



## PSHE Progression

<u>Year 1</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b><u>Objectives</u></b>	<p><b>What is the same and different about us?</b></p> <p>To identify what they like/dislike and are good at</p> <p>To identify what makes them special and how everyone has different strengths.</p> <p>To identify how their personal features or qualities are unique to them</p> <p>To identify how they are similar or different to others, and what they have in common.</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p><b>What helps us stay healthy?</b></p> <p>To identify what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <p>To know that things people put into or onto their bodies can affect how they feel</p> <p>To identify how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>To understand why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>To know what they can do to take care of themselves on a daily</p>	<p><b>Who is special to us?</b></p> <p>To understand that family is one of the groups they belong to, as well as, for example, school, friends, clubs.</p> <p>To think about the different people in their family / those that love and care for them</p> <p>To identify what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>To identify how families are all different but share common features – what is the same and different about them</p> <p>To know about different features of family life, including what families do / enjoy together</p> <p>To understand that it is important to tell someone (such as their teacher) if something about their</p>	<p><b>What can we do with money?</b></p> <p>To know what money is and that money comes in different forms.</p> <p>To identify how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>To understand how people make choices about what to do with money, including spending and saving</p> <p>To know the difference between needs and wants and that people may not always be able to have the things they want</p> <p>To know how to keep money safe and the different ways of doing this</p>	<p><b>Who helps to keep us safe?</b></p> <p>To know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</p> <p>To identify who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</p> <p>To know how to respond safely to adults they don't know</p> <p>To know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>To know how to get help if there is an accident and someone</p>	<p><b>How can we look after each other and the world?</b></p> <p>To understand how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.</p> <p>To identify the responsibilities they have in and out of the classroom</p> <p>To know how people and animals need to be looked after and cared for</p> <p>To identify what can harm the local and global environment; how they and others can help care for it</p> <p>To understand how people grow and change and how people's needs change as they grow from young to old</p>

		basis, e.g. brushing teeth and hair, hand washing	family makes them feel unhappy or worried		is hurt, including how to dial 999 in an emergency and what to say	To know how to manage change when moving to a new class/year group
<b><u>Sticky Knowledge</u></b>	<b>I can tell you:</b>  What I prefer, my strengths and how I am unique.  Differences and similarities between people.  Correct names for body parts.  Why private parts of my body are private.	<b>I can tell you:</b>  How I can take care of myself.  Ways to stay healthy.  Who helps me stay healthy?  Medicines are useful.  About hygiene – The importance of washing my hands.	<b>I can tell you:</b>  Which groups I belong to.  Who is in my family.  Who cares for me and how do I know they care for me.  What my family enjoy doing.  Who I would talk to if something was making me feel sad/worried and why it is important to talk to people.	<b>I can tell you:</b>  how people get money and what they can do with it.  Why people can't always get what they want because they don't have enough money.  How I can keep my money safe.	<b>I can tell you:</b>  What would I do if I felt unsafe/worried. Who could they talk to?  Talk about people in the community who help me E.g. police  Dial 999 in an emergency	<b>I can tell you:</b>  What kind/unkind behaviour is and how I can show kind behaviour  Ways to look after people and animals.  About challenges and positive things about changing classes.  Ways to take care of the environment.
<b><u>Cross-Curricular Links</u></b>	Science – Animals including Humans	Science – Animals including Humans		Maths - Money		Science - Plants
<b><u>Experiences &amp; Trips</u></b>		Doctor/Nurse – medicine, injections, handwashing		Speaker from a bank to talk about savings.	Invite someone from the local community to speak to the class about their role and how they help.	
<b>Year 2</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b><u>Objectives</u></b>	<b>What helps us to stay safe?</b>  To know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household	<b>What makes a good friend?</b>  To know ways to make friends with others  To know how to recognise when they feel lonely and what they	<b>What jobs do people do?</b>  To understand that jobs help people earn money to pay for things they need and want  To identify a range of different jobs, including	<b>What is bullying?</b>  To understand how words and actions can affect how people feel  To know how to ask for and give/not give permission regarding physical contact and	<b>What can help us grow and stay healthy?</b>  To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest	<b>How do we recognise our feelings?</b>  To recognise, name and describe a range of feelings  To know what helps them to feel good, or

