



PSHE: LONG TERM PLAN SIMPLE OVERVIEW

Autumn One

EYFS

New beginnings

Year One

Mental health & wellbeing: Feelings

Year Two

Mental health & wellbeing: Friendship

Year Three

Physical health & wellbeing: What helps me choose?

Year Four

Physical health & wellbeing: What is important to me?

Year Five

Mental health & wellbeing: Dealing with feelings

Year Six

Mental health & wellbeing: Healthy minds

Spring One

EYFS

Say no to bullying

Year One

Careers & finance: My money

Year Two

Keeping safe & managing risk: Indoors and outdoors

Year Three

Keeping safe & managing risk: Bullying

Year Four

Keeping safe & managing risk: Playing safe

Year Five

Physical health & wellbeing: In the media

Year Six

Drugs, alcohol & tobacco: Keeping safe and managing risk

Summer One

EYFS

Good to be me

Year One

Identity, society & equality: Me & others

Year Two

Relationships & sex education: Boys and girls, Families

Year Three

Identity, society & equality: Celebrating differences

Year Four

Relationships & sex education: Growing up and changing

Year Five

Drugs, alcohol & tobacco: Different influences

Year Six

Relationships & sex education: Healthy relationships

Autumn Two

EYFS

Getting on and falling out

Year One

Drugs, alcohol & tobacco: What do we put into our bodies?

Year Two

Drugs, alcohol & tobacco: Medicines and me

Year Three

Drugs, alcohol & tobacco: Tobacco is a drug

Year Four

Drugs, alcohol & tobacco: Making choices

Year Five

Keeping safe & managing risk: Making safer choices

Year Six

Drugs, alcohol & tobacco: Weighing up risk

Spring Two

EYFS

Relationships

Year One

Keeping safe & managing risk: Feeling safe

Year Two

Relationships & sex education: Boys and girls, Families

Year Three

Careers & finance: Saving, spending and budgeting

Year Four

Identity, society & equality: Democracy

Year Five

Careers & finance: Borrowing and earning money

Year Six

Identity, society & equality: Human rights

Summer Two

EYFS

Changes

Year One

Physical health & wellbeing: Fun times

Year Two

Physical health & wellbeing: What keeps me healthy?

Year Three

Mental health & wellbeing: Strengths and challenges

Year Four

Relationships & sex education: Growing up and changing

Year Five

Identity, society & equality: Stereotypes and discrimination

Year Six

Relationships & sex education: Healthy relationships



**PSHE: LONG TERM PLAN
2023/2024 CYCLE**

Autumn One

EYFS

New beginnings

Year One

Mental health & wellbeing: Feelings

Year Two

Mental health & wellbeing: Friendship

LKS2

Physical health & wellbeing: What helps me choose?

Year Four

Physical health & wellbeing: What helps me choose?

UKS2

Mental health & wellbeing: Healthy minds

Spring One

EYFS

Say no to bullying

Year One

Careers & finance: My money

Year Two

Keeping safe & managing risk: Indoors and outdoors

Year Three

Keeping safe & managing risk: Bullying

Year Four

Keeping safe & managing risk: Bullying

UKS2

Drugs, alcohol & tobacco: Different influences

Summer One

EYFS

Good to be me

Year One

Identity, society & equality: Me & others

Year Two

Relationships & sex education: Boys and girls, Families

Year Three

Identity, society & equality: Celebrating differences

Year Four

Relationships & sex education: Growing up and changing

Year Six

Relationships & sex education: Healthy relationships

Autumn Two

EYFS

Getting on and falling out

Year One

Drugs, alcohol & tobacco: What do we put into our bodies?

Year Two

Drugs, alcohol & tobacco: Medicines and me

Year Three

Drugs, alcohol & tobacco: Tobacco is a drug

Year Four

Keeping safe & managing risk: Playing safe

UKS2

Keeping safe & managing risk: Out and about

Spring Two

EYFS

Relationships

Year One

Keeping safe & managing risk: Feeling safe

Year Two

Relationships & sex education: Boys and girls, Families

Year Three

Careers & finance: Saving, spending and budgeting

Year Four

Drugs, alcohol & tobacco: Making choices

UKS2

Physical health & wellbeing: In the media

Summer Two

EYFS

Changes

Year One

Physical health & wellbeing: Fun times

Year Two

Physical health & wellbeing: What keeps me healthy?

