

# RSHE @ Black Firs

## Relationships, Sex and Health Education

LONG TERM OVERVIEW			
Year Group	Identity, society and equality Autumn Term	Keeping safe and managing risk Spring Term	Mental and physical wellbeing Summer Term Mental Health Summer 1 (My Happy Mind) Physical Health Summer 2
P R E S C H O O L	<p><b>Me, my family and friends</b></p> <p><u>Families and people who care for me</u> <i>That families are important for children growing up because they can give love, security and stability.</i></p> <p><i>That other's families either in school or in the wider world sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p> <p><u>Caring friendships</u> <i>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</i></p> <p><u>Texts</u> Elmer by David Mckee Rainbow Fish by Marcus Pfister</p> <p>Key questions:</p>	<p><b>Who helps me stay safe?</b></p> <p>Identify people in the school and community who keep them safe.</p> <p>Play cooperatively by taking turns with others.</p> <p><u>Caring friendships</u> <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p> <p><u>Being safe</u> What sorts of boundaries are appropriate in friendships with peers and others.</p> <p><u>Online Safety</u> Smartie the penguin <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></p>	<p><b>Mental health: Good and bad feelings</b></p> <p>Can name different feelings, including good and not so good feelings. Can identify how different emotions look and feel in the body. Recognise what they can do to help someone who is unhappy.</p> <p><u>Being Safe</u> <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.</i></p> <p><u>Texts:</u> <a href="#">The way I feel by Janan Cain</a></p> <p>Key questions: What good or bad emotions do I have? What makes me feel good or bad? How do I tell someone how I feel?</p> <p><b>Being healthy</b></p>

	<p>How are we the same?  How are we different?  Who is there to help us?</p>	<p>Books about emergency vehicles</p> <p>Key questions:  Who can help me when I feel worried or unsafe?</p>	<p>Know about some of the food and drink associated with different celebrations and customs.</p> <p>Know what they need going out in the sun to be safe.  Recognise how playing active playground games makes them feel.  That we need to eat fruit and vegetables to be healthy.</p> <p><b>Being Safe</b>  <b>The benefits of physical exercise, time outdoors on mental wellbeing and happiness.</b></p> <p>Key questions:  What does being healthy mean?</p>
<p>R E C E P T I O</p>	<p><b>Me, my family and friends</b></p> <p>Talk about the special people in their lives.  Recognise things that make them special.  Ways that they are similar/different.  Understand how their behaviour can affect others.  Recognising some important people in our</p>	<p><b>Who helps me stay safe?</b></p> <p>Recognise the difference between good and bad touches.  Understand that there are times when a secret should not be kept.  Identify people in the community who keep them safe.  Understand how to keep safe-technology</p>	<p><b>Mental health: Good and bad feelings</b></p> <p>Can name different feelings, including good and not so good feelings.  Can identify how different emotions look and feel in the body.  Recognise what they can do to help someone who is unhappy.</p>

<p>N</p>	<p>family's lives. Identify different members of the family and know how family can help us. Know that friendships make us happy. Know some ways that we can make new friends feel welcome. Know that arguing with friends and making up can make friendships stronger. Understand that resorting to violence in friendships is never right.</p> <p><u>Families and people who care for me</u> <i>That families are important for children growing up because they can give love, security and stability.</i> <i>The characteristics of healthy family life, commitment to each other, including in times of difficulty protection and care for children and other family members the importance of spending time together and sharing each other's lives.</i> <i>That other's families either in school or in the wider world sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p> <p><u>Caring friendships</u> <i>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</i></p> <p><u>Texts</u> My Funny Family by Mike Byrne My Mum and Dad make me laugh by Nick Sharratt Who's in my Family by Robbie Harris My funny family by Mike Byrne</p>	<p><u>Online Safety</u> Smartie the penguin <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></p> <p><u>Caring friendships</u> <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i> <i>That most friendships have ups and downs, and that these often be worked through so that the friendship is required or even strengthened and that resorting to violence is never right.</i></p> <p><u>Online relationships</u> That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><u>Being safe</u> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. How to recognise and report feelings of being unsafe.</p> <p><u>Texts</u> <a href="#">NSPCC PANTS-Pantosaurus</a> Smartie the penguin Pants by Nick Sherratt</p>	<p><u>Being Safe</u> <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i> <i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></p> <p>Texts: <a href="#">Lost and found by Oliver Jeffers</a> <a href="#">Beekle by Dan Santat</a> <a href="#">Herman's letter by Tom Percival</a> <a href="#">All about feelings by Felicity Brooks</a></p> <p>Key questions: What good or bad emotions do I have? What makes me feel good or bad? How do I tell someone how I feel?</p> <p><b>Being healthy</b></p> <p>Know about some of the food and drink associated with different celebrations and customs.</p> <p>Understand why food eaten on special days may be different to everyday food.</p> <p>Know what they need going out in the sun to be safe. Recognise how playing active playground games makes them feel. That we need to eat fruit and vegetables to be healthy.</p>
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Families, Families, Families by Suzanne Lang  
The Great Big Book of families by Gary Hoffman,  
Ros Asquith  
Ruby by Maggie Glen  
Pass it on by Sophie Henn  
The Rainbow fish by Marcus Pfister  
How kind by Mary Murphy  
The Little Bear Book by Anthony Browne.  
Hands are not for hitting by Martine Agassi  
Personal Space Invader by Christianne Jones  
Pete the Cat  
Emergency by Margret Mayo, Alex Ayliffe  
When I grow up by Tim Minchins  
The wonderful things you will be by Emily  
Winfield - Martin  
The Gift that I can give by Kathie Lee Gifford

**Key questions:**

How are we the same?  
How are we different?  
How are our families special to us?  
Do all families have to be the same?  
Who is there to help us?