	<p>products and online)</p> <p>To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>To know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>To understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p> <p>To know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>	<p>could do about it</p> <p>To understand how people behave when they are being friendly and what makes a good friend.</p> <p>To know how to resolve arguments that can occur in friendships.</p> <p>To know how to ask for help if a friendship is making them unhappy</p>	<p>those done by people they know or people who work in their community.</p> <p>To understand that people have different strengths and interests that enable them to do different jobs</p> <p>To understand how people use the internet and digital devices in their jobs and everyday life</p>	<p>how to respond if physical contact makes them uncomfortable or unsafe.</p> <p>To understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</p> <p>To know how to respond if this happens in different situations.</p> <p>To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>that eating and drinking too much sugar can affect their health, including dental health.</p> <p>To understand how to be physically active and how much rest and sleep they should have everyday.</p> <p>To know that there are different ways to learn and play; how to know when to take a break from screen-time.</p> <p>To identify how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>better if not feeling good.</p> <p>To know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>To understand how feelings can affect people in their bodies and their behaviour.</p> <p>To understand ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p> <p>To identify how to recognise when they might need help with feelings and how to ask for help when they need it</p>
<p><b><u>Sticky Knowledge</u></b></p>	<p><b>I can tell you:</b></p> <p>Why rules keep people safe and give an</p>	<p><b>I can tell you:</b></p> <p>How to make friends.</p> <p>What to do if I feel</p>	<p><b>I can tell you:</b></p> <p>Jobs help people to earn money.</p>	<p><b>I can tell you:</b></p> <p>Why bullying with words and actions can make people feel</p>	<p><b>I can tell you:</b></p> <p>Things that help my body to be healthy, including food and drink, physical activity,</p>	<p><b>I can tell you:</b></p> <p>About different feelings.</p>

	<p>example.</p> <p>What are unsafe situations and what would I do if I was in one.</p> <p>That's it's ok to say no.</p> <p>That I don't have to keep secrets if it makes me feel unsafe/uncomfortable.</p> <p>Not everything online is true and sometimes people can pretend to be someone else.</p> <p>How to tell an adult that I am worried.</p>	<p>lonely.</p> <p>What good friends do.</p> <p>What to do if I fall out with my friends.</p> <p>How to ask for help if a friendship is making my unhappy.</p>	<p>There are lots of different jobs – name some in Burscough.</p> <p>People have strengths and interests which suit jobs.</p> <p>People can use the Internet to do jobs.</p>	<p>happy/sad.</p> <p>What to do if I was being bullied or saw someone else being bullied.</p> <p>That it's ok to say no to physical contact.</p> <p>That I shouldn't touch other people unless I have permission.</p> <p>That I would ask for help if someone touched me and it made me feel worried/sad.</p>	<p>sleep and rest.</p> <p>That eating and drinking too much sugar can affect my health, including dental health.</p> <p>Different ways to play and learn.</p> <p>Why it's important to get a break from screen time.</p> <p>Sunshine helps me grow.</p> <p>How to stay sun-safe.</p>	<p>What I like to do to make myself feel happy.</p> <p>That I can have different feelings depending on what is going on in my life. E.g bereavement. This is normal!</p> <p>My feelings can change my behaviour.</p> <p>That I should talk to someone to help me deal with big feelings and how to ask for this help.</p>
<b><u>Cross-Curricular Links</u></b>					Science – Animals including humans	
<b><u>Experiences &amp; Trips</u></b>	Visit from the Fire Service		Members of the local community to share information about their jobs			
<b><u>Year 3</u></b>	<b><u>Autumn</u></b>		<b><u>Spring</u></b>		<b><u>Summer</u></b>	
<b><u>Objectives</u></b>	<p><b>What keeps us safe?</b></p> <p>To recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</p> <p>To know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and</p>	<p><b>Why should we keep active and sleep well?</b></p> <p>To know how regular physical activity benefits bodies and feelings</p> <p>To understand how to be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>To know how to make</p>	<p><b>What are families like?</b></p> <p>To understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>To know how common features of positive family</p>	<p><b>What makes a Community?</b></p> <p>To know they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>To identify what is meant by a diverse community; how different groups make up the wider/local community around the</p>	<p><b>How can we be a good friend?</b></p> <p>To understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>To know how to recognise if others are feeling lonely and excluded and strategies</p>	<p><b>What strengths, skills and interests do we have?</b></p> <p>To know how to recognise personal qualities and individuality.</p> <p>To develop self-worth by identifying positive things about themselves and their</p>