Year Three

Mental health & wellbeing: Strengths and challenges

Year Four

Relationships & sex education: Growing up and changing

Year Five

Identity, society & equality: Stereotypes and discrimination

Year Six

Relationships & sex education: Healthy relationships



PSHE LONG TERM PLAN - YEAR ONE

Mental health & wellbeing

Feelings

SKILLS

- Identify how different emotions look and feel in the body

KNOWLEDGE

- Name different feelings (including emotions that make us feel good and not-so-good)
- Recognise that people may feel differently about the same situation
- Recognise that some feelings can be stronger than others
- Describe some ways of managing different feelings
- Know when to ask for help
- Describe how people might feel when there is a change or loss
- Recognise what they can do to help themselves or someone else who may be feeling unhappy

VOCABULARY

emotions, feelings, managing, change, loss

Physical health & wellbeing

Fun times

SKILLS

- Make choices about which game to play, based on their feelings, likes and dislikes and what they are good at
- Recognise how active playground games make them feel
- Begin to take some responsibility for keeping safe in the sun

KNOWLEDGE

- Explain ways that people celebrate on special days (e.g. singing, coming together, eating special food)
- Understand why food eaten on special days may be different from everyday foods (e.g. amount of sugar, cost, preparation time)
- Name and explain three different games that they can play on the playground
- List ways to keep themselves safe when playing in the sun (e.g. sunglasses, t-shirt, hat, sun lotion/cream, water, shade)

VOCABULARY

play, special, food, culture, custom, celebration, preparation, festival, active, feelings, emotions, sun safety

Identity, society & equality

Me & others

SKILLS

- Recognise some of the things that make them special
- Identify the different roles of people at home and school
- Recognise and challenge unhelpful behaviour in the playground and in the classroom
- Solve simple dilemmas about taking responsibility

KNOWLEDGE

- Understand that everyone has something about them that makes them special and name something about themselves that is special
- Explain why it is important to take responsibility at school and at home (including looking after the local environment) and name one responsibility that they have
- Understand and give an example of how their behaviour can affect others

VOCABULARY

responsible, physical features, unique, mistake, behaviour, impolite, resolve

Keeping safe & managing risk

Feeling safe

SKILLS

- Identify situations where they might need help
- Identify people in the community who can help to keep them safe

KNOWLEDGE

- Recognise the difference between 'real' and 'imaginary' dangers
- Understand that there are situations when secrets should not be kept
- Know to tell a trusted adult if they feel unsafe
- Recognise the difference between good and bad touches
- Understand there are parts of the body which are private
- Know who they can go to, what to say or do if they feel unsafe or worried
- Know how to ask for help if they need it

VOCABULARY

real, imaginary, dangers, trust(ed), private, community

Drug, alcohol & tobacco education

What do we put into and on to bodies?

SKILLS

- Identify whether a substance might be harmful to take in

KNOWLEDGE

- Recognise that different things that go into bodies can make people feel good or not so good
- Know how to ask for help if they are unsure whether something should go into the body
- Know that substances can be absorbed through the skin
- Recognise that different things that people put on to bodies can make them feel good or not so good
- State some basic safety rules for things that go on to the body

VOCABULARY

substance, harmful, absorbed safety rules

Careers, financial capability & economic wellbeing

My money

SKILLS

- Recognise that people make choices about what to buy
- Understand that they may not always be able to have all the things they want
- Understand why people might want to save their money
- Understand that having a job means people can earn money

KNOWLEDGE

- Name different ways that people get money (earn, win, find, presents, pocket money, borrow, benefits)
- Recognise where money is stored to keep it safe and some places are safer than others

VOCABULARY

money, coins, notes, pounds, earn, win, find, presents, pocket money, borrow, benefits, bank, stored, job



Mental health & wellbeing

Friendship

SKILLS

- Identify people who are special to them and explain why
- Demonstrate how they show someone they care
- Identify some ways that friendships can go wrong

KNOWLEDGE

- Understand what makes a good friend
- Understand how people might feel if they are left out or excluded from friendships
- Recognise when someone needs a friend and know some ways to approach making friends
- Know who they can talk to if they are worried about friendships
- Describe some ways to sort out friendship problems
- Recognise that difficulties within friendships can usually be resolved

VOCABULARY

friendship, special, excluded, problems, worried, difficulties, resolved, care

Physical health & wellbeing

What keeps me healthy?