**Key questions:**

Who can help me when I feel worried or unsafe?  
How do I tell someone to stop if I don't like what they  
are doing?  
Are all secrets good?

**Being Safe**

**The benefits of physical exercise, time outdoors  
on mental wellbeing and happiness.**

**Texts**

Daisy - eat your peas by Kes Gray  
Oliver's Vegetables by Vivian French  
I will not ever eat a tomato by Lauren Child

**Key questions:**

What does being healthy mean?  
What is healthy food?  
What does exercise do to my body?

<p>Y E A R  1</p>	<p><b>Me and others</b> To talk about themselves in positive terms. Identify different roles of people at school and home. Describe why it is important to take on responsibilities at school and at home. Being cooperative with others and celebrating differences. Know that we can be friends with people who are different to us. Understand different types of families. Identify who can help us when families make us feel unhappy or unsafe.</p> <p><u>Caring friendship</u> <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i> <i>That families are important for children growing up because they can give love, security and stability.</i> <i>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i> <i>That stable, caring relationships, which may be of different types, are the heart of happy families and are important for children's security as they grow up.</i></p> <p><u>Respectful Relationships</u> <i>The importance of respecting others, even when they are very different from them (physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</i> <i>Practical steps they can take in a range of</i></p>	<p><b>How can I stay safe and who can help?</b> Understand there are parts of the body which are private. Know who to go to if they feel unsafe/worried. Understand how to keep safe including online. Understand that there are times when secrets shouldn't be kept (good secrets/bad secrets).</p> <p><u>Online Safety</u> <a href="#">Chicken Clicking by Jeanne Willis</a> <a href="#">Link to RSE objectives</a></p> <p>Know what a friendship is and is not. Understand the boundaries friendships need. Know how to report feelings of feeling unhappy, unsafe and when people have hurt me. Know what bullying is, how to report it and how to help prevent it.</p> <p><u>Being safe</u> <i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i> <i>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i> <i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</i> <i>How to respond safely and appropriately to adults they may encounter.</i> <i>How to recognise and report feelings of being unsafe or feeling bad about any adult.</i> <i>Where to get advice from e.g family, school.</i></p> <p><u>Caring friendships</u> <i>That healthy friendships are positive and welcoming towards others and do not make</i></p>	<p><b>Physical health - Staying healthy</b> To describe how to play different playground games. To make choices about which games to play depending on their feelings, likes/dislikes and what they are good at. Knows the importance of eating healthy snacks. Know the effects of too much sun on the body. Describe how to keep themselves safe in the sun. Understand that babies need care and support. Know that older children can do more things by themselves safely.</p> <p><u>Being Safe</u> <i>The benefits of physical exercise, time outdoors on mental wellbeing and happiness.</i> <i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></p> <p><u>Texts</u> <a href="#">Supertato by Sue Hendra</a> <a href="#">Sneaky Spinach by Alexis Schuzle</a> <a href="#">Monsters don't eat broccoli by Barbara Jean Hicks</a></p> <p>Key questions: What do I like and dislike? How do my likes/ dislikes affect my body?</p> <p><b>Mental health - Dealing with my emotions and other people's</b> Recognise that people may feel differently about the same situation and that some feelings may be stronger than others. Give an example of when people might experience change or loss (e.g. loss of a pet, moving home/school) and how this might make them feel. Identify how emotions look and feel in the body. Recognise that some feelings can be stronger than others</p>
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*different contexts to improve or support respectful relationships.  
The conventions of courtesy and manners.  
The importance of self-respect and how this links to their own happiness.  
That in school and in wider society they can expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*

Texts

What makes me a me? By Ben Faulks  
Giraffes can't dance by Giles Andreae  
Big Hair, Don't Care by Crystal Swain Bates  
The crayon box that talked by Shane De Roif  
The Day the Crayons quit by Oliver Jeffers  
Bubble Trouble by Tom Percival

**Key questions:**

What rules are there at home and school?  
Why do we have rules?  
What is respect and how can we show it?  
How can I get on with other people?

*others feel lonely or excluded.  
How important friendships are in making us feel happy and secure, and how people choose and make friends.  
That most friendships have ups and downs, and that these often be worked through so that the friendship is required or even strengthened and that resorting to violence is never right.  
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  
How to recognise who to trust and who not to trust.*

Texts

NSPCC PANTS-Pantosaurus  
Pants by Nick Sherratt  
Chicken Clicking by Jeanne Willis  
digiduck's big decision  
Huge bag of worries by Virginia Ironside  
Name Jar by Jangsook Choi  
It's ok to be different by Todd Parr  
The bad seed by Jory John  
I want a friend by Tony Ross

**Key questions:**

Who can help me when I feel worried or unsafe?

Describe some ways of managing different feelings.  
Know when to ask for help.

Being Safe

*How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
How to judge whether what they are feeling and how they are.*

Texts

The seesaw Tom Percival  
The colour monster by Anna Llenas  
Too many coloured days Dr Seuss  
Lenny and Lucy by Phillip  
The angry dragon by Michael Gordon  
The huge bag of worries  
Ruby's worry

**Key questions:**

What do I do when something happens that I can't control?



<p>Y E A R 2</p>	<p><b>Me, my responsibilities and rules and the world around me.</b>          To appreciate that other people are different and have different needs/ rules/views.          To introduce the concept of gender stereotypes.          Understand that some people have fixed ideas about what boys and girls can do.</p> <p><u>Caring friendships</u>  <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i>  <i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p> <p>To solve simple dilemmas including taking responsibility for our actions.          To discuss why is important to take responsibility at home and at school          Recognise different helpful and unhelpful behaviours in the classroom.</p> <p><u>RSE link: Respectful Relationships</u>  <i>The importance of respecting others, even when they are very different from them</i></p>	<p><b>Staying Safe Indoors and outdoors</b>          Know some simple ways to keep safe, including online.          Can assess if a situation is safe or unsafe.          Understand the importance of always telling people where they are going.          Identify road hazards and know that there are road rules to follow for all road users.</p> <p><u>Online Safety:</u>  <a href="#">Webster's email by Hannah Whaley</a>  <a href="#">Link to RSE objectives</a></p> <p>Know what a friendship is and is not.          Understand the boundaries friendships need.          Know how to report feelings of feeling unhappy, unsafe and when people have hurt me.          Know what bullying is, how to report it and how to help prevent it.          Understand how bullying makes people feel.</p> <p><u>Being safe</u>  <i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i>  <i>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i>  <i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other</i></p>	<p><b>Physical health - Looking after ourselves</b>          Know what a healthy diet looks like.          Identify who helps them make choices about foods they eat and know the benefits of good food - including effects on oral health.          Describe ways to be active in the day and explain why rest and sleep are just as important as activity.          Know about people whose job it is to keep us healthy.          Describe how they look after their bodies and health and how they can stop illness spreading.          Learn that the purpose of medicine is to heal people and understand that they come in different forms.</p> <p><u>Being Safe</u>  <i>The benefits of physical exercise, time outdoors on mental wellbeing and happiness.</i>  <i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></p> <p><u>Texts</u>  <a href="#">Are you what you eat? DK guide</a>  <a href="#">Stone Soup Tony Ross</a>  <a href="#">Good enough to eat Lizzy Rockwell</a>  <a href="#">The lighthouse keepers lunch Ronda and David armitage</a>  <a href="#">Oliver's Fruit Salad Vivian French</a>  <b>Key questions:</b>          What is a balanced diet?          How much exercise and sleep do I need each day?          Which food is healthy?</p>

*(physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.*

*Practical steps they can take in a range of different contexts to improve or support respectful relationships.*

*The conventions of courtesy and manners.*

*The importance of self-respect and how this links to their own happiness.*

*That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*

#### Texts

Big Friends by Linda Sarah and Benjamin Davies

How full is your bucket by Tom Rath

Leaf by Sandra Dieckmann

Mixed me by Taye Diggs

Lilly's Purple Plastic

I wanna Iguana by Karen Orloff

Do Unto Otters by Laurie Keller

On Sudden Hill by Linda Sarah

Go away bird by Julia Donaldson and Catherine Rayner

Key questions:

Can we always be our best selves? What rules/ behaviours do we need to follow to be happy?

How can we show respect, courtesy and manners?

*contact.*

*How to respond safely and appropriately to adults they may encounter.*

*How to recognise and report feelings of being unsafe or feeling bad about any adult.*

*Where to get advice from e.g family, school.*

#### Texts

NSPCC PANTS-Pantosaurus

Webster's email by Hannah Whaley

Once upon a time online by David Bedford

Penguin Pig by Stuart Spendlow

Hello monster by Clementine Beauvais

Pants by Nick Sherratt

Huge bag of worries by Virginia Ironside

Key Questions:

What does safety look like?

Can safety be a person?

How do I report feelings of being unsafe or feeling bad about an adult?

Which food contains hidden sugar but appears healthy?

#### **Mental health - Support networks**

Identify people who are special to them and explain why.

Understand what makes a good friend.

Demonstrate how they show someone they care.

Understand how people feel if they are left out.

Recognise how friendships can go wrong.

Recognise when someone needs a friend and know some ways to approach making friends.

Realise that most friendship problems can be resolved.

#### RSE link: Caring friendship

*How important friendships are in making us feel happy and secure, and how people choose and make friends.*

*That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.*

*How important friendships are in making us feel happy and secure, and how people choose and make friends.*

*That most friendships have ups and downs, and that these often be worked through so that the friendship is required or even strengthened and that resorting to violence is never right.*

*The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*

#### Texts



			<p>Friends, Kathryn Cave and Nick Mayland          Rosie and the yellow ribbon, Paula DePaolo          Two friends, Clara Vullamy          I'm not invited, Diana Cain Bluthenthal          The go away bird by Julia Donaldson          Imaginary Fred by Eden Cooper          Small things by Mel Tregorring</p> <p><b>Key questions:</b>          How can I keep myself and other people happy?          How can I control my emotions?          Who can help me with my emotions?</p>
<p>Y E A R  3</p>	<p><b>Celebrating difference</b>          Know that differences and similarities between people arise from several factors.</p> <p>Recognise they have shared interests and experiences with themselves and the wider world. Understand what a community is and the different roles people have in them and the diversity within them.</p> <p>Can identify positive and negative aspects of being a member of a group.          Can acknowledge that there may be times when they don't agree with others in the group.          Can stand up for their own point of view against opposition.          Understand positives and negatives of being in a group and stand up for their point.          Explore different types of families and understand who to go for if they need help and support.</p> <p><b>Respectful Relationships</b>  <i>The importance of respecting others, even when they are very different from them or make different choices or have different</i></p>	<p><b>Bullying</b>          Define what is meant by bullying, understand how it is different to falling out.          Name different types of bullying.          Decide how best to respond to different bullying situations.          Understand that role of bystanders and the important part they play.</p> <p><b>Online Safety</b>          Troll Stinks Jeanne Willis &amp; Tony Ross          Link to RSE objectives</p> <p>Understand what a bully is.          Understand how bullying differs from accidentally inflicted harm, an argument or playful teasing.          Understand what being bullied feels like          Know the most common consequences of being bullied.          Know that in this school bullying will not be tolerated and that it will deal with immediately.          Understand the meaning of bystanders in bullying situations.          Have thought about his or her own behaviour in</p>	<p><b>Physical health - Healthy Choices</b>          Use nutritional information to help make healthy choices.          Describe situations when they have to make food and drink choices.          Explain why people like different brands.          Identify a range of physical activities that help the body.          Explain what choices they have with what they can do in their free time.          Know and respect the body differences between ourselves and others.</p> <p><b>Being Safe</b>  <i>The benefits of physical exercise, time outdoors on mental wellbeing and happiness.          Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></p> <p><b>Texts</b>          That Way I Feel by Jannan Cain          What's Going On Inside My Head by Sarah Jennings          Listening To My Body by Gabby Garcia          The Sad Book by Michael Rosen</p>

