

PSHE Progression of Skills

	Scheme of work used	KNOWLEDGE TAUGHT	SKILLS TAUGHT	A CITIZEN IN THIS YEAR GROUP
EYFS	<p><i>Jigsaw scheme of work</i></p> <p><i>3 Dimension books</i></p> <p><i>Christopher Winters programme</i></p>	<p><u>Being me in my world (Who am I?), Healthy Me, Celebrating differences, Goals and Dreams</u></p> <ul style="list-style-type: none"> ✓ Settling in – Transitioning into Reception – New beginnings ✓ Who am I? Introducing each other ✓ Circle time to share how I feel about starting school ✓ Our differences – what makes me, me ✓ Where do I come from? ✓ Looking after ourselves by keeping healthy ✓ Healthy food & keeping fit ✓ Sharing – Harvest festival ✓ Healthy lunchtime ✓ Families – Who lives in my house ✓ How many people in my family? ✓ Where does my family come from? ✓ Different types of families ✓ Online safety ✓ What would I like to be when I grow up ✓ Anti-bullying ✓ Stanger danger and how to keep safe ✓ Knowledge shared by community police person, fire fighter ✓ What to do to look after your teeth ✓ Road safety ✓ Risks – looking for dangers around the school ✓ New Years resolutions ✓ Kindness – What things we can do to help at home ✓ Celebrating our differences ✓ Different feelings ✓ Importance of water and keeping hydrated ✓ Getting ready for Year 1 – new beginnings ✓ Children will learn to form positive 	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children’s rights, and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p> <p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p> <p>I understand that if I persevere, I can tackle challenges</p> <p>I can tell you about a time I didn’t give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I’m older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p> <p>Recognising the importance of friendships</p> <p>Know that friendships can make us feel happy</p> <p>Know some ways that we can make new friends feel welcome</p> <p>Recognising the importance of saying sorry and forgiveness</p> <p>Know that arguing with friends and then making up can make friendships stronger</p>	<p>Will develop an understanding of who they are, where they fit in and feel good about themselves.</p> <p>Will develop respect for others, social competence and a positive disposition to learning</p>

		<p>relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.</p> <ul style="list-style-type: none"> ✓ With adults as guides and role models, children will learn to develop anti-discriminatory attitudes. ✓ Children will be encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image. ✓ Role play is used to help children explore their own culture and appreciate the similarities and differences in those of others. ✓ A positive self-image and high self-esteem will be encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. ✓ Children will be encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges. <p>Christopher Winters</p> <ul style="list-style-type: none"> ✓ Caring friendships - To recognise the importance of friendships ✓ Being Kind ✓ Families 	<p>Recognising that all families are different Identify different members of the family Understand how members of a family can help each other</p>	
<p>YEAR 1</p>	<p>Jigsaw scheme of work</p> <p>Christopher Winters programme</p> <p>Allergy adventures</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> ✓ Feeling special and safe ✓ Being part of a class ✓ Rights and responsibilities ✓ Rewards and feeling proud ✓ Consequences ✓ Owing the Learning Charter <p>Celebrating Difference</p> <ul style="list-style-type: none"> ✓ Similarities and differences ✓ Understanding bullying and knowing how to deal with it ✓ Making new friends ✓ Celebrating the differences in everyone 	<p>I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences I understand my choices in following the class charter I can tell you some ways in which I am the same as my friends I can tell you some ways I am different from my friends</p> <p>I understand how being bullied might feel I can be kind to children who are bullied I know how it feels to make a new friend I understand these differences make us all special and unique Being friends with someone who may be different</p>	<p>Will develop the skills to set goals and to work hard to achieve them</p> <p>Will develop a better understanding of staying healthy and make more healthy lifestyle choices</p>

Dreams and goals

- ✓ Setting goals
- ✓ Identifying successes and achievements
- ✓ Learning styles
- ✓ Working well and celebrating achievement with a partner
- ✓ Tackling new challenges
- ✓ Identifying and overcoming obstacles
- ✓ Feelings of success