SKILLS

- Make healthy choices when choosing food as part of their diet
- Proactively take part in physical activities to keep healthy
- Practice principles of good hygiene

KNOWLEDGE

- Know that to stay healthy they should aim to eat a varied diet with at least five portions of fruit or vegetables
- Know that they should be active for at least 60 minutes every day
- Know that they should sleep for 9-12 hours every night
- List ways to prevent germs spreading (e.g. handwashing with soap, coughing and sneezing into a tissue, throwing away tissues, teeth cleaning, vaccinations)

VOCABULARY

healthy, fruit, vegetables, proportions, diet, physical activity, germ, bacteria, hygiene, vaccination

Relationships & sex education

Boys & girls, families

SKILLS

- Identify key stages in the human life cycle
- Identify ways we show care towards each other
- Understand the links between needs, caring and changes throughout the life cycle
- Describe different types of family

KNOWLEDGE

- Know that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that
- Know that for all animals to make a baby/young there needs to be a male and a female
- Know that female mammals give birth and nurse their young
- Explain some ways they have changed since they were babies (e.g. taller, stronger, manage emotions, more knowledge)
- Know that all living things including humans start life as babies
- Know that families care for each other in a variety of ways (e.g. providing helping with diet, sleep, keeping safe/avoid danger, emotional support, sharing experiences, learning)

VOCABULARY

differences, similarities, fact, opinion, male, female, penis, vulva, life cycle, baby, teenager, adult, support, care

Keeping safe & managing risk

Indoors & outdoors

SKILLS

- Take some responsibility for their own safety
- Apply a range of rules to work safely online
- Assess whether a situation is safe or unsafe
- Identify hazards in relation to road safety

KNOWLEDGE

- Know simple rules for keeping safe indoors and outdoors, e.g. chemicals and medicines in the home need an adult, telling someone where they are going or playing, sharing information online safely
- Can describe what to do if there is an emergency, e.g. tell an adult immediately, dial 999
- Know a range of rules for keeping safe online and where to go for help e.g. SMART— Safe, Meet, Accept, Reliable, Tell.
- Explain how to cross the road safely (stop, look and listen)

VOCABULARY

emergency, hazard, responsibility, safety, online, benefit, risk, assess

Drug, alcohol & tobacco education

Medicines & me

SKILLS

- Identify when alternatives to taking medicines are helpful

KNOWLEDGE

- Understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill
- Know that medicines come in different forms
- Recognise each medicine has a specific use
- Know that medicines can be prescribed by a doctor or bought from a shop/pharmacy
- Know when medicines might be used and who decides which medicine is used
- Understand that there are alternatives to taking medicines,
- Understand that medicines comes with instructions to ensure they are used safely
- Know some safety rules for using and storing medicines
- Recognise that medicines can be harmful if not taken correctly

VOCABULARY

medicines, helpful, healthy, doctor, pharmacy, safety rules instructions, alternatives



Mental health & wellbeing

Strengths & challenges

SKILLS

- Explain how it feels to be challenged, try something new or difficult
- Plan the steps required to help achieve a goal or challenge
- Celebrate their own and others' skills, strengths and attributes
- Demonstrate a range of strategies for dealing with put-downs

KNOWLEDGE

- Know some positive ways to manage set-backs and how to ask for help or support
- Recognise that everyone has set-backs at times, and that these cannot always be controlled
- Know what is meant by a put-up or putdown and how this can affect people

VOCABULARY

achieve, challenge, goal, criticism, defend, put-downs, compliment,

Physical health & wellbeing

What helps me choose?

SKILLS

- Explain how it feels to be challenged, try something new or difficult
- Compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'
- Identify a range of physical activities that help mental and physical health
- Evaluate the levels of physical activity in different pastimes
- Identify some choices they have about how to spend their free time

KNOWLEDGE

- Use the Eatwell guide to help make informed choices about what they eat and drink
- Understand who and what, including the role of the internet, influences their choices about food and drinks
- Explain why people are attracted to different brands
- Understand how this can affect what food people buy

VOCABULARY

challenge, activity, informed choices, influences, attracted

Identity, society & equality

Celebrating difference

SKILLS

- Value and appreciate the diverse communities that exist and how they connect
- Identify positive and negative aspects of being a member of a group
- Acknowledge that there may be times when they don't agree with others
- Stand up for their own point of view against opposition

KNOWLEDGE

- Know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief
- Recognise they have shared interests and experiences with others in their class as well as with people in the wider world
- Understand that peers might be similar or different to each other but can play or work together
- Explain what being part of a community means
- Recognise some of the different groups or communities

VOCABULARY

value, appreciate, diverse, communities, aspects, similarities, differences, peers

Keeping safe & managing risk

Bullying: see it, say it, stop it

SKILLS

- Identify the difference between falling out with someone and bullying
- Identify the different ways bullying can happen (including online)

KNOWLEDGE

- Understand how bullying can make people feel and why this is unacceptable
- Describe how they would respond in a range of situations relating to falling out and bullying, including how to get help
- Explain how to react if they witness bullying
- Understand the role of bystanders and the important part they play in reducing bullying
- Know how and to whom to report incidents of bullying, where to get help and support

VOCABULARY

bullying, cyberbullying, unacceptable, bystander

Drug, alcohol & tobacco education

Tobacco is a drug

SKILLS

- Identify when a drug might be harmful
- Explain what they might say or do to help someone who wants to stop smoking

KNOWLEDGE

- Recognise that tobacco is a drug
- Know the effects and risks of smoking and of second-hand smoke on the body
- Recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke
- Know about some of the support and medicines that people might use to help them stop smoking
- Understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started

VOCABULARY

drug, harmful, helpful, smoking, asthma, tobacco

Careers, financial capability & economic wellbeing

Saving, spending and budgeting

SKILLS

- Make decisions about whether something is 'value for money'
- Keep simple records to keep track of their money
- Ask simple questions about needs and wants
- Identify the skills and attributes needed for different jobs

KNOWLEDGE

- Understand how manufacturers and shops persuade us to spend money
- Recognise when people are trying to pressurise them to spend their money and how this feels
- Know the best places people can go for help about money
- Know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work
- Know about a number of different jobs people do

VOCABULARY

value for money, persuade, pressurise, needs, wants, skills attributes



Identity, society & equality

Democracy

SKILLS

- Take action in a democratic way on an issue that is important to them

KNOWLEDGE

- Understand that Britain is a democratic society and what this means
- Know that there are different political parties who differ in their views
- Understand that people have opportunities to have influence by voting in elections
- Know how laws are made and the importance of following them
- Understand the contribution and influence that individuals and organisations can have on social and environmental change
- Recognise that laws help to keep people safe
- Understand that the local council organises under the guidance of the government
- Recognise there are limited resources for the needs of the community
- Know that people may have different views about how money should be spent

VOCABULARY

democracy, society, politics, political parties, laws, local council, community, resources

Physical health & wellbeing

What is important to me?

SKILLS

- Communicate their own personal food needs
- Identify factors that might influence people's choices about the food they buy
- Talk about their views and express their opinions on factors that affect food choice
- Demonstrate a range of strategies for dealing with put-downs

KNOWLEDGE

- Explain why a person may avoid certain foods
- Understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons
- Understand that consumers may have different views on the food they eat
- Explain the importance of sleep for health and wellbeing
- Know what can help people relax and sleep well
- Recognise the impact that too much screen time can have on a person's wellbeing

VOCABULARY

personal, influence, diet, moral, cultural, consumers, wellbeing

Relationships & sex education

Growing up & changing

SKILLS

- Identify changes throughout the human life cycle
- Identify physical changes associated with puberty
- Describe menstruation and wet dreams
- Describe how to care for their bodies during puberty
- Describe how feelings and behaviour change during puberty
- Devise strategies for managing changes during puberty
- Identify sources of information, support and advice for children and young people
- Use appropriate language to discuss puberty and growing up with confidence
- Answer their own questions about puberty and growing up

KNOWLEDGE

- Understand change is on-going and individual
- Understand that everyone's experience of puberty is different and that it begins and ends at different times
- Understand how changes at puberty affect body hygiene
- Recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming
- Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams
- Understand how changes during puberty can affect relationships with other people

VOCABULARY

school-aged child, teenager, adult, elder, gender, stereotypes, sexuality, clitoris, vulva, penis, pubic hair, breasts, menstruation, period, wet dreams, sex, egg, sperm, ovum, foreskin, vulva, genitals, sweat-glands, relationships,