*preferences or beliefs.*  
*The conventions of courtesy and manners.*  
*The importance of self- respect and how this links to their happiness.*  
*Practical steps they can take in a range of different contexts to improve or support respectful relationships.*  
*What a stereotype is and how stereotypes can be unfair, negative or destructive.*  
*The importance of permission-seeking and giving in relationships with friends, peers and adults.*  
*That in school and wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority.*

Texts

Julian is a Mermaid  
Frog is a hero

Key questions:

Is it good to be different?  
Does what you look like matter?  
What is a hero?

bullying situations and they are motivated to change it.  
Understand that it is everyone's responsibility to reduce bullying.  
Have identified ways to support the victim.  
Have thought about why it might be hard to take the victims side.  
Understand that even small gestures/actions can make the victim better.

Respectful relationships

*Practical steps they can take in a range of different contexts to improve or support respectful relationships.*  
*The importance of self-respect and how this links to their own happiness.*  
*About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.*  
*The importance of permission-seeking and giving in relationships with friends, peers and adults.*

Caring friendships

*How important friendships are in making us feel happy and secure, and how people choose and make friends.*  
*The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*  
*That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*  
*That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.*  
*How to recognise who to trust, how to judge when*

The Princess and The Fog by Lloyd Jones  
Sprig the Rescue Pig by Daisy Crawford  
Steven The Vegan by Dan Bodenstern  
Salt In His Shoes by Michael Jordan  
Cinderella's Bum by Nicholas Allan  
Shapesville by Andy Mills

**Mental health - Coping with challenges**

Explain how it feels to be challenged and try new or difficult things.  
Understand what is meant by a 'put up' or 'put down' and how these can affect people.  
Learn strategies to deal with put downs and understand how they can deal with negativity from others.  
Can plan steps to reach a goal or challenge.  
Celebrate their own and others' skills and successes.  
Describe how it feels when there are setbacks and know how to positively manage them and realise that they can't always control them.

Being safe

*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*  
*How to ask for advice or help for themselves or others.*  
*Where to get advice from e.g family, school.*  
*How to judge whether what they are feeling and how they are.*  
*How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.*  
*Simple self-care techniques including rest, spending time with family and friends and hobbies and interests.*

Texts

*a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

Online relationships

*That people sometimes behave differently online, including by pretending to be someone they are not.*

*That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*

*The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.*

*How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*

*How information and data is shared and used online.*

Being safe

*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*

*About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*

*That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.*

*How to respond safely and appropriately to adults they may encounter.*

*How to ask for advice or help for themselves or others.*

What Do You Do With a Problem? by Kobi Yamada  
The OK Book by Amy  
How to catch a star by Oliver Jeffers  
Dr Seuss – Oh the places you'll go Wonder Goal by Michael Foreman

Key questions:

Is any of our time actually 'free' time?

Is it ever a good time to 'give up' on something?

What does success look like?

What words best describe it?

Do you think it looks the same to everyone?

		<p><i>Where to get advice from e.g family, school.</i></p> <p><u>Texts</u>  Blubber by Judy Blume  Wonder by J Pallacio  Teasing isn't Funny by Melissa Higgins  Bad Girls by Jacqueline Wilson</p> <p>Key questions:  Can anyone become a bully?  Is it ever right to bully a bully?</p>	
Y E A R  4	<p><b>Democracy</b>  Understand Britain is a democracy with different political parties and what this means for us. Power of the vote.  Know how laws are made and the contribution individuals and groups have on social/environmental change.  People have different priorities on how local money would be spent. Use school as an example.</p> <p><u>Texts</u>  Emeline Pankhurst Little people Big Dreams by Anna Sanfillipo  Grandad Mandela by Zindzi Mandela  I Have A Dream by Martin Luther King  A Sweet Smell of Roses by Angela Johnson  No one is Too Small to Make a Difference by Greta Thunberg</p> <p>Key questions:</p>	<p><b>Playing safely</b>  Understand age classifications for films and games and why they are there.  Understand the idea of respect in a relationship.  Discuss the characteristics of a healthy relationship.  Explain how friendships can make people feel unhappy or uncomfortable.  Know that respect is needed in all types of relationships including online.  Evaluate whether games are appropriate for them.  Understand how to keep safe in the local environment: near roads, water, fireworks etc.  Carry out some first aid procedures and assess what to do in an emergency.</p> <p>Understand what a bully is.  Understand how bullying differs from accidentally inflicted harm, an argument or playful teasing.  Understand what being bullied feels like  Know the most common consequences of being bullied.</p>	<p><b>Physical health - Food Choices and growing up</b>  Why people follow certain diets depending on religious, moral or health reasons.  Identify factors that affect what they choose to eat.  Understand the factors that affect what people may choose to eat (seasonality, fairtrade, ethical farming)  Understand that people have different views on food they eat and how it is farmed.  Explain the importance of sleep on the body and wellbeing.  Know what helps people relax and recognise the impact of screen time on health and wellbeing.  Recognise that there are drugs that people choose for different purposes such as caffeine, alcohol, tobacco and the different effects these have.</p> <p><u>Respectful relationships</u>  <i>The importance of respecting others, even when they are very different from them.</i>  <i>The conventions of courtesy and manners.</i>  <i>The importance of self-respect and how this</i></p>

Can one person change the world?  
Should everyone be allowed to vote about life changing matters?