Healthy Me

- ✓ Keeping myself healthy
- ✓ Healthier lifestyle choices
- ✓ Keeping clean
- ✓ Being safe
- ✓ Medicine safety and safety with household items
- ✓ Road safety
- ✓ Linking health and happiness

Relationships

- ✓ Belonging to a family
- ✓ Making friends and being a good friend
- ✓ Physical contact preferences
- ✓ People who help us
- ✓ Qualities as a friend and person
- ✓ Self-acknowledgement
- ✓ Being a good friend to myself
- ✓ Celebrating special friendships

Allergies

- ✓ Key stage 1 lesson on allergies

Christopher Winters

Sex Education

- ✓ Different friends
- ✓ Growing and changing
- ✓ Families and Care -To identify who can help when families make us feel unhappy or unsafe

Drugs, Alcohol and Tobacco

- ✓ How to stay healthy
- ✓ To explore when and how medicines are taken safely
- ✓ To identify who should be able to give us medicine

Being able to ask the right, trusted people when I am feeling unsafe or unhappy
I can tell you about a thing I do well
I can set simple goals

I can tell you how I learn best
I can set a goal and work out how to achieve it
I can celebrate achievement with my partner
I understand how to work well with a partner
I can identify how I feel when I am faced with a new challenge
I can tackle a new challenge and understand this might stretch my learning
I know how I feel when I see obstacles and how I feel when I overcome them

I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
I know how to store the feelings of success in my internal treasure chest
I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
I feel good about myself when I make healthy choices
I know how to make healthy lifestyle choices
I feel good about myself when I make healthy choices

I know how to keep myself clean and healthy, and understand how germs cause disease/illness
I know that all household products including medicines can be harmful if not used properly
I am special so I keep myself safe
I understand that medicines can help me if I feel poorly and I know how to use them safely
I know some ways to help myself when I feel poorly
I know how to keep safe when crossing the road, and about people who can help me to stay safe
I can recognise when I feel frightened and know who to ask for help

I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
I can recognise how being healthy helps me to feel happy
I can identify the members of my family and understand that there are lots of different types of families
I know how it feels to belong to a family and care about the people who are important to me
I can identify what being a good friend means to me
I know how to make a new friend
know appropriate ways of physical contact to greet my friends and know which ways I prefer

			<p>I can recognise which forms of physical contact are acceptable and unacceptable to me I know who can help me in my school community I know when I need help and know how to ask for it I can recognise my qualities as person and a friend I know ways to praise myself I can tell you why I appreciate someone who is special to me I can express how I feel about them (someone who is special to me)</p> <p><u>Children will have the skills to</u> Know what a food allergy is (and where to find allergens) Know what happens in the body during an allergic reaction Know why cross contamination is dangerous (and how to avoid it) Know how to keep friends with food allergies safe</p> <p>Knowing that we can be friends with people who are different to us I understand that babies need care and support I know that older children can do more by themselves I know which people I can ask for help I know there are different types of families</p> <p>I understand how to look after my body I know how medicines get I know why people use medicines I understand that some people need to take medicines all the time to stay healthy I know when I should take medicines and who should give them to us I know the rules about medicines</p>	
<p>YEAR 2</p>	<p>Zippy's Friends scheme of work from Partnership for Children</p> <p>Christopher Winters programme</p> <p>Allergy adventures</p>	<p>Full of Feelings</p> <ul style="list-style-type: none"> ✓ Feeling sad – feeling happy ✓ Feeling angry or annoyed ✓ Feeling jealous ✓ Feeling nervous <p>My favourite things</p> <ul style="list-style-type: none"> ✓ Improving communication ✓ Listening ✓ Who can help us? ✓ Saying what we want to say <p>Are you my friend?</p> <ul style="list-style-type: none"> ✓ How to keep a friend ✓ Dealing with loneliness and rejection ✓ How to solve conflicts with friends ✓ How to make friends <p>Beating bullying</p>	<p>Becoming more aware of how to recognise sadness and happiness, in themselves and in others. Using strategies learnt to help them feel better when they are sad. Recognising anger and annoyance, and use the exercises taught to identify and practice the different ways to calm down and feel better when they are angry. Strategies taught to cope when feeling jealous. Being more aware of the physiological sensations that accompany nervousness and will be able to use their coping strategies to help them.</p> <p>Listening skills for effective communication which will in turn allow the children to become more sensitive and empathic towards others. Communication skills to ask for help even when it might be difficult to do so. Using these skills to identify who can help them in various day to day situations, and how to ask for and receive help from others. Making use of their communication skills to express themselves and tell others what they think and feel when in awkward situations. Being able to identify what they like about their friends and what they can do and should avoid doing in order to maintain their friendships.</p> <p>Through exploring the feelings of loneliness and rejections, the children will learn</p>	<p>Will feel more equipped to solve friendship conflicts</p> <p>Will be provided with a wide range of strategies to cope with new challenge and changes in life</p> <p>Will be able to use their understanding of emotions to help express how they are feeling</p>