Keeping safe & managing risk

Playing safe

SKILLS

- Evaluate whether a computer game is suitable for them to play and explain why
- Share opinions about computer games
- Identify and assess the level of risk of different activities in the local environment
- Identify some ways to respond to unhelpful pressure
- Assess what to do in an emergency
- Carry out some simple first aid procedures for different needs
- Demonstrate how to ask for help from a range of emergency services

KNOWLEDGE

- Know about the age rating / classification system and understand why some games are not appropriate for children to play
- Recognise that in some situations there may be pressure to behave in a way that doesn't feel safe

VOCABULARY

evaluate, opinions, risk, pressure, emergency, rating, classification, appropriate

Drug, alcohol & tobacco education

Making choices

SKILLS

- Identify different behaviours that are related to drug use

KNOWLEDGE

- Have awareness of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
- State some alternatives to using drugs
- Know how alcohol can affect the body
- Explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed
- Know that there are laws and guidelines related to the consumption of alcohol
- Explain what is meant by the terms 'habit' and 'addiction'
- Know where they can go for help if they are concerned about someone's use of drugs

VOCABULARY

drugs, caffeine, alcohol, tobacco, nicotine, consumption, guidelines, habit, addiction



Mental health & wellbeing

Dealing with feelings

SKILLS

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

KNOWLEDGE

- Name and describe a wide range and intensity of emotions and feelings
- Understand how the same feeling can be expressed differently
- Recognise how emotions can be expressed appropriately in different situations
- Recognise that change will affect everyone at some time in their life
- Recognise that at times of loss, there is a period of grief that people go through
- Understand there are a range of feelings that accompany bereavement and know that these are necessary and important
- Know some ways of expressing feelings related to grief

VOCABULARY

conflicting emotions, change, coping, intensity, expressed, loss, grief, bereavement

Physical health & wellbeing

In the media

SKILLS

- Compare the health benefits of a food or drink product in comparison with an advertising campaign
- Identify advertising as one influence on people's choices about food and drink
- Analyse how the media portray celebrities

KNOWLEDGE

- Know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers
- Recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people
- Know we need to be cautious about things we see, hear or read about in the media
- Understand that images can be changed or manipulated by the media
- Describe how the media portrayal might affect people's feelings about themselves
- Accept and respect that people have bodies that are different

VOCABULARY

media, advertising, influence, portray, mislead, image, manipulate, role model

Identity, society & equality

Stereotypes, discrimination & prejudice

SKILLS

- Identify stereotypes as presented in the media and wider world
- Challenge gender stereotypes
- Identify and challenge some discriminatory language (homophobic, sexist, disablist, racist and transphobic)

KNOWLEDGE

- Be aware of common stereotypes (e.g. typical views of what boys and girls are expected to be like) and how these can be harmful
- Know what to do if they experience discriminatory language at school (report to a trusted adult in school, show support for others)
- Understand how discriminatory language can make people feel and that this is unacceptable

VOCABULARY

lifestyle, stereotype, discrimination, prejudice, LGBT, homophobic, sexist, disablist, racist, transphobic, media

Keeping safe & managing risk

Making safer choices

SKILLS

- Compare different kinds of online communication including friendships

KNOWLEDGE

- Understand that people can be influenced by things online
- Explain why what they see online might not be trustworthy
- Know when and how to report something that makes them feel unsafe or uncomfortable
- Describe the benefits and risks of online-only friendships
- Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable
- Know what is meant by domestic violence and abuse
- Understand that nobody should experience violence within a relationship
- Know what to do if they experience violence/ where to go for help, advice and support

VOCABULARY

online communication, influence, trustworthy, report, benefits, risks, violence

Drug, alcohol & tobacco education

Different influences

SKILLS

- Identify conflicting messages presented in the media
- Demonstrate some ways to respond to pressure concerning drug use

KNOWLEDGE

- Know about different smoking drugs, including cigarettes, e-cigarettes and cannabis
- Understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law
- Understand that there are risks associated with all smoking drugs
- Describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol
- Recognise that there are many influences on us at any time
- Describe some strategies that people can use if they feel under pressure
- Recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it