Know that in this school bullying will not be tolerated and that it will deal with immediately.  
Understand the meaning of bystanders in bullying situations.  
Have thought about his or her own behaviour in bullying situations and they are motivated to change it.  
Understand that it is everyone's responsibility to reduce bullying.  
Have identified ways to support the victim.  
Have thought about why it might be hard to take the victim's side.  
Understand that even small gestures/actions can make the victim better.

Online relationships

*That people sometimes behave differently online, including by pretending to be someone they are not.*

*That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*

*The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.*

*How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*

*How information and data is shared and used online.*

Being safe

*links to their own happiness.  
That in school and in wider society they can expect to be treated with respect by others and that in turn they should show respect to others.  
What a stereotype is and how stereotypes can be unfair negative or destructive.*

Texts

Herb, the vegetarian dragon, Jules Bass  
The boy with square eyes, Juliet Snape

Mental health - Self care strategies

Learn about different strategies that we can use when we are feeling a range of emotions.  
Understand what being mindful is.  
Describe a place that makes them feel calm.  
Practise visualising a calm, happy place.  
Understanding the positive impact of relaxation on the body.  
Use stretching to ease muscle tension and relax.  
Understand what feeling relaxed means.  
Know how to use breathing to help myself relax.

Being Safe

*Simple self-care techniques including rest, spending time with family and friends and hobbies and interests.  
The benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.*

		<p><i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i></p> <p><i>How to respond safely and appropriately to adults they may encounter whom they do not know.</i></p> <p><i>How to recognise and report feelings of being unsafe.</i></p> <p><u>Texts</u></p> <p>I Can Be Safe by Pat Thomas</p> <p>Not Everyone is Nice by Frederick Alimonti</p> <p>No Dragons at Tea by Jean Penszibol</p> <p>Some Secrets Should Never Be Kept by Jaynee Sanders</p> <p>Officer Buckle and Gloria by Peggy Rathmann</p> <p>Flat Stan First Aid</p> <p>Key questions:</p> <p>Why are age classifications important?</p> <p>Do we all mature at the same time?</p>	
<p>Y E A R  5</p>	<p><b>Stereotypes and prejudice</b></p> <p>Can explain what a stereotype is, challenge them and identify how they are presented in the media/wider world.</p> <p>Feel able to challenge gender stereotypes.</p> <p>Learn about prejudice and discrimination and identify some discriminatory language (homophobic, racist etc).</p>	<p><b>Trust and Influences</b></p> <p>Understand that people can be influenced by things online. Explain that it might not be trustworthy.</p> <p><u>Families and people who care for me.</u></p> <p><i>That families are important for children growing up because they can give love security and stability.</i></p> <p><i>That others' families, either in school or in the</i></p>	<p><b>Physical Health</b></p> <p><b>Is it healthy/Good for us?</b></p> <p><b>Growing up.</b></p> <p>Know that food/drink adverts can be misleading and can be made to appear healthier to a consumer.</p> <p>Compare health benefits of a food or drink product in comparison with an advertising campaign.</p> <p>Identify advertising as one influence on people's food/drink choices.</p>



Learn how to identify discrimination and know what to do if they see it at school.  
Understand how stereotyping and prejudice makes people feel.

### Respectful relationships

*The importance of respecting others, even when they are very different from them.*  
*The conventions of courtesy and manners.*  
*The importance of self-respect and how this links to their own happiness.*  
*That in school and in wider society they can expect to be treated with respect by others and that in turn they should show respect to others.*

*What a stereotype is and how stereotypes can be unfair negative or destructive.*

### Texts

#### Bike Theft

Separate is Never Equal by Duncan Tonatiuh  
Dreamers by Yuyi Morales  
My Hair is a Garden by Cosby Carrara  
Viola Desmond won't be Budged by Jodi Warner  
I Am Not a Number by Gillian Holmes  
Something Happened in Our Town by Marietta Collins  
The Whispering Town by Jennifer Elvgren

Key questions:

If stereotypes are false, where do they come from?

Why does the media choose to portray groups in certain ways?

*wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are the heart of happy families and are important for children's security as they grow up.*  
*Understand that marriage is a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*  
*How to recognise if family relationships are making them feel unsafe or unhappy and how to seek help if they are.*

Identify some of the reasons that children may run away from home.

Identify the risks of running away.

Everyone has the right to a safe working environment.  
Understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour.

Know what a group is

Have thought of an example of a friendly group  
Understand characteristics of communication in a group.

Understand that in a group people have different kinds of roles and that the group itself contributes to defining those roles.

Know how to join a group and how to help others to be included in the group.

Have thought of what kind of group their own class is  
Know what bullying is and is able to recognise bullying situations

Also know what is not bullying ( a conflict / flight)

Know different forms of bullying

Know how common a problem bullying is

Understand that even though bullying is common it is not acceptable

Know how to tell about bullying and how it is tackled

Analyse how the media portray celebrities and understand they may not be good role models even though they are presented that way.

Explain why we need to be cautious about what we see in the media.

Accept and respect that people have bodies that are different.

Explain the emotional and physical changes that occur in puberty.

