

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Relationships, Sex & Health Education

Long Term Curriculum Implementation Plan

&

Assessment Arrangements



Relationships, Sex & Health Education – Curriculum Implementation Plan

(including PSHCE)



Purpose of study

Our PSHCE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Subject content

Aims & Intent

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Implementation:

Following a twelve month research project within the Arch Alliance collaborate group of schools in 2019, Heap Bridge followed the conclusion of the focus curriculum group in adopting and following the SCARF scheme of work. At Heap Bridge Village Primary School we use SCARF, a comprehensive scheme of work for RSHE and Wellbeing education. An overview of SCARF can be found below. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone RSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

Impact:

The impact of our RSHE curriculum is measured through carefully plotted end points which are included at the end of this document. These end points provide a clear focus for teachers to ensure pupils develop the knowledge and skills expected, by the end of each year group. They also provide a clear progression framework to inform teaching, showing the prior knowledge children may need to revise and how the current teaching focus will be built upon further in future years.

Relationships, Sex and Health Education (RSHE) Curriculum – Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Reception	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm Special, you're special Same and Different Same and different families Same and different homes I am caring I am friend	What's safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful Caring for our world Looking after money; recognising, spending and using (1) Looking after money; saving and keeping it safe (2)	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages; plants, animals and humans Life stages; Human stage life-who will I be? Where do babies come from? Getting bigger Me and my body-boys and girls
Year 1	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Same or different Unkind, tease or bully? Harold's school rules Who are our special people It's not fair!	Healthy me Super sleep Who can help (1) Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Inside my wonderful body! Taking care of a baby Then and now Who can help (2) Surprises and secrets Keeping privates private
Year 2	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games	You can do it! My day Harold's postcard-helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thanks Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super searcher None of your business! Raisin challenge (1) Help or harm?	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Relationship Tree Body space Secret or surprise? My changing body Basic first aid
Year 4	An email from Harold! OK or not OK? (1) OK or not OK (2) Human machines Different feelings When feelings change Under pressure	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with This is such a stereotype	Danger, risk or hazard? Picture wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What makes me ME! Making choices SCARF hotel Harold's seven Rs My school community (1) Basic first aid	Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise Together
Year 5	Collaboration challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies It could happen to anyone Help! I'm a teenager-get me out of here! Dear Ash! Stop, start, stereotypes
Year 6	Working Together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys-challenging gender stereotypes	Think before you click! Traffic lights To share or not to share? Rat park What sort of drug is... Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (1 and 2) Happy shoppers Democracy in Britain (1)-Elections (2)-How (most) laws are made	Five ways to wellbeing project This will be your life! Our recommendations What's the risk (1) What's the risk (2) Basic first aid-including Sepsis Awareness	Helpful or unhelpful-Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



RSHE – Assessment Overviews

End Points Linked to SCARF
Implementation Plan

Headteacher
Mr M Cockcroft

Wearing my SCARF: End of Unit Assessments – Y1

Child's name: _____

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Feelings	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.
	Getting help	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.
	Classroom rules	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.
Valuing Difference	Recognising, valuing and celebrating difference	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.
	Developing tolerance	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.
Keeping Myself Safe	How our feelings can keep us safe	I can say different feelings that I have and how my body behaves when I have them.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.
	Keeping healthy	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).
	Medicine safety	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.
Rights & Respons...	Looking after things	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.
Being my Best	Growth Mindset	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.
	Keeping healthy	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.
Growing and Changing	Getting help	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.
	Becoming independent	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.
	Body parts	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.

Additional Assessment Comments:

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Bullying and teasing	I can tell you the difference between bullying and teasing and can give an example of each.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can tell you some ways that I can help someone else who is being bullied, if this happens.
	Our school rules about bullying	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.	I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).
	Being a good friend	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.
	Feelings/self-regulation	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.
Valuing Difference	Being kind and helping others	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.
	Listening Skills	I can give an example of good listening skills.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.
Keeping Myself Safe	Safe and unsafe secrets	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.
	Appropriate touch	I can say examples of the touches I like and those I don't like.	I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.
	Medicine safety	I can explain what medicines are for.	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).
Rights & Respons...	Cooperation and self-regulation	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.
Being my Best	Looking after my body	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.
Growing and Changing	Life cycles	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).
	Dealing with loss	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	I can suggest ways of keeping in touch with someone if they move away.
	Being supportive	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.

Additional Assessment Comments:

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Cooperation	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don’t always agree with each other.	I can find ways of helping others to resolve arguments or disputes.
	Friendships	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we’ve fallen out.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out.	I can give examples of ways that I have tried to help others who’ve fallen out with each other to get back to being friends.
Valuing Difference	Recognising and respecting diversity	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.
	Being respectful and tolerant	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.
Keeping Myself Safe	Managing risk	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.
	Drugs and their risks	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person’s health, and what can influence a person to take risks.
	Staying safe online	I can tell you something about keeping my personal details safe online. I can say why this is important.	I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.
Rights & Responsibilities	Skills we need to develop as we grow up	I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.	I can explain some of the ways that people online might try to trick people by presenting ‘false facts’ and say what I can do to keep myself safe from being tricked.
	Helping and being helped	I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of how I’ve helped people who help me and how I can help myself.
Being my Best	Keeping myself healthy	I can explain what ‘responsibility’ means and give an example of things that relating to my health that I can take responsibility for.	I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this.	I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.
	Celebrating and developing my skills	I can explain that talents and skills can be developed and I can give an example of how I can develop a skill I have.	I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.	I can tell you about aspirations I have for when I’m older and give examples of the goals I need to set in order to achieve these.
Growing and Changing	Relationships	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).
	Menstruation	I can tell you what is needed to make a new human being (egg and sperm) and who produces these.	I can tell you what happens to the woman’s body when the egg isn’t fertilised, recognising that it is the lining of the womb that comes away.	I can tell you some of the correct words for the parts of the woman’s body that are involved in menstruation.
	Keeping safe	I can tell you what ‘body space’ is and when it might be OK to go into someone’s body space and when they can go into mine.	I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.