	<p>stabilizers</p> <p>To understand that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</p> <p>To know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>To understand that everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>To know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>To know what to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>choices about physical activity, including what and who influences decisions.</p> <p>To understand how the lack of physical activity can affect health and wellbeing.</p> <p>To know how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</p> <p>To know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>To know how people within families should care for each other and the different ways they demonstrate this</p> <p>To identify how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>school.</p> <p>To know how the community helps everyone to feel included and values the different contributions that people make</p> <p>To know how to be respectful towards people who may live differently to them</p>	<p>to include them.</p> <p>To know how to build good friendships, including identifying qualities that contribute to positive friendships.</p> <p>To understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</p> <p>To know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>achievements</p> <p>To understand how their personal attributes, strengths, skills and interests contribute to their self-esteem.</p> <p>To know how to set goals for themselves.</p> <p>To know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>
<b>Sticky Knowledge</b>	<b>I can tell you:</b> What might cause me	<b>I can tell you:</b> Exercise is good for	<b>I can tell you:</b>	<b>I can tell you:</b> Different community	<b>I can tell you:</b> Friendships should	<b>I can tell you:</b> Positive things about

	<p>injuries or be unsafe.</p> <p>Ways to keep myself and others safe.</p> <p>That my body belongs to me and no one should hurt me or touch it without my permission.</p> <p>To tell someone if anything happens that makes me feel unsafe or uncomfortable.</p> <p>About ways people can stay healthy and have good hygiene.</p> <p>Some people need medicines and how they should be used responsibly.</p> <p>Some basic first aid.</p> <p>Dial 999 – What would I say to the operator?</p>	<p>physical and mental health.</p> <p>A variety of ways to exercise.</p> <p>How much exercise I need each week to keep healthy.</p> <p>What happens if I don't get enough exercise.</p> <p>Who I talk to about exercise and keeping healthy.</p>	<p>All families are different.</p> <p>Name different types of families.</p> <p>About positive things families can do together.</p> <p>People in a family should care for each other and ways that they can show this.</p> <p>How to ask for help if something in my family made me feel unhappy or unsafe.</p>	<p>groups in Burscough.</p> <p>About any groups I belong to.</p> <p>What a diverse community is and why it is a positive thing.</p> <p>How to be respectful to different members of the community.</p> <p>How community groups can make people feel included and valued.</p>	<p>make you feel happy.</p> <p>How to ask for help if I am feeling lonely or have friendship issues.</p> <p>The signs that someone is feeling lonely and what I could do to help.</p> <p>How to be a good friend.</p> <p>How to solve problems between friends.</p>	<p>myself and talk about my strengths and achievements.</p> <p>What self-esteem is and why it is important.</p> <p>About setting goals and learning from mistakes.</p>
<b><u>Cross-Curricular Links</u></b>	Science – Animals including Humans	Science – Animals including Humans				
<b><u>Experiences &amp; Trips</u></b>	First Aid session with a qualified first aider in school	Link with Burscough Health Centre		Invite local community groups in E.g. Brownies, Scouts		
<b><u>Year 4</u></b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>			
<b><u>Objectives</u></b>	<p><b>Why should we eat well and look after our teeth?</b></p> <p>To understand how to eat a healthy diet and the benefits of nutritionally rich foods</p>	<p><b>How do we treat each other with respect?</b></p> <p>To understand how people's behaviour affects themselves and others, including online. WhatsApp focus –</p>	<p><b>How can we manage our feelings?</b></p> <p>To understand how everyday things can affect feelings.</p> <p>To understand how feelings change over time</p>	<p><b>How will we grow and change?</b></p> <p>To know about puberty and how bodies change during puberty, including menstruation and menstrual</p>	<p><b>How can our choices make a difference to others' and the environment?</b></p> <p>To understand how people have a shared responsibility to help protect the world</p>	<p><b>How can we manage risk in different places?</b></p> <p>To know how to recognise, predict, assess and manage risk in different</p>

