by both people I can manage conflict I consider when perseverance is a good choice</p>
<p>Key Assessment Questions</p>	<p>How would you share how you feel? What parts of your body are private? Who are the special people in your life? What is respect and how can you show respect for others? Are all families the same? How are families different? Why is difference good?</p>	<p>Can you tell me what some different behaviours are? How might someone's feelings be hurt? What is bullying? How can you welcome a new person? Can you share your opinion? When have you done this? Can you tell me the difference between appropriate and</p>	<p>What does discrimination mean? How do you know if someone is being bullied? What is a caring relationship? How do you know? Can you tell me what safe and unsafe behaviours might be? What are different types of behaviour? What makes a good friend? Can I ask questions to</p>	<p>Can suggest ways to help someone accept a difference? How can I look after my mental health? What is the difference between a 'good' and 'bad' secret? What does courtesy mean? What can you do to help solve a conflict? Why do people have different points of view? What does sadness mean?</p>	<p>Can I express my own opinion? Do I listen and responds respectfully to different people? Can I identify and understand different types of relationships? Can I identify when someone needs help? Can I think about consequences for actions? Can I decide when it is important to tell a secret?</p>	<p>Can I overcome fears about difference? Can I demonstrate self respect and respect for others? Can I understand what domestic violence is? Can I manage conflict Can I identify ways to take part in a democracy and how to protect it? Can I state how some people have been and are excluded in democratic</p>

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	What makes a good friend?	inappropriate touch?	deepen my understanding? Can I describe the role of Parliament in asking questions? Can I identify how people can represent an issue and express some issues I am passionate about?	Is sadness the same for everyone? Can I explain the role of the elements of Parliament? Can I articulate issues which are important to me? Can I share ways I can influence the world around me?	Can I identify essential features of a successful democracy? Can I identify systems and ideas which are not democratic? Can I explain issues which are important to me and how I would improve them?	systems?
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Autumn Term – Democracy and Citizenship *Knowledge and Skills*

			Ideas of Democracy I can ask questions to help me understand something in more detail I can ask questions to improve or change things I know that the role of parliament is to ask questions and challenge government	The Institutions of Parliament I can understand the role and function of Parliament in the UK I can identify the role of the House of Commons I can articulate issues which are important to me and I know ways to share these, including with my MP I know ways to make a change in the world around me I can know the role of the House of Lords	What is Democracy? I can explain the idea of Democracy and identify elements essential in its success I can identify some systems which are not democratic I can explain the importance of free and fair elections I can explain what issues are important to me, creating my own manifesto	Democracy for Everyone I can understand that democracy must be constantly worked on so that it works for everyone I can see times when people have been excluded from our system of government, and what happened change that I can identify ways I would go about changing our world, and democratic methods I would achieve this.
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Key Assessment Questions			Can I ask questions to deepen my understanding? Can I describe the role of Parliament in asking questions? Can I identify how people	Can I explain the role of the elements of Parliament? Can I articulate issues which are important to me? Can I share ways I can	Can I identify essential features of a successful democracy? Can I identify systems and ideas which are not democratic?	Can I identify ways to take part in a democracy and how to protect it? Can I state how some people have been and are excluded in democratic
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			can represent an issue and express some issues I am passionate about?	influence the world round me?	Can I explain issues which are important to me and how I would improve them?	systems?
Spring Term – Christopher Winter Project SRE <i>Knowledge and Skills</i>						
	<p>I know that I can be friends with people who are different to me</p> <p>I understand that babies need care and support</p> <p>I know there are different types of families</p> <p>I know who to ask for help</p>	<p>I know that some people have fixed ideas about what boys and girls can do</p> <p>I can describe the difference between male and female humans</p> <p>I can describe some differences between male and female animals</p> <p>I understand that making a new life needs male and female</p>	<p>I know and respect the body differences between myself and others</p> <p>I can name male and female body parts using agreed words</p> <p>I understand that each person's body belongs to them</p> <p>I understand personal space and unwanted touch</p> <p>I understand that all families are different and have different members</p> <p>I can identify who to go to for help</p>	<p>I understand that puberty is an important part of our lifecycle</p> <p>I know some physical and emotional changes that happen in puberty]</p> <p>I understand that children change to adults to be able to reproduce if they choose to</p> <p>I know that respect is important in all relationships inc online</p> <p>I can explain how some friendships can make people feel uncomfortable</p>	<p>I can explain the main physical and emotional changes that happen in puberty</p> <p>I can ask questions about puberty with confidence</p> <p>I understand how puberty effects the reproductive organs</p> <p>I can describe what happens during menstruation and sperm production</p> <p>I know how to keep clean during puberty</p> <p>I can explain how relationships change during puberty</p> <p>I know how to get help and support during puberty</p>	<p>I can describe how and why the body changes in puberty</p> <p>I can talk about puberty and reproduction confidently</p> <p>I can recognise differences between healthy and unhealthy relationships</p> <p>I know that permission seeking is important</p> <p>I know some basic facts about conception and pregnancy</p> <p>I can describe the decisions that have to be made before having children</p> <p>I have considered when it is right to share personal information in relationships</p> <p>I know where to get help if an online relationship goes wrong</p>
Key Assessment Questions	<p>Are you and your friends different?</p> <p>Why do babies need care?</p> <p>Tell me about</p>	<p>What is different between a male and female human?</p> <p>What is different between a male and</p>	<p>Are all our bodies different? Why is this OK?</p> <p>Can you use agreed words to name the male and female body parts?</p>	<p>What physical and emotional changes happen in puberty?</p> <p>What do children change into? Can adults reproduce</p>	<p>Can I talk about changes that happen during puberty?</p> <p>Can I explain what happens during menstruation and sperm production?</p>	<p>Can I recognise healthy and unhealthy relationships?</p> <p>Can I describe the decisions to made before having a baby?</p>