Understand the impact of puberty on the body and the importance of hygiene.

Key questions:

Do advertisers care about consumers?

Why do we idolise celebrities?

Does happiness come from how we look?

### Mental health - Dealing with feelings

Name and describe a wide range and intensity of emotions and feelings.

Understand how the same feeling can be expressed differently.

Recognise how emotions can be expressed appropriately in different situations.

Identify situations when someone may feel conflicting emotions due to change. Can identify ways of positively coping with times of change.

Recognise that change will affect everyone at some time in their life.

Recognise that at times of loss, there is a period of grief that people go through. Understand there are a range of feelings that accompany bereavement. and know that these are necessary and important.

Know some ways of expressing feelings related to grief.

Being Safe

in school.  
Understand the concept of hidden bullying  
Understand what mixed messages are  
Know what cyber bullying is  
Understand what hidden bullying is also harmful and forbidden  
Know ways to protect themselves from online bullying.  
Know the consequences of being bullied including long term effects.  
Discuss their own and others' attitudes towards bullying  
Know what group pressure  
Know the roles in bullying situations and their own behaviour in situations.  
Know how to support the victim  
Know what to do and who to talk to in bullying situations  
Who to inform of bullying.  
Rules and consequences of bullying.

#### **Respectful Relationships**

**The importance of self-respect and how this links to their own happiness.**

**Practical steps they can take in a range of different contexts to improve or support respectful relationships.**

**About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.**

**The importance of permission seeking and giving in relationships with friends, peers and adults.**

**RSE link: Caring Friendships**

**How important friendships are in making us feel happy and secure, and how people choose and make friends.**

**The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, and experiences and support with problems and difficulties.**

***Simple self-care techniques including rest, spending time with family and friends and hobbies and interests.***

***The benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness.***

		<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>How to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><u>Texts</u></p> <p>Messages About Me Sydney's Story by Cath Hakansan</p> <p>Also, Wade's Story</p> <p>Something Is Wrong at My House by Diane Davis</p> <p>The Day My Daddy Lost his Temper by Carol Mc Clearly</p> <p>Pumpkin Soup by Helen Cooper</p> <p><b>Key questions:</b></p> <p>Can we trust what we see on social media?</p> <p>If everything online can be altered and can be fake - why do we use it?</p> <p>Why do we need other people's acceptance?</p>	
<p>Y E A R  6</p>	<p><b>Challenge and Human Rights</b></p> <p>Understand what migration means (including the experience of refugees).</p> <p>Identify reasons why people move from one place to another - empathise with the challenges this brings.</p> <p>Learn about the rights of the child (UN/Global</p>	<p><b>Keeping safe out and about</b></p> <p>Can identify risky behaviours in peer groups.</p> <p>Learn how to respond effectively to peer pressure and resist it.</p> <p>Understand how people feel if they are asked to do something they are unsure about.</p> <p>Understand the consequences of anti-social behaviour including the law.</p>	<p><b>Mental health - Our own mental health</b></p> <p>Recognise that every person has a state of mental health and that it changes frequently.</p> <p>Know that mental health affects how we think and how we behave.</p> <p>Know some ways of dealing with stress.</p> <p>Understand that anyone can be affected by mental ill health.</p>

goals)  
Understand that human rights can conflict with a country's circumstances.

Appreciate the difficulties that come with being homeless or living in temporary accommodation.  
Learn about charities that support the homeless.

### Texts

Boy at the back of the class

No Ballet Shoes in Syria

This is The Rope by Jacqueline Woodson

The Name Jar by Yangsook Choi

Four Feet Two Sandals by Karen Williams

Migrant by Maxine Trotter

Emma's Poem - The Voice of the Statue of Liberty

Mama The Alien by Renai Laenez

The Arrival by Shaun Tan

**Key questions:**

What makes a place a home?

What connects us all?

Everyone has the right to a safe working environment.  
Understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour.

Know what a group is

Have thought of an example of a friendly group

Understand characteristics of communication in a group.

Understand that in a group people have different kinds of roles and that the group itself contributes to defining those roles.

Know how to join a group and how to help others to be included in the group.

Have thought of what kind of group their own class is

Know what bullying is and is able to recognise bullying situations

Understand that some forms of bullying also constitute hate crimes.

Also know what is not bullying (a conflict / flight)

Know different forms of bullying

Understand that even though bullying is common it is not acceptable

Know how to talk about bullying and how it is tackled in school.

Understand the concept of hidden bullying

Understand what mixed messages are

Know what cyberbullying is

Understand what hidden bullying is also harmful and forbidden

Know ways to protect themselves from online bullying.

To understand what bullying might feel like

Know the consequences of being bullied including long term effects.

Discuss their own and others' attitudes towards bullying

Know what group pressure looks and feels like

Know the roles in bullying situations and their own behaviour in situations.

Know how to support the victim

Have consistent and accessible language to discuss their own mental health and wellbeing

Can identify different ways that children and adults might access support for their mental health e.g. medication, therapy, self-care strategies.

Understand that we can have small, everyday feelings and big feelings.

Be able to identify when a small feeling becomes a larger one that needs support.

Develop the skills and techniques to become good listeners.

**How to talk about their emotions, including having a variety of words to use when talking about their own and others' feelings.**

**Key questions:**

What does mental wellness look like?

Why do we find it so hard to talk about mental health?

### **Physical health and relationships**

Describe how and why the body changes during puberty in preparation for reproduction.

Discuss puberty and reproduction with confidence.

Describe the different ways that people might start a family.

Discuss some of the decisions that need to be made before starting a family.

Understand basic facts about conception and pregnancy.

Explain the differences between healthy and unhealthy relationships.

Know that communication and permission seeking are important.

Know some positive and negative ways of communicating in relationships.

Consider when it is appropriate to share personal or private information in a relationship in person or

		<p>Know what to do and who to talk to in bullying situations Who to inform of bullying. Rules and consequences of bullying.</p> <p><b>Key questions:</b> How do we spot a true friend? Why do people take risks?</p> <p><u>Texts</u> <i>The Chocolate War</i> by Robert Cormier <i>Atticus Claw Breaks the Law</i> by Jennifer Gray <i>What If Everybody Did That?</i> By Ellen Javernick</p>	online.
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EYFS	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Reception our children will know:</b></p> <ul style="list-style-type: none"> <li>- Who the special people in their lives are.</li> <li>- What makes them special.</li> <li>- How they are different to others.</li> <li>- What similarities they have with other people.</li> <li>- Some common job titles: teacher, doctor, nurse, fireman etc.</li> <li>- What kinds of things people buy with their money.</li> <li>- Why people might choose to save money.</li> <li>- Understand that some parts of the body are private (what is under their pants).</li> <li>- Understand the differences between good and bad touches.</li> <li>- Who can keep them safe.</li> <li>- What they do if they see something strange on their ipad.</li> <li>- What they need to go in the sun and be safe.</li> <li>- How they feel when they play active playground games.</li> <li>- The need for eating fruit and vegetables.</li> <li>- Some different emotions we can feel and what they look like.</li> <li>- How these different emotions look and feel in their bodies.</li> <li>- That some foods are for special occasions.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Reception our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to identify special people to them and talk about why they are important.</li> <li>- Families are important because they give us love and families can look different to all of us.</li> <li>- Identify ways in which they are similar and different to other people.</li> <li>- How to explain examples of a good touch and a bad touch.</li> <li>- How to explain ways to keep safe in the sun.</li> <li>- How to choose some 'good' foods.</li> <li>- How to explain why fruit and vegetables are good for them.</li> </ul>

Year 1	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y1 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to talk about themselves in a positive way.</li> <li>- Roles that people have at school and at home.</li> <li>- Why it is important to take on responsibilities at school and at home.</li> <li>- What being cooperative looks like and how they can show cooperation.</li> <li>- Where money comes from and where it is stored.</li> <li>- That they may not be able to have everything they want.</li> <li>- The difference between real and imaginary dangers.</li> <li>- That parts of the body are private.</li> <li>- Understand that there are some secrets that shouldn't be kept.</li> <li>- How to play different playground games and know what to choose to play depending on their feelings, likes and dislikes and what they are good at.</li> <li>- The importance of choosing healthy snacks.</li> <li>- The effects of too much sun on the body.</li> <li>- How to keep themselves safe in the sun.</li> <li>- Some ways of managing feelings.</li> <li>- How emotions look and feel in the body.</li> <li>- That some feelings can be stronger than others.</li> <li>- What change or loss might look like in people's lives.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Y1 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to identify what is a 'bad' secret and that it should be shared.</li> <li>- How to cooperate with others in a positive manner during lessons or free time.</li> <li>- How to recognise emotions in their own body and how they can manage their own feelings.</li> <li>- How they could report feeling unsafe or worried.</li> <li>- How to talk about themselves in a positive manner and how confidence differs from 'showing off'.</li> <li>- How to choose games at lunch or play time or activities that will make them happy.</li> </ul>

Year 2	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y2 our children will know:</b></p> <ul style="list-style-type: none"> <li>- That people share different rules and views.</li> <li>- That they have responsibilities at home and at school.</li> <li>- Ways that they can help people at home and at school.</li> <li>- Different ways that they can get money.</li> <li>- How to assess if a situation is safe or unsafe.</li> <li>- That letting someone know where they are is a good way to keep safe.</li> <li>- How they can keep themselves safe on the road.</li> <li>- What a healthy diet would look like.</li> <li>- Some healthy activities that they can do and they enjoy.</li> <li>- How they can stop illness spreading.</li> </ul>



	<ul style="list-style-type: none"> <li>- What makes people in their life special.</li> <li>- What constitutes a good friend.</li> <li>- What constitutes a good friendship.</li> <li>- At least five people that they can go to to access support or when they feel alone.</li> <li>- The rules for crossing the road safely.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Y2 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to be helpful at school and home e.g. by tidying their room, by keeping their table clean, by remembering their packed lunch box.</li> <li>- How to assess some situations and decide whether they are safe or unsafe.</li> <li>- How to look at a diet and decide which parts are healthy and which are unhealthy.</li> <li>- How to keep illness from spreading.</li> <li>- How to make their friends feel happy and secure through showing the traits of a caring friendship.</li> <li>- Ways to begin to resolve friendship difficulties.</li> <li>- How to cross the road safely.</li> <li>- Ways that they can show someone they care.</li> </ul>

Year 3	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y3 our children will know:</b></p> <ul style="list-style-type: none"> <li>- That there are a number of factors that lead to similarities and differences between people.</li> <li>- What a community is, the different roles people have in them and the diversity that exists within them.</li> <li>- Understand positives and negatives of being in a group and stand up for their point.</li> <li>- That something can be good value for money and not good value. Can make simple decisions about needs/wants - decide how best to save money.</li> <li>- What is meant by bullying, the different types of bullying and how it differs to falling out. Name different types of bullying.</li> <li>- What a bystander is and the important part they play.</li> <li>- A range of physical activities that help the body.</li> <li>- That they have choices with how they spend their free time.</li> <li>- What is meant by a 'put up' or a 'put down' and how these affect people.</li> <li>- Describe strategies for dealing with a challenge or a setback.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Y3 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to plan steps to reach a goal.</li> <li>- How to celebrate their own and others' skills and successes.</li> <li>- Strategies to deal with being 'put down'.</li> <li>- How to positively react to challenges.</li> <li>- How best to respond to different bullying situations.</li> <li>- How to use nutritional information to help make healthy choices and identify times when they have to make decisions regarding food and drink.</li> </ul>

- How they can support someone who is being bullied.
- Ways that they can save money.