		<ul style="list-style-type: none"> ✓ How to recognise good solutions ✓ Dealing with bullying ✓ Solving problems ✓ Helping others resolve conflicts <p><u>Saying goodbye</u></p> <ul style="list-style-type: none"> ✓ Change and loss are part of life ✓ Coping with death ✓ Learning from change and loss <p><u>We cope</u></p> <ul style="list-style-type: none"> ✓ Different ways to cope ✓ How to help others ✓ Adapting to new solutions ✓ Celebrating together ✓ Transitioning (Key stage 1 to Key stage 2) <p><u>Allergies</u></p> <ul style="list-style-type: none"> ✓ Key stage 1 lesson on allergies <p><u>Christopher Winters</u></p> <p><u>Sex Education</u></p> <ul style="list-style-type: none"> ✓ Differences –the concept of gender stereotypes ✓ Male and Female animals - To explore some of the differences between males and females and to understand how this is part of the lifecycle ✓ Naming body parts <p><u>Drugs, Alcohol and Tobacco</u></p> <ul style="list-style-type: none"> ✓ To explore substances and situations that are safe or unsafe ✓ To be able to identify hazardous substance ✓ To consider safety rules for at home and at school 	<p>and use new skills to help them feel better when they are lonely. Making use of their new skills and techniques to help them find ways to adapt in new environments and make new friends. These skills and techniques can be used in everyday life.</p> <p>Skills to maintain their existing friendships and make new friends. Resolving conflicts skills Calming skill to help themselves when they feel anger so that they can solve problems more effectively. Social skills to help a friend to resolve a difficult situation. Using different ways of adapting to loss and bereavement that were explored during the 'Dealing with change and loss' unit. Different coping skills to cope when they experience new challenges and change in life.</p> <p>Skills to identify between a 'risk' and 'no risk' How to identify the differences between males and females How to describe some differences between male and female animals What to name the different body parts</p> <p>I know what a food allergy is (and where to find allergens) I know what happens in the body during an allergic reaction I know why cross contamination is dangerous (and how to avoid it) I know how to keep friends with food allergies safe</p> <p>I understand that some people have fixed ideas of what boys and girls can do I can describe the difference between male and female babies I can describe some differences between male and female animals I understand that making a new life needs a male and a female I can describe the physical differences between males and females I can name the different body parts</p> <p>I know what is safe or unsafe I know when something is too risky I know that some things we put into our bodies can harm us I know some rules about keeping safe I am able to follow safety instructions and rules at home and at school</p>	
<p>YEAR 3</p>	<p><i>Apple's Friends scheme of work from Partnership for Children</i></p> <p><i>Christopher Winters programme</i></p>	<p><u>Feelings</u></p> <ul style="list-style-type: none"> ✓ Introductions and agreements ✓ Our feelings ✓ How to feel better <p><u>Communication</u></p> <ul style="list-style-type: none"> ✓ Listing skills ✓ Saying what you want to say ✓ Speaking in difficult situations 	<p>I can identify and talk about my own feelings and other's feelings, and identify appropriate coping techniques for difficult feelings I can choose solutions which can help me to cope with difficult feelings and situations, and for others I can identify other people's feelings and generate solutions to help them I know how to be a good listener I have the ability (through practicing) to say what I want to say using the five simple rules (Apple's friends)</p> <p>I can use the skills of empathy to develop strategies for coping with difficulties, and</p>	<p>Will be able to identify how they or others might be feelings and be able to use coping techniques to help either themselves or others feel better</p> <p>Will feel even more equipped to solve</p>