Additional Assessment Comments:

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Recognising feelings	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.
	Bullying	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.
	Assertive skills	I can give an example of how to say ‘no’ to someone, without being aggressive (mean or unkind).	I can explain what being ‘assertive’ means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.
Valuing Difference	Recognising and celebrating difference	I can say some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.
	Understanding and challenging stereotypes	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it’s important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people’s thinking about what they can do or become (aspirations) and why it’s important for me and others to challenge this.
Keeping Myself Safe	Managing risk	I can give examples of risky situations and what can make them less risky.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.	I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.
	Understanding the norms of drug use (cigarette and alcohol use)	I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all adults drink alcohol.	I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.	I can explain why smoking and drinking alcohol is particularly harmful for a young person’s body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).
	Influences	I understand the term ‘influence’ and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.
Rights & Responsibilities	Making a difference (i.e helping others/ environment)	I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.	I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.	I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.
	Media influence	I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.	I can give an example of this and talk about the different sides of a news story.
	Decisions about spending money	I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.
Being my Best	Having choices and making decisions about my health	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help to me keep healthy.	I can explain the benefits of looking after myself both now and in the future.
	Taking care of environment	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.
Growing and Changing	Body changes during puberty	I can label some parts of the body that both boys and girls have.	I can label some parts of the body that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.
	Managing difficult feelings	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.
	Relationships including marriage	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.

Additional Assessment Comments:

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Feelings	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.
	Friendship skills, including compromise	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.
	Assertive skills	I can give an example of how to stand up for myself (be assertive).	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).
Valuing Difference	Recognising and celebrating difference, inc religions and culture	I can give examples of how having different groups of people is something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)
	Influence and pressure of social media	I can explain that what people post about themselves online doesn't always give the full picture about them.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)
Keeping Myself Safe	Managing risk, including staying safe online	I can give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).
	Norms around use of legal drugs (tobacco, alcohol)	I can explain that fewer young people smoke than people usually think.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.
Rights & Responsibilities	Rights and responsibilities	I can explain that people have rights and responsibilities and give examples of these two different things.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.
	Rights and responsibilities relating to my health	I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth).	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.
	Decisions about lending, borrowing and spending	I can explain that local councils spend money on services where I live. I can give an example of one of these services.	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can give an example of how this spending might be popular or unpopular with different people in the community.
Being my Best	Growing independence and taking responsibility	I can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.	I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.
	Media awareness and safety	I can explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.
Growing and Changing	Managing difficult feelings	I can explain why people have good and not so good feelings.	I can explain what resilience is and how it can be developed.	I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.
	Managing change	I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can suggest ways to cope with strong emotions in response to change.
	Getting help	I can list some of the ways my body responds when I may need help.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can recognise when others may need to get help and can advise them to talk to a trusted adult.

Additional Assessment Comments:

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Assertiveness	I can tell you some assertive behaviours.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied.
	Cooperation	I can explain what is meant by compromise.	I can give examples of negotiation and compromise.	I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.
	Safe/unsafe touches	I can explain what appropriate touch is and give examples.	I can explain what inappropriate touch is and give example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
Valuing Difference	Recognising and reflecting on prejudice-based bullying	I can give examples of prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
	Understanding Bystander behaviour	I can explain what a ‘bystander’ is in a bullying situation.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.
Keeping Myself Safe	Emotional needs	I can explain that I have emotional needs as well as physical needs, and give an example of each.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn’t get their emotional needs met.	I can give an example of how I have been able to get one (or more) of my emotional needs met.
	Staying safe online	I can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good)	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.
	Drugs: norms and risks (including the law)	I can explain the norms about young people’s use of alcohol – that it is steadily decreasing.	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).
Rights & Responsibilities	Understanding media bias, including social media	I can explain how people’s social media profiles often give a biased view of them	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.	I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.
	Caring: communities and the environment	I can give some different things that have an impact on the environment. I can explain how groups of people in the community help to do this.	I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.	I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.
	Earning and saving money	I can say different ways of saving money.	I can explain the advantages and disadvantages of different ways of saving money.	I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).
Being my Best	Aspirations and goal setting	I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give examples of ways that I’ve overcome challenges and barriers to achieving my goals.
	Managing risk	I can tell you that risks can be physical or emotional.	I can give examples of an emotional risk and a physical risk.	I can tell you about the things I (and others) can do to reduce or remove risk in different situations.
Growing and Changing	Keeping safe	I can give an example of a secret that can be kept private (confidential).	I can give an example of a secret that should be shared with a trusted adult.	I can offer advice about whether a secret should be kept or shared, and who it should be shared with.
	Body Image	I can tell you what the word ‘puberty’ means and give some examples of some of the physical changes associated with it.	I can tell you some emotional changes associated with ‘puberty’ and how people may feel when their bodies change.	I can suggest ways in which a person can feel better about their body changing and see it in a positive way.
	Self esteem	I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.	I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).	I can give examples of things that I can do or say to myself that can help me feel good about myself.

Additional Assessment Comments: