

Theme and Key Area		EYFS
Self-Regulation	Skills	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Vocabulary	happy, sad, like/dislike, feelings home, park, home, visit, school, holiday, tablet, safe, rules
	Knowledge Covered	Understanding feelings Managing behaviour – using gentle words and hands Goal setting Overcoming obstacles Celebrating achievements
Managing Self	Skills	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Vocabulary	Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep,
	Knowledge Covered	My body and being healthy My body and exercise Food and teeth cleaning Sleep Stranger Danger Health Week
Building Relationships	Skills	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others;

		<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
	Vocabulary	family, mum, dad, brother, sister, grandad, grandma, nan, cousins,
	Knowledge Covered	Developing relationships Families and homes Who is in my family? Making friends Dealing with falling out Being a good friend Anti-bullying week Uniqueness – what makes me special Families and homes Making friends

Theme and Key Area		Y1	Y2
Being me in my world (Relationships)	Skills	Pupils can explain why their class is a happy and safe place to learn. Pupils can give different examples where they or others make their class happy and safe.	Pupils can explain why their behaviour can impact on other people in their class. Pupils can compare their own and their friends' choices and can express why some choices are better than others.
	Vocabulary	Safe Special Calm Belonging Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed Illustration	Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive

			Negative Choices Co-operate Learning Charter Rewards Problem-solving Choices
	Knowledge Covered	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings
Celebrating difference (Living in the wider world)	Skills	Pupils can explain what bullying is and how being bullied might make someone feel. Pupils can explain some ways that they are different and similar to other people in their class and how this makes them special.	Pupils understand how it feels to have a friend and be a friend. They know why it is ok to be different. Pupils can explain that sometimes people get bullied because they are seen to be different, this might include people who do not conform to gender stereotypes.
	Vocabulary	Similarity/similar Same as Different from Difference Similarity Bullying Bullying behaviour Deliberate On purpose Unfair Included Bully Bullied Celebration Difference Special Unique	Boys Girls Similarities Assumptions Shield Stereotypes Differences Special Bully Purpose Kind Unkind Feelings Sad Lonely Help Stand up for Help Male Female Difference Diversity Fairness Kindness Friends Special Unique Different Similarities Values
	Knowledge Covered	Similarities and differences. Understanding bullying and knowing how to deal with it. Making	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and

		new friends. Celebrating the differences in everyone.	others. Making new friends. Gender diversity. Celebrating difference and reminding friends.
Dreams and Goals (Living in the wider world)	Skills	<p>Pupils can explain how it feels to be successful and that they know how to celebrate success positively.</p> <p>Pupils will talk about their internal treasure chest and how it stores their positive feelings.</p>	<p>Pupils are able to explain how they play their part in a group and the parts other people have played to create an end product. They explain how their skills complimented each other.</p> <p>Pupils can explain how it feels to be part of a group and can identify a range of feelings about group work.</p>
	Vocabulary	<p>Proud Success Achievement Goal Treasure Coins Goal Learning Stepping stones Process Garden Dreams Working together Team work Achievement Celebrate Learning Stretchy Challenge Feelings Challenge Obstacle Overcome Achieve Goal Stepping stones</p> <p>Success Celebration Internal treasure chest Goals Dreams Garden</p>	<p>Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy</p> <p>Learning together Success Celebrate Achievement Goal Partner Team work</p> <p>Challenge Product Dream Group Team work Problem- solve</p> <p>Proud</p>
	Knowledge Covered	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.