	<p>Allergy adventures</p>	<p>Friendship</p> <ul style="list-style-type: none"> ✓ What makes a good friend? ✓ Coping with loneliness and rejection ✓ Problems with friends <p>Solving problems</p> <ul style="list-style-type: none"> ✓ Who can help me? ✓ Steps to a good solution ✓ Contract against bullying/Class wishes <p>Changes</p> <ul style="list-style-type: none"> ✓ Change is part of life ✓ Different types of change ✓ Coping with loss <p>Moving forward</p> <ul style="list-style-type: none"> ✓ Dealing with disappointment ✓ Ways to cope with worries ✓ Celebrating togetherness <p>Allergies</p> <ul style="list-style-type: none"> ✓ Key stage 2 lesson on allergies <p>Christopher Winters</p> <p>Sex Education</p> <ul style="list-style-type: none"> ✓ Body differences - Explore the differences between male and female bodies ✓ Personal space - To consider appropriate and inappropriate physical contact and consent ✓ Help and Support - To explore different types of families and who to go to for help and support <p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> ✓ To know what effect smoking has on the lifestyle of a smoke ✓ To know the effects of smoking on the body ✓ To understand the impact of smoking and passive smoking ✓ To understand how society responds to the impact of smoking and passive smoking 	<p>good communication</p> <p>I can consider the qualities that are important in a friend, and understand what I want from a friendship</p> <p>I can use the skills I've developed to cope with loneliness and rejection</p> <p>I can cope with problems I have with my friends</p> <p>I can use the skills of empathy and the skills of making friends</p> <p>I can think about who can help me in different situations</p> <p>I know how to calm down and find ways to a good solution</p> <p>I can identify what I want for my class and think and talk about working collaboratively</p> <p>I can practice the skills of empathy and develop strategies, and offer and seek help in difficult situations</p> <p>I know that changes are part of life and that we can adapt successfully to new circumstances</p> <p>I know how to help myself feel better in situations that cannot be changed</p> <p>I have learnt how to cope with loss and that there are ways to make myself and others better</p> <p>I can use the coping strategies taught to cope with difficult situations such as a family break-up</p> <p>I have learnt to cope with disappointment</p> <p>I have learnt how to express my worries and help myself and others with anxiety</p> <p><u>Children will have the skills to</u></p> <p>Know what a food allergy is (and where to find allergens)</p> <p>Know what happens in the body during an allergic reaction</p> <p>Know why cross contamination is dangerous (and how to avoid it)</p> <p>Know how to keep friends with food allergies safe</p> <p>Children can name male and female body parts using agreed words</p> <p>Children can identify inappropriate touch and discuss why they think it is not okay.</p> <p>Children know who to go to when they need help or support</p> <p>I understand why people smoke</p> <p>I know how smoking affects people</p> <p>I understand what quitting smoking does to the body</p> <p>I know the negative effects of smoking</p> <p>I am able to make the positive choice not to smoke</p>	<p>friendship conflicts</p> <p>Will further develop their understanding of emotions to help express how they are feeling and to cope with difficult emotions</p>
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<p>YEAR 4</p>	<p>Jigsaw scheme of work</p> <p>Christopher Winters programme</p> <p>Allergy adventures</p>	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> ✓ Being part of a class team ✓ Being a school citizen ✓ Rights, responsibilities and democracy (JLT) ✓ Rewards and consequences ✓ Group decision-making ✓ Having a voice ✓ What motivates behavior <p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> ✓ Challenging assumptions ✓ Judging by appearance ✓ Accepting self and others ✓ Understanding influences ✓ Understanding bullying ✓ Problem solving ✓ Identifying how special and unique everyone is ✓ First impressions <p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> ✓ Hopes and dreams ✓ Overcoming disappointment ✓ Creating new, realistic dreams ✓ Achieving goals ✓ Working in a group ✓ Celebrating contributions ✓ Resilience ✓ Positive attitudes <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> ✓ Healthier friendships ✓ Group dynamics ✓ Assertiveness ✓ Peer pressure ✓ Celebrating inner strength <p><u>Relationships</u></p> <ul style="list-style-type: none"> ✓ Jealousy ✓ Love and loss ✓ Memories of loved ones ✓ Getting on and falling out ✓ Girlfriends and boyfriends ✓ Showing appreciation to people and animals <p><u>Allergies</u></p> <ul style="list-style-type: none"> ✓ Key stage 2 lesson on allergies <p><u>Christopher Winters Sex Education</u></p>	<p>Children understand that actions have consequences.</p> <p>Children understand what democracy is.</p> <p>Children understand what a dream/goal is</p> <p>Children are able to explain their personal goals.