	<p>To know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</p> <p>To know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</p> <p>To understand how people make choices about what to eat and drink, including who or what influences these.</p> <p>To know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>appropriate comments.</p> <p>To know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</p> <p>To know about the relationship between rights and responsibilities</p> <p>To understand the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>To know the rights that children have and why it is important to protect these.</p> <p>To understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</p> <p>To know how to respond to aggressive or inappropriate behaviour (including</p>	<p>and can be experienced at different levels of intensity.</p> <p>To know the importance of expressing feelings and how they can be expressed in different ways. Focus on loss and bereavement.</p> <p>To know how to respond proportionately to, and manage, feelings in different circumstances.</p> <p>To identify ways of managing feelings at times of loss, grief and change</p> <p>To know how to access advice and support to help manage their own or others' feelings</p>	<p>wellbeing.</p> <p>To understand how puberty can affect emotions and feelings.</p> <p>To know how personal hygiene routines change during puberty.</p> <p>To identify how to ask for advice and support about growing and changing and puberty</p>	<p>around them.</p> <p>To identify how everyday choices can affect the environment.</p> <p>To understand that what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>To develop the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p> <p>To know how to show care and concern for others (people and animals)</p> <p>To understand how to carry out personal responsibilities in a caring and compassionate way</p>	<p>situations.</p> <p>To identify how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>To understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</p> <p>To know how people's online actions can impact on other people.</p> <p>To know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>To know how to report concerns, including about inappropriate online content and contact.</p> <p>To know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or</p>
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		online and unwanted physical contact) – how to report concerns				against the law
<b>Sticky Knowledge</b>	<p><b>I can tell you:</b></p> <p>About why a healthy diet is important.</p> <p>That having a poor diet can affect my health.</p> <p>Too much sugar/acidic drinks are not good for my teeth.</p> <p>How to brush my teeth properly and the importance of visiting the dentist.</p> <p>That I can make positive choices about what I eat.</p> <p>Who I can speak to if I have questions about my health.</p>	<p><b>I can tell you:</b></p> <p>About ways that I can be polite to others in different situations (including online).</p> <p>What respectful behaviour is.</p> <p>How to respond positively/appropriately when using WhatsApp (or similar App)</p> <p>Why some secrets can be kept secret but others cannot be kept. Give examples.</p> <p>Everyone has the right to privacy.</p> <p>All children have rights and these are important.</p> <p>About what discrimination is, why people might be discriminated against and what can I do if I witness discrimination.</p> <p>What I would do if I witnessed aggressive/inappropriate behaviour and who I could tell.</p>	<p><b>I can tell you:</b></p> <p>That feelings can change over time.</p> <p>People can have different feelings to the same situation.</p> <p>It is important to talk about your feelings and explore them.</p> <p>People show their feelings in different ways.</p> <p>Losing someone/something that is important can make people have a variety of different feelings.</p> <p>How I can manage my feelings during loss. Who I can talk to.</p> <p>People can help me manage my feelings.</p> <p>How to respond to different situations appropriately.</p>	<p><b>I can tell you:</b></p> <p>What puberty is.</p> <p>Puberty is a normal part of growing up.</p> <p>How bodies can change during puberty.</p> <p>What menstruation is and how to look after yourself during this time.</p> <p>Puberty can affect people's emotions and feelings.</p> <p>That hygiene is important during puberty. Ways to look after yourself.</p> <p>How to ask for help/who to ask for help.</p>	<p><b>I can tell you:</b></p> <p>Why it is important to be Eco-friendly.</p> <p>That everyone has a responsibility to protect the Earth.</p> <p>Little things that I can do to help the environment.</p> <p>Things that people buy can affect the environment – positive/negative. Fairtrade/single-use plastics.</p> <p>About an issue in the news about the environment.</p> <p>Ways that I can care for people and animals.</p>	<p><b>I can tell you:</b></p> <p>Some situations that are not very risky, quite risky and very risky.</p> <p>How to keep safe by the road, canal and railway (specific to Burscough). And other places.</p> <p>About peer pressure. Why people can be influenced by their friends and how to say 'no'.</p> <p>About risks online and ways to keep safe.</p> <p>How to report anything that I feel is inappropriate online. Who could I speak to?</p> <p>Rules are in place to protect people and keep us safe.</p> <p>How to respond to Anti-social behaviour.</p>
<b>Cross-Curricular Links</b>	Science – Animals including Humans			Science – Animals including Humans		Computing – online safety
<b>Experiences &amp; Trips</b>	Dentist					Visit to the



						railway/canal (safety)	
Year 5	Autumn		Spring		Summer		
<b>Objectives</b>	<p><b>What makes up our identity?</b></p> <p>To know how to recognise and respect similarities and differences between people and what they have in common with others.</p> <p>To understand that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>To understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>To know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p>	<p><b>How can drugs common to everyday life affect health?</b></p> <p>To know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</p> <p>To identify that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>To know how laws surrounding the use of drugs exist to protect them and others.</p> <p>To understand why people, choose to use or not use different drugs</p> <p>To know how people can prevent or reduce the risks associated with them.</p> <p>To understand that for some people, drug use can become a habit which is difficult to break.</p> <p>To know how organisations help people to stop smoking</p>	<p><b>What decisions can people make with money?</b></p> <p>To know how people make decisions about spending and saving money and what influences them.</p> <p>To understand how to keep track of money so people know how much they have to spend or save.</p> <p>To know how people make choices about ways of paying for things they want and need (e.g., from current accounts/savings; store card/ credit cards; loans)</p> <p>To recognise what makes something 'value for money' and what this means to them.</p> <p>To identify risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	<p><b>How can friends Communicate safely?</b></p> <p>To know about the different types of relationships people have in their lives.</p> <p>To understand feelings when dealing with divorce and separation.</p> <p>To understand how friends and family communicate together; how the internet and social media can be used positively.</p> <p>To know how knowing someone online differs from knowing someone face-to-face.</p> <p>To recognise risk in relation to friendships and keeping safe</p> <p>To know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.</p> <p>To know how to respond if a friendship is making them feel worried, unsafe or</p>	<p><b>How can we help in an accident or emergency?</b></p> <p>To know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>To know that if someone has experienced a head injury, they should not be moved.</p> <p>To identify when it is appropriate to use first aid and the importance of seeking adult help.</p> <p>To understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p> <p>To understand how to stay safe at sea and the role of the coastguard</p>	<p><b>What jobs would we like?</b></p> <p>To understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>To understand that some jobs are paid more than others, and some may be voluntary (unpaid).</p> <p>To know about the skills, attributes, qualifications and training needed for different jobs.</p> <p>To identify that there are different ways into jobs and careers, including college, apprenticeships, and university.</p> <p>To know how people choose a career/job and what influences their decision, including skills, interests and pay.</p> <p>To know how to question and challenge stereotypes about the types of jobs people can do.</p> <p>To understand how they might choose a</p>	

	<p>To know how to challenge stereotypes and assumptions about others.</p> <p><b>Growing and Changing</b></p> <p>To understand how to deal with changing emotions and where to seek advice.</p> <p>To identify emotional and physical changes to their bodies during puberty including menstruation and menstrual wellbeing</p> <p>To understand the importance of maintaining good personal hygiene</p> <p>To understand about body image</p>	<p>and the support available to help people if they have concerns about any drug use.</p> <p>To know how to ask for help from a trusted adult if they have any worries or concerns about drugs</p>		<p>uncomfortable.</p> <p>To understand how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>		<p>career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>
<p><b><u>Sticky Knowledge</u></b></p>	<p><b>I can tell you:</b></p> <p>How I can show respect for others.</p> <p>What I have in common with other people.</p> <p>We should respect people's differences.</p> <p>How people's identity is made up of different factors. Name some (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p>	<p><b>I can tell you:</b></p> <p>What drugs are.</p> <p>That some drugs are legal and some are illegal. Give Examples.</p> <p>Why we have laws to protect everyone from drugs.</p> <p>Why people choose to use/not use drugs.</p> <p>The risks of using drugs.</p>	<p><b>I can tell you:</b></p> <p>How people make choices about how they spend their money.</p> <p>How to keep track of my pocket money and make decisions about what to do with it.</p> <p>That there are different ways to pay for things. Advantages/disadvantages of the different ways.</p> <p>What 'value for money' is.</p>	<p><b>I can tell you:</b></p> <p>About different types of relationships that people can have.</p> <p>How feelings and emotions are affected when dealing with divorce/separation.</p> <p>How friends/family can communicate with each other (including using technology).</p> <p>Knowing someone online is not the same</p>	<p><b>I can tell you:</b></p> <p>How I would carry out some basic first aid.</p> <p>Not to move someone if they have a head injury.</p> <p>When I can safely give first aid and when an adult needs to support me.</p> <p>That I need to try to stay calm in an emergency.</p>	<p><b>I can tell you:</b></p> <p>That there are lots of different types of jobs and people can change jobs throughout their life.</p> <p>Jobs pay different amounts. Some people choose to do voluntary work.</p> <p>What skills would be needed for different jobs.</p> <p>That there are different</p>

	<p>Some people's gender identity might be different from their biological sex.</p> <p>What stereotyping is and why it can be harmful. How I can challenge stereotypes.</p> <p>What puberty is and how emotional and physical changes can take place. Who I could ask for help/advice about this.</p> <p>What menstruation is and how to take care of ourselves during this time.</p> <p>Good hygiene routines.</p> <p>What body image is and how to maintain a positive outlook.</p>	<p>That taking drugs can form habits.</p> <p>Where I could get advice if I was worried about drugs.</p>	<p>Money can be won, lost, stolen and how this can affect people's feelings.</p>	<p>as knowing them in person.</p> <p>How to keep safe and identify dangers.</p> <p>What is safe/not safe to share online. Asking for consent to share information online.</p> <p>The signs that a friendship is becoming problematic.</p> <p>How to ask for help and who to ask if relationships are making me feel uncomfortable or worried.</p>	<p>How I would contact the emergency services and what I would say to them.</p> <p>Ways to stay safe at the beach.</p> <p>The role of the coastguard.</p>	<p>ways to get into different jobs E.g University/ apprenticeships</p> <p>Why people choose different jobs. What jobs I am interested in.</p> <p>That I shouldn't be held back by stereotypes.</p>
<b><u>Cross-Curricular Links</u></b>	Science – Animals including Humans					
<b><u>Experiences &amp; Trips</u></b>	Visitor which breaks a stereotype.				Coastguard	Careers Fair
<b><u>Year 6</u></b>	<b><u>Autumn</u></b>		<b><u>Spring</u></b>		<b><u>Summer</u></b>	
<b><u>Objectives</u></b>	<p><b>How can we keep healthy as we grow?</b></p> <p>To understand how mental and physical health are linked.</p> <p>To understand how positive friendships and being involved in activities such as clubs</p>	<p><b>How can we look after our mental health?</b></p> <p>To know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in</p>	<p><b>How can the media influence people?</b></p> <p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p> <p>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</p>		<p><b>What will change as we become more independent? How do friendships change as we grow?</b></p> <p>To understand that people have different kinds of relationships in their lives, including romantic or intimate relationships. Abusive relationships – seeking help.</p> <p>To know that people who are attracted to and love each other can be of any gender, ethnicity or</p>	