<p>Healthy Me (Healthy Living)</p>	<p>Skills</p>	<p>Pupils can explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Pupils can give examples of when being healthy can help them to feel happy.</p>	<p>Pupils can explain why foods and medicines can be good for their body and can compare with less healthy choices.</p> <p>Pupils can compare their choices with their friends choices and can express how it feels to make healthy and safe choices.</p>
	<p>Vocabulary</p>	<p>Healthy Unhealthy Balanced Exercise Sleep Choices</p> <p>Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe</p> <p>Medicines Trust</p> <p>Safe Safety Green Cross Code</p>	<p>Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm</p> <p>Healthy Unhealthy Dangerous Medicines Safe Body</p> <p>Balanced diet Portion Proportion</p> <p>Fuel Nutritious Energy</p>
	<p>Knowledge Covered</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>
<p>Relationships</p>	<p>Skills</p>	<p>Pupils can explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>Pupils can give examples of behaviour that they appreciate in other people and behaviours that they don't like.</p>	<p>Pupils can say why some things might make them feel uncomfortable in a relationship and can compare this with relationships that make them feel safe and special.</p> <p>Pupils can give examples of some different problem-solving techniques and they can explain how they might use them in their relationships.</p>
	<p>Vocabulary</p>	<p>Family Belong Different Same Greeting Touch Feel Texture Like Dislike</p>	<p>Family Different Similarities Special Relationship Important Cooperate</p>

		<p>Friends Friendship Qualities Caring Sharing Kind Help Helpful Community Feelings</p> <p>Confidence Praise Qualities Skills self-belief Incredible Proud</p> <p>Celebrate Relationships Special Appreciate Feelings</p>	<p>Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable</p> <p>Friends Likes/dislikes Conflict Point of view Positive problem solving</p> <p>Secret Surprise Good secret Worry Telling Adult</p> <p>Trust Surprised Happy Sad Frightened Trustworthy Honesty Reliability</p> <p>Compliments Celebrate Positive Negative Appreciate</p>
	Knowledge Covered	<p>Belonging to a family Making friends/being a good friend</p> <p>Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Different types of family Physical contact boundaries</p> <p>Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>
Changing Me (Healthy Me)	Skills	<p>Pupils will compare how they are now compared to when they were a baby and will explain some changes that will happen as they get older.</p> <p>Pupils can use the words ... penis testicles anus vagina vulva and give reasons why they are private.</p> <p>They can explain how some changes they might experience might feel better than others.</p>	<p>Pupils will use the correct terms to describe. penis testicles anus vagina vulva and explain why they are private. They will explain why some types of touches feel ok and others don't.</p>

	Vocabulary	Growing up Adult Mature Change Male Female Vagina Penis Testicles Vulva Anus Learn New Grow Change Feelings Anxious Worried Excited Coping	Growing up Old Young Change Respect Appearance Physical Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Male Female Vagina Penis Testicles Vulva Anus Public Private Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable Change Looking forward Excited Nervous Anxious Happy
	Knowledge Covered	Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies. Assertiveness. Preparation for transition.	How babies grow Understanding a baby's needs Outside body changes. Inside body changes. Family Stereotypes. Challenging my ideas. Preparing for transition.

Theme and Key Area		Y3	Y4
Being me in my world (Relationships)	Skills	Pupils can explain how their behaviour can affect how others feel and behave. Pupils are able to explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it is important to feel valued.	Pupils can explain how their behaviour can affect how others feel and behave. Pupils can explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it is important to feel valued.
	Vocabulary	Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm	Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility

		Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibilities Learning Charter Nightmare Dream Behaviour Rewards Consequences Actions Feelings Fairness Choices Choices Learning Charter Challenge Group dynamics Team work Actions View point Ideal school Belong	Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer Choices Democracy UN Convention on Rights of Child Learning Charter
	Knowledge Covered	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour
Celebrating difference (Living in the wider world)	Skills	Pupils can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Pupils can tell you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	Pupils can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Pupils can tell you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.
	Vocabulary	Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful	Character Assumption Judgement Surprised Different Appearance Accept Assumption Influence Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate On purpose Bystander Witness

		Compliment Special Unique Difference Similarity	Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed Judgement Assumption Influence Special Different Accept
	Knowledge Covered	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions
Dreams and Goals (Living in the wider world)	Skills	Pupils can explain the different ways that help me learn and what they need to do to improve. Pupils are confident and positive when they share their success with others. They can explain how these feelings can be stored in their internal treasure chest and why this is important.	Pupils can explain the different ways that help them learn and what they need to do to improve. Pupils are confident and positive when they share their success with others. They can explain how these feelings can be stored in my internal treasure chest and why this is important.
	Vocabulary	Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique	Dream Hope Goal Determination Perseverance Resilience Positive Attitude Hopes Disappointment Fears Hurt Resilience Goals Plans Cope Help Self-belief Motivation Perseverance Dream Commitment Team work Enterprise Design Cooperation