	different types of families Who can you ask for, for help?	female peacock, lion, cow? Do you need a male and female to make a new life? Does everyone think boys and girls can do everything?	What is personal space? What is unwanted touch? Are all families the same? What makes families different? Who can you go to for help?	if they chose to? Why is respect important in all relationships? How can some friendships make people feel uncomfortable?	Who can help me during puberty?	Can I describe the facts behind pregnancy and conception?
Spring Personal Development – Living in the Wider World <i>Knowledge and Skills</i>						
	I know how to join in I am proud to be me I can work together with others I know what rules are and why they are important I know where money comes from I know how to keep money safe I know how to look after the local environment	I can welcome different people I can communicate in different ways I know what groups and communities I belong to I know who the special people are in my community and how they help me I can find ways to look after my local environment I know why it is important to save energy I understand the difference between things I want and need I know why it is important to save money	I know where money comes from and what its used for I know I am different and we all have differences I show respect for diversity in my community I can explore characteristics of family life I know why it is important to save energy I know about different groups and communities I know how to get help in an emergency	I can help someone accept difference I am proud of who I am I can show acceptance of difference I can show appreciation for the values and customs of people around the world I understand how choices I make effect those around me I understand how choice effect people, communities and the environment I know why it is important to manage money I understand the concept of what interest, loans, debt and tax are	I can justify my actions I have considered responses to racist behaviour I can exchange dialogue and express an opinion I know how and why laws are made I understand the effects and consequences of anti-social behaviour I know my rights and responsibilities in my community and the environment I understand the role of money in mine and others' lives I know what it means to 'tax'	I can consider responses to immigration] I can consider persuasive language and freedom of speech I can consider causes of racism I can consider democracy I can be critical of what I see and hear in the media I understand how resources are allocated and the impact this has on the community and the environment
Key Assessment Questions	How can you join in an activity? Why are you proud of you?	How would you welcome different people? How can you communicate things?	Where does money come from? How are you different from other people? Is anyone	What makes you proud of yourself? Can you give an example of how your (or others')	Can I say my rights and responsibilities in the community and environment?	Can I consider responses to immigration? Can I consider causes of racism?