</p> <p>Children will gain the skills to explain what may hinder them from achieving their goals and suggest ways to overcome this.</p> <p>Children will be able to recognise other people's achievements.</p> <p>Children understand what disappointment is and why it's ok.</p> <p>Children can recognise how to be healthy and have healthy friendships.</p> <p>Children can explain the effects of smoking and alcohol on my body.</p> <p>Children understand their own strengths and weaknesses.</p> <p>Children can identify the web of relationships I am part of.</p> <p>Children can explain who is close to them and who is more distant.</p> <p>Children can identify someone they care about.</p> <p>Children can explain why certain people are special to them</p> <p>Children can share more about someone special I no longer see.</p> <p>Children can explain what loss means to them.</p> <p>Children understand why and how people feel when they love a pet.</p> <p>Children know how to show love and appreciation to people/animals who are special to them.</p> <p>Know what a food allergy is (and where to find allergens)</p> <p>Know what happens in the body during an allergic reaction</p> <p>Know why cross contamination is dangerous (and how to avoid it)</p> <p>Know how to keep friends with food allergies safe</p> <p>To be able to identify some of the changes that happen during puberty</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p> <p>Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable</p> <p>I know what alcohol is and how it affects the body</p> <p>I understand that everyone will be affected differently by alcohol</p> <p>I am be able to make sensible choices about using alcohol</p> <p>I know some laws about drinking alcohol</p> <p>To consider ways of persuading people to drink alcohol sensibly</p>	<p>Will have a better understanding of friendships and that conflicts within friendships are part of strengthening the bonds of friendship</p> <p>Will use their understanding of goal setting to personalize their own goals</p> <p>Will become more familiar with skills and strategies to overcome any obstacles that they may face when achieving their personal goals</p>
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YEAR 5	<p>Jigsaw scheme of work</p> <p>Eat Like A Champ Programme (ELAC)</p> <p>Christopher Winters programme</p> <p>Allergy adventures</p>	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> ✓ Planning the forthcoming year ✓ Being a citizen ✓ Rights and responsibilities ✓ Rewards and consequences ✓ How behaviour affects groups ✓ Democracy, having a voice, participating <p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> ✓ Cultural differences and how they can cause conflict ✓ Racism ✓ Rumors and name-calling ✓ Types of bullying ✓ Material wealth and happiness ✓ Enjoying and respecting other cultures <p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> ✓ Future dreams ✓ The importance of money ✓ Jobs and careers ✓ Dream job and how to get there ✓ Goals in different cultures ✓ Supporting others (charity) ✓ Motivation <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> ✓ ELAC (Eat Like a Champ) – Eat well, nutrients and fibre, hydration, energy, making healthier choices, staying active ✓ First Aid <p><u>Relationships</u></p> <ul style="list-style-type: none"> ✓ Self-recognition and self-worth ✓ Building self-esteem ✓ Safer online communities 	<p>I understand why changes happen.</p> <p>I recognise my place within my country.</p> <p>I understand why democracy is important.</p> <p>I recognise a variety of cultures.</p> <p>I understand what racism is and how to combat it.</p> <p>I recognise a variety of types of bullying.</p> <p>I can explain how to stop/avoid bullying/being a bully.</p> <p>I understand the effects of smoking and alcohol on my body.</p> <p>I can explain the reasons people choose to smoke and drink.</p> <p>I recognise what body image is.</p> <p>I have an awareness of my body image and my relationship with food.</p> <p>I can recognise who I am and why people should accept me</p> <p>I can recognise who friendships change</p> <p>I can explain how to stand up for myself</p> <p>I can explain what attraction is</p> <p>I can recognise a variety of different relationships and explain how they are different</p> <p>I can explain some of my personal relationships</p> <p>I can recognise pressure in a variety of relationships</p> <p>I can stay connected and maintain relationships safely online</p> <p>I can explain the dangers of online relationships</p> <p>I recognise what my self image is.</p> <p>I am aware of the changes that are happening to me.</p> <p>I understand how a baby is conceived.</p> <p>I can begin to think about transition to Y6.</p> <p>I can explain what counts as a portion towards 5 A DAY</p> <p>I can sort out individual foods and those within dishes into the correct place on the Eatwell Guide</p> <p>I can name foods which provide the following nutrients: carbohydrate, protein,</p>	<p>Will look at change as more of an opportunity to explore new things, areas etc. in life, and to become more accepting of change.</p> <p>Will have a better understanding of what body image is.</p>