VOCABULARY

conflicting messages, pressure, cigarettes, drugs, alcohol, influences, risks

Careers, financial capability & economic wellbeing

Borrowing & earning money

SKILLS

- Identify skills that make someone enterprising
- Weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise
- Debate the extent to which a person's salary is more or less important to job satisfaction

KNOWLEDGE

- Understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)
- Know the difference between manageable and unmanageable debt and how this can make people feel
- Know what is needed to plan and set up an enterprise
- Understand that money is one factor in choosing a job and that some jobs pay more than others

VOCABULARY

borrowing, interest, unmanageable, loan, affordable, enterprise, job satisfaction



Mental health & wellbeing

Healthy minds

SKILLS

- Apply ways of dealing with stress (below)
- Apply everyday ways of looking after mental health (below)

KNOWLEDGE

- Know that mental health is about emotions, moods and feelings (how we think, feel and behave)
- Recognise that everyone has a state of mental health that changes frequently
- Recognise what can affect a person's mental health
- Know some ways of dealing with stress and how people can get advice and support (e.g. deep breaths, stress ball, special object, counting to 10, calm space)
- Know some everyday ways of looking after mental health (e.g. NHS Five Steps)
- Understand there is a relationship between mental health and physical health

VOCABULARY

mental health, physical health, emotions, moods, feelings, stress, suicide

Identity, society & equality

Human rights

SKILLS

- Identify the reasons why people move from one place to another
- Empathise with the experiences and challenges that settling in a new place might bring
- Identify some of the organisations that represent and support the rights of the child and the difference they make
- Appreciate the difficulties of being homeless or living in temporary accommodation

KNOWLEDGE

- Understand what migration means
- Know that rights are relevant to their lives and that rights come with responsibilities
- Understand that individual human rights can sometimes conflict with the circumstances in a country
- Explain what makes a place where someone lives a 'home'
- Know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation

VOCABULARY

human rights, responsibilities, migration, conflict, homelessness, temporary

Relationships & sex education

Healthy relationships

SKILLS

- Identify the physical, emotional and behavioural changes that occur in puberty in males and females.
- Recognise and challenge gender stereotypes
- Identify positive qualities and expectations from a variety of relationships
- Describe how babies are made and explain how sexual intercourse is related to conception
- Answer each other's questions about sex and relationships
- Use appropriate language to discuss sex and relationships

KNOWLEDGE

- Understand that body changes at puberty are a preparation for sexual maturity
- Understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour
- Understand the similarities and differences between friendships and intimate relationships
- Know that there are different types of intimate relationships, including marriage
- Understand that sex or making love may be one part of an intimate relationship between adults
- Understand that closeness in a relationship can be expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- Know the male and female body parts associated with conception and pregnancy
- Know what pregnancy is, where it occurs and how long it takes

VOCABULARY

intimate, puberty, reproduction, sexual maturity, breasts, penis, vulva, clitoris, testicles, pubic hair, sperm, girlfriend, boyfriend, sexuality, gender, romantic, sexual relationship, intercourse, conception, pregnancy, womb, scrotum, ejaculation, anus, condoms, erection, menstruation, still birth, masturbation, testicle, anus, ovary, cervix, consent, HIV

Keeping safe & managing risk

Keeping safe out & about

SKILLS

- Identify risky behaviour in peer groups
- Respond to peer pressure and know who they can ask for help

KNOWLEDGE

- Know of potential risks when out and about in the local area
- Describe a range of feelings associated with being out and about
- Understand that people can make assumptions about others that might not reflect reality
- Understand how people feel if they are asked to do something they are unsure about
- Know some of the consequences of anti-social behaviour, including the law
- Describe ways to resist peer pressure
- Recognise they have responsibility for their behaviour and actions

VOCABULARY

peer pressure, risks, assumptions, anti-social behaviour, responsibility

Drug, alcohol & tobacco education

Weighing up risk

SKILLS

- Identify risks within a given scenario involving drug use
- Identify situations where drug use may occur

KNOWLEDGE

- Know about some of the possible effects and risks of different drugs
- Know that some drugs are restricted or that it is illegal to own, use and supply them to others
- Understand why and when people might use drugs
- Explain why risk depends on the drug itself, the person using the drug and the situation; when and where the person is, and who they are with
- Know some ways of reducing risk in situations involving drug use
- Know where to get help, advice and support regarding drug use

VOCABULARY

drug, alcohol, tobacco, nicotine, solvents, medicine, illegal, risk,