	<p>and community groups support wellbeing.</p> <p>To understand how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities understand the importance of balancing game and screen time with other parts of their lives e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health, identify the positive and negative influences of technology on health and the environment, how sleep contributes to a healthy lifestyle the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices</p> <p>To understand that</p>	<p>and outside school.</p> <p>To understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>To know that anyone can experience mental ill-health and to discuss concerns with a trusted adult.</p> <p>To understand that mental health difficulties can usually be resolved or managed with the right strategies and support.</p> <p>*To identify that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p> <p>*See policy guidance</p>	<p>To identify the benefits and risks of giving personal information and device access to different software.</p> <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To begin to understand how information online can persist and give away details of those who share or modify it.</p> <p>To identify how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions.</p> <p>To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images.</p> <p>To know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</p> <p>To understand how text and images can be manipulated or invented; strategies to recognise this.</p> <p>To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>to recognise unsafe or suspicious content online and</p>	<p>faith; the way couples care for one another.</p> <p>To know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership.</p> <p>To understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p> <p>To understand how puberty relates to growing from childhood to adulthood.</p> <p>To know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>To know that there are ways to prevent a baby being made<sup>2</sup> (only if questioned by the children)</p> <p>To understand how growing up and becoming more independent comes with increased opportunities and responsibilities.</p> <p>To understand how friendships may change as they grow and how to manage this.</p> <p>To know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</p>
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<p><b><u>Sticky Knowledge</u></b></p>	<p><b>I can tell you:</b></p> <p>What mental health is and how to promote wellbeing. Give examples.</p> <p>Lots of examples about how to have a healthy, balanced lifestyle (see objective for further details)</p> <p>About healthy/unhealthy habits and how to maintain healthy habits.</p> <p>That there are legal and illegal drugs and how they can affect people's lives. Give examples.</p>	<p><b>I can tell you:</b></p> <p>How to recognise signs that I have poor physical/mental health and who to speak to about this.</p> <p>That it is important to speak to people about these problems because they can build up over time.</p> <p>That anyone can have mental health problems.</p> <p>Mental health can be improved by putting in strategies and asking for help.</p> <p>About people's rights to</p>	<p><b>I can tell you:</b></p> <p>The benefits and risks of using mobile phones.</p> <p>How I know a site is secure.</p> <p>What to share safely online and what a digital footprint is.</p> <p>What appropriate online behaviour is and discuss possible dangers online.</p> <p>About how the media can affect people's behaviour/actions/feelings. Give examples</p> <p>That the media can give you mixed messages and how to look for trustworthy sources.</p> <p>What to do if I see suspicious or unsafe content online.</p>	<p><b>I can tell you:</b></p> <p>About different relationships in people's lives and how there can be romantic relationships.</p> <p>How a romantic relationship is different/same as other relationships.</p> <p>Relationships can be between people of different religions, gender, ethnicity Etc.</p> <p>That relationships can be abusive. How to spot the signs and how to seek help.</p> <p>Adults do not have to get married.</p> <p>Adults can choose to get married or have a civil partnership.</p>

		<p>protect their body. People should ask for consent before they touch you.</p> <p>Speak to someone about any worries.</p>	<p>Why some things online aren't suitable for children.</p> <p>How to report information that is inappropriate online.</p> <p>About how gambolling can impact people's lives.</p> <p>About what/who can influence people and the impact that can have.</p>	<p>The difference between getting married and a civil partnership.</p> <p>Marriage/civil partnership should be wanted by both people. Forced marriage is a crime.</p> <p>Puberty is a stage moving between childhood and adulthood.</p> <p>How babies are conceived, born and need to be looked after.</p> <p>Some of the opportunities/responsibilities I will have when I grow older.</p> <p>How and why friendships might change as I grow older.</p> <p>Strategies for managing change.</p> <p>Strategies for moving to secondary school.</p> <p>How I feeling about moving to Secondary School.</p> <p>How to ask for help and identify who I can talk to.</p>
<b><u>Cross-Curricular Links</u></b>	Science – Animals including Humans			Science – Animals including Humans
<b><u>Experiences &amp; Trips</u></b>	Visit from a Mental Health professional			Visit to Secondary School