		<ul style="list-style-type: none"> ✓ Rights and responsibilities online ✓ Online gaming and gambling ✓ Reducing screen time ✓ Dangers of online grooming ✓ Smart internet safety rules <p>Allergies</p> <ul style="list-style-type: none"> ✓ Key stage 2 lesson on allergies <p>Christopher Winters</p> <p>Sex Education</p> <ul style="list-style-type: none"> ✓ Talking about puberty - explore the emotional and physical changes occurring in puberty ✓ The reproductive system - To understand male and female puberty changes in more detail ✓ Puberty help & support - To explore the impact of puberty on the body and the importance of physical hygiene. Explore ways to get support during puberty <p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> ✓ To explore a range of legal and illegal drugs, their risks and effects ✓ To have considered the children's attitudes and beliefs about drug use and drug users ✓ To have considered strategies to resist drug use 	<p>fat, vitamins C and calcium</p> <p>I can explain the function of the nutrients mentioned above</p> <p>I can name foods with provide and explain and function of fibre</p> <p>I can name different types of drinks and explain why some are healthier choices</p> <p>I can explain the reasons it is important to keep hydrated</p> <p>I can explain that we need energy to function, grow and to be active</p> <p>I can explain that different types and portions of food and drinks provide different amounts of energy</p> <p>I can identify and interpret information on food labels</p> <p>I can use food and drink labels to make healthier choices</p> <p>Know what a food allergy is (and where to find allergens)</p> <p>Know what happens in the body during an allergic reaction</p> <p>Know why cross contamination is dangerous (and how to avoid it)</p> <p>Know how to keep friends with food allergies safe</p> <p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>Describe what happens during menstruation and sperm production</p> <p>Explain how to stay clean during puberty</p> <p>Describe how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p> <p>I know about a range of legal and illegal drugs</p> <p>I have some understanding of the effects and risks of illegal drugs</p> <p>To explore our attitudes to drug use</p> <p>I understand that all sorts of people may misuse drugs</p> <p>I challenge myths about drug use</p> <p>I know a range of skills to resist peer pressure</p> <p>I have developed some assertiveness skills</p>	
YEAR 6	<p>Jigsaw scheme of work</p> <p>Christopher Winters programme</p> <p>Allergy adventures</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> ✓ Identifying goals for the year ✓ Global citizenship ✓ Children's universal rights ✓ Feeling welcome and valued ✓ Choices, consequences and rewards ✓ Group dynamics ✓ Democracy, having a voice ✓ Anti-social behavior ✓ Role-modelling <p>Celebrating difference</p> <ul style="list-style-type: none"> ✓ Perceptions of normality ✓ Understanding disability ✓ Power struggles ✓ Understanding bullying ✓ Inclusion and exclusion ✓ Differences as conflict, differences as