Year 4	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y4 our children will know:</b></p> <ul style="list-style-type: none"> <li>- That Britain is a democracy with different political parties and what this means for them. They will understand the power of the vote.</li> <li>- How laws are made and the contribution individuals and groups have on social/environmental change.</li> <li>- That manufacturers persuade us to spend money and how they might do this.</li> <li>- That there are different jobs (including different patterns of working ie part/full/shift work) and describe the best attributes for them.</li> <li>- About age classifications for films and games and why they are there.</li> <li>- How to evaluate whether games are appropriate for them.</li> <li>- How to keep safe in the local environment: near roads, water, fireworks etc.</li> <li>- Some first aid procedures and assess what to do in an emergency.</li> <li>- Why people follow certain diets depending on religious, moral or health reasons.</li> <li>- Factors that affect what they choose to eat.</li> <li>- The importance of sleep on the body and wellbeing.</li> <li>- What helps people relax and recognise the impact of screen time on health and wellbeing.</li> <li>- Different relaxation strategies and ways that they can care for themselves if they are stressed or worried.</li> <li>- That there are drugs that people choose for different purposes such as caffeine, alcohol, tobacco and the different effects these have.</li> <li>- That bullying is different to accidental harm, an argument or playful teasing.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Y4 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How they can use classifications in games or films to evaluate whether games are appropriate for them.</li> <li>- How to keep safe in their local environment such as near roads, water and fireworks.</li> <li>- How to carry out some basic first aid procedures.</li> <li>- How to reflect on their own behaviours in bullying situations.</li> <li>- How to carry out some simple self-care techniques such as: visualisation, stretching, specific breathing and being mindful.</li> </ul>

Year 5	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y5 our children will know:</b></p> <ul style="list-style-type: none"> <li>- What a stereotype is, how to challenge them and identify how they are presented in the media/wider world.</li> <li>- What prejudice and discrimination and identify some discriminatory language (homophobic, racist etc).</li> <li>- Learn how to identify discrimination and what to do if they see it at school.</li> </ul>

	<ul style="list-style-type: none"> <li>- How stereotyping and prejudice makes people feel.</li> <li>- What makes someone enterprising.</li> <li>- What is needed to set up an enterprise and the risks and benefits of running a business.</li> <li>- That people can be influenced by things online. Explain that it might not be trustworthy.</li> <li>- The different roles that might appear in a group.</li> <li>- Why some children might run away from home and understand the risks of doing so.</li> <li>- Identify the risks of running away.</li> <li>- That food/drink adverts can be misleading and can be made to appear more healthy to a consumer.</li> <li>- That advertising has an influence on people's food/drink choices.</li> <li>- How to analyse how the media portray celebrities and understand they may not be good role models even though they are presented that way.</li> <li>- That we need to be cautious about what we see in the media.</li> <li>- That grief follows a loss or a bereavement and can bring with it lots of challenging and conflicting emotions.</li> <li>- A wide range of terms for different emotions and an understanding of the different ways that the same emotion can be manifested.</li> </ul>
<b>Key Skills</b>	<p><b>By the end of Y5 our children will know:</b></p> <ul style="list-style-type: none"> <li>- How to challenge stereotypes if they hear them or see them at home or at school.</li> <li>- How someone might set up a business or an enterprise.</li> <li>- How to avoid being influenced by things they see online.</li> <li>- How to join a group and make others feel included in one.</li> <li>- How to spot 'hidden' bullying.</li> <li>- How they can improve relationships at home and at school by learning how to manage conflict and seek advice when they are unhappy.</li> <li>- How to spot when emotions are being expressed in a different way than they might expect. e.g. someone going quiet when they are angry or being very silly when they are nervous.</li> </ul>

Year 6	What will our children know after this year?
<b>Key Knowledge</b>	<p><b>By the end of Y6 our children will know:</b></p> <ul style="list-style-type: none"> <li>- What migration means and understand how this links to the experience of refugees.</li> <li>- The challenges that arise with moving from place to place.</li> <li>- The rights of the child - as part of the United Nation's Global Goals.</li> <li>- That human rights can sometimes conflict with a country's circumstances.</li> <li>- About the difficulties that come with being homeless or living in temporary accommodation.</li> <li>- How charities support the homeless.</li> <li>- That money is just one of several factors in choosing a job.</li> <li>- What anti-social behaviour is and the consequences of it.</li> <li>- That every person has a state of mental health and it can change frequently.</li> <li>- That anyone can be affected by mental ill health.</li> </ul>

	<ul style="list-style-type: none"><li>- Ways of dealing with stress.</li><li>- What risky behaviour looks like in groups.</li><li>- How to respond to peer pressure.</li><li>- How it feels when people are asked to do things they don't feel sure about.</li></ul>
<b>Key Skills</b>	<p><b>By the end of Y6 our children will know:</b></p> <ul style="list-style-type: none"><li>- How to identify behaviours that might be classed as 'risky'.</li><li>- How they can respond to peer pressure and resist it.</li><li>- How to communicate their feelings effectively and manage more difficult resolutions of problems with a friend.</li><li>- How they can deal with stress and upcoming changes or periods of uncertainty or change.</li><li>- How to make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</li><li>- How to identify jobs that might interest them in the future because of the skills or interests required for them.</li></ul>