		Solution Team work Review Learning Strengths Success Self-review Celebrate Evaluate	
	Knowledge Covered	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
Healthy Me (Healthy Living)	Skills	Pupils can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help. Pupils can express how being anxious/ scared and unwell feels.	Pupils can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help. Pupils can express how being anxious/ scared and unwell feels.
	Vocabulary	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Energy Labels Sugar Fat Saturated Fat Healthy Drugs Attitude Safe Anxious Scared Strategy Advice Harmful Risk Feelings Complex Appreciate Body Healthy Safe Choice Risk	Friendships Emotions Healthy Relationships Friendship groups Value Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong
	Knowledge Covered	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs	Healthier friendships Group dynamics Smoking

		<p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others Healthy and safe choices</p>	<p>Alcohol Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>
Relationships	Skills	<p>Pupils can explain how their life is influenced positively by people they know and also by people from other countries.</p> <p>Pupils can explain why their choices might affect their family, friendships and people around the world who they don't know.</p>	<p>Pupils can explain how my life is influenced positively by people they know and also by people from other countries.</p> <p>Pupils can explain why their choices might affect their family, friendships and people around the world who they don't know.</p>
	Vocabulary	<p>Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype</p> <p>Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming</p> <p>Global Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice</p> <p>Happiness Celebrating Relationships Friendship Family Thank you Appreciation</p>	<p>Relationship Close Jealousy Problem-solve Emotions Positive Negative</p> <p>Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression</p> <p>Souvenir Memento Memorial Memories Special Remember</p> <p>Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy</p> <p>Boyfriend Girlfriend Attraction Pressure Personal Comfortable</p> <p>Special Love Appreciation Symbol Care</p>
	Knowledge Covered	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p>	<p>Jealousy Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends Showing appreciation to people and animals</p>

<p>Changing Me (Healthy Me)</p>	<p>Skills</p>	<p>Pupils can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Pupils recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.</p>	<p>Pupils can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Pupils can explain some of the choices they might make in the future and some of the choices that they have no control over. They can offer some suggestions about how they might manage their feelings when changes happen.</p>
	<p>Vocabulary</p>	<p>Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy</p>	<p>Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy</p>
	<p>Knowledge Covered</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>

Theme and Key Area		Y5	Y6
Being me in my world (Relationships)	Skills	<p>Pupils can compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>Pupils can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Pupils can compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>Pupils can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>
	Vocabulary	<p>Education Appreciation Opportunities Goals Motivation Vision Hopes</p> <p>Challenge</p> <p>Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice Citizen Privilege Deprive Rewards Consequences Choices Learning Charter Cooperation Collaboration</p> <p>Participation Motivation Rewards Consequences</p>	<p>Goals Worries Fears Value Welcome</p> <p>Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education</p> <p>Wants Needs Maslow Empathy Comparison Opportunities Education</p> <p>Choices Behaviour Consequences Empathise Learning Charter Obstacles</p> <p>Cooperation Collaboration Legal Illegal Lawful Laws Learning Charter Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud</p>
	Knowledge Covered	Planning the forthcoming year Being a citizen	identifying goals for the year Global citizenship

		<p>Rights and responsibilities Rewards and consequences</p> <p>How behaviour affects groups Democracy, having a voice, participating</p>	<p>Children’s universal rights Feeling welcome and valued</p> <p>Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>
<p>Celebrating difference</p> <p>(Living in the wider world)</p>	<p>Skills</p>	<p>Pupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation.</p> <p>Pupils can explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour.</p>	<p>Pupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation.</p> <p>Pupils can explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour.</p>
	<p>Vocabulary</p>	<p>Culture Conflict Difference Similarity Belong Culture wheel</p> <p>Racism Colour Race Discrimination Culture Ribbon</p> <p>Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving</p> <p>Indirect Direct</p>	<p>Character Assumption Judgement Normal Ability Disability Visual impairment</p> <p>Empathy Perception Medication Vision Blind Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities</p> <p>Power Struggle Imbalance Control Harassment Bullying</p>