	<p>What are rules? Why should we follow them?</p> <p>Where does money come from?</p> <p>How can we keep money safe?</p> <p>How can you look after the local environment?</p>	<p>What communities or groups do you belong to?</p> <p>How do people in your community help you?</p> <p>How can you look after the local environment?</p> <p>Why do we need to save energy?</p> <p>Can you tell me things you want and things you need?</p> <p>Why should we save money?</p>	<p>the same?</p> <p>What characteristics are there of family life?</p> <p>What different groups are in your and other communities?</p> <p>Why is it important to save energy?</p> <p>Who and how can you get help in an emergency?</p>	<p>choices have affected people?</p> <p>Can I show ways to accept and celebrate difference?</p> <p>Why is it important to manage money?</p> <p>Can you explain interest, loans, debt and tax?</p>	<p>I can explain the role of money for different people, including myself?</p> <p>I know what racist behaviour is and how to respond?</p> <p>How and why laws are made?</p> <p>What are the effects and consequences of anti-social behaviour?</p>	<p>Can I be critical of what I see and hear in the media?</p>
<p>Summer Term – Christopher Winter Project Drugs and Alcohol Lessons <i>Knowledge and Skills</i></p>						
	<p>I understand how to keep my body healthy</p> <p>I know how medicines get into our bodies</p> <p>I know why people use medicines</p> <p>I know when we should take medicine and who can give it to me</p>	<p>I know what is safe or unsafe</p> <p>I know when something is too risky</p> <p>I know that some things we put into our bodies can harm us</p> <p>I know some rules about keeping safe</p> <p>I can follow safety instructions and rules at home and at school</p>	<p>I know how smoking affects people</p> <p>I can consider why people smoke</p> <p>I know some of the effects of smoking on the body</p> <p>I understand the concept of passive smoking</p> <p>I understand the rules and laws to prevent smoking</p> <p>I can make a positive choice not to smoke</p>	<p>I know what alcohol is and how it affects the body</p> <p>I understand that everyone will be affected differently by alcohol</p> <p>I know there are risks to drinking alcohol</p> <p>I know some laws about drinking alcohol</p> <p>I can consider ways of persuading people to drink sensibly</p>	<p>I know about a range of legal and illegal drugs</p> <p>I have some understanding of the effects and risks of illegal drugs</p> <p>I can explore attitudes to drug use</p> <p>I know a range of ways to resist peer pressure</p>	<p>I know what effect cannabis can have on health and life</p> <p>I know the legal consequences of using cannabis</p> <p>I know the effects and risks of volatile substance abuse</p> <p>I know how to get and give help</p>
<p>Key Assessment Questions</p>	<p>Why do we need medicine and how does it get into our bodies?</p> <p>When should we take medicine? Who can</p>	<p>What does safe and unsafe mean?</p> <p>What might harm your body?</p> <p>How do you follow safety instructions and rules at</p>	<p>What does smoking do to our bodies?</p> <p>Why do people smoke?</p> <p>What is passive smoking?</p> <p>Does it affect us?</p> <p>What are the rules and laws</p>	<p>What is alcohol?</p> <p>What does alcohol do to your body? Does it do the same thing to everyone?</p> <p>What risks are there to drinking alcohol?</p>	<p>What drugs are legal and illegal and what are the risks of illegal drugs?</p>	<p>Can I describe some effects of cannabis on my body and the risks of taking it?</p>

manage risk
 recognise beauty in difference
 how and who to ask for help
 manage relationships
 unique individuals
 express emotions and opinions respectfully
 show respect and responsibilities at all times



	give it to me? How can we keep our bodies healthy and clean?	school and home?	around smoking in England? Do you think smoking is a good choice?	What are the laws about drinking alcohol? What could you do to persuade people to drink sensibly		
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Summer Personal Development – Health and Wellbeing Knowledge and Skills

	I know what keeps our bodies healthy I know how to keep clean I recognise what I am good at and can set a target I know how to play safely at home I know how to ask for help when I need it	I can show self confidence I can make informed choices about my health I can recognise what I am good at and set myself goals I know how to stay safe online	I can be welcoming I understand what makes a balanced diet I understand what bacteria is I understand what habits are hygienic I know what to do if a fire starts	I can choose when to be assertive I can find common ground with others I understand what makes a balanced lifestyle I understand that self-respect links to my happiness I know how to stay safe online	I can explore friendship I can talk confidently about loss I understand the consequences of sharing pictures online	I understand that content online doesn't always reflect reality I know how to recognise and resist peer pressure I can celebrate personal achievements and identify goals for myself I can consider how transition to high school may affect me
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Key Assessment Questions	How can we keep our bodies healthy and clean? What are you good at? How can you play safely at home?	How are you self-confident? What are you good at? What are your goals? How can you stay safe online? What does safe and unsafe mean? Can you tell me some rules about keeping safe? What might harm your body? How do you follow safety instructions and rules at school and home?	How can you be welcoming to others? What makes a balanced diet? What is bacteria? What can we do to be hygienic? What should you do if a fire starts?	What does assertive mean? When can you be assertive? What makes a balanced lifestyle? How can you stay safe online? Can you explain how self-respect links to your happiness?	Can I explain what could happen if I share pictures online? Can I explain friendships? Can I talk about loss?	Can I show how online content doesn't always reflect reality? Can I recognise and resist peer pressure? Can I celebrate my personal achievements and set goals?
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