		<p>Happiness Difference Similarity Continuum Developing world Discrimination</p> <p>Celebration Artefacts Display Presentation</p>	<p>Bullying behaviour Direct Indirect Argument Recipient</p> <p>Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina Celebration Difference Conflict</p>
	Knowledge Covered	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying</p> <p>Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Perceptions of normality Understanding disability Power struggles</p> <p>Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>
Dreams and Goals (Living in the wider world)	Skills	<p>Pupils can compare my hopes and dreams with those of</p> <p>young people from different cultures.</p> <p>Pupils can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>	<p>Pupils can compare their hopes and</p> <p>dreams with those of young people from different cultures.</p> <p>Pupils can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>
	Vocabulary	<p>Dream Hope Goal Feeling Achievement Money Grown up Adult</p> <p>Lifestyle</p> <p>Job Career Profession Money Salary Contribution Society Determination Perseverance Motivation</p>	<p>Dream Hope Goal Learning Strengths</p> <p>Stretch Achievement Personal Realistic Unrealistic Feeling Achievement Success Criteria Learning steps Money Global Issue Suffering Concern Hardship</p>

		Aspiration Culture Country Sponsorship Communication Support Rallying Teamwork Cooperation Difference	Sponsorship Hardship Empathy Motivation Suffering Hardship Empathy Motivation Admire Respect Achievement Praise Compliment Contribution Recognition
	Knowledge Covered	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
Healthy Me (Healthy Living)	Skills	Pupils can explain different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Pupils can summarise different ways that they respect and value my body.	Pupils can explain different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Pupils can summarise different ways that they respect and value my body.
	Vocabulary	Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Influence Emergency Procedure Recovery position Calm Level-headed Body image Media Social media Celebrity Altered Self- respect Comparison	Responsibility Choice Immunisation Prevention Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs' Exploited Vulnerable Drugs Criminal Illegal Gangs Gang Pressure Strategies Reputation Anti- social behaviour Crime Illegal Mental health Emotional health Mental illness

		Eating problem Eating disorder Respect Pressure Debate Opinion Fact Choices Healthy lifestyle Motivation	Symptoms Stress Triggers Strategies Managing stress Pressure
	Knowledge Covered	Smoking including vaping. Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility. How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Relationships (Relationships)	Skills	Pupils can compare different types of friendships and the feelings associated with them. They can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure. Pupils can apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others.	Pupils can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Pupils can explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations. They can offer strategies to help themselves manage these feelings and situations.
	Vocabulary	Men Women Male Female Unisex Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit	Mental health Ashamed Stigma Stress Anxiety Support Mental health Worried Signs Stress Anxiety Warning Support Self-harm

		<p>Social network Community Online Off line Rights Risky Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Devices Screen time Social Offline Mental health Physical health Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities</p>	<p>Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Power Control Cyberbullying Abuse Safety</p>
	Knowledge Covered	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMARRT internet safety rules.</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use.</p>
Changing Me (Healthy Me)	Skills	<p>Pupils can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</p> <p>Pupils can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p>	<p>Pupils can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</p> <p>Pupils can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p>

	Vocabulary	<p>Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Teenager Milestone Perceptions Puberty Responsibilities Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>	<p>Self-image Self-esteem Real self Celebrity Opportunities Freedoms Responsibilities Puberty Pubic Hair Voice Breaks M Facial Hair Erection Tampon Breasts Hormones Wet Dream Ovulation Masturbation Sanitary Towel Clitoris Testicles Sperm Underarm Hair Penis Feeling Moody Vagina Womb Fallopian Tube Vulva Menstruation Semen Growing Taller Hips Widen Attraction Relationship Pressure Love Sexting Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>
	Knowledge Covered	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition</p>	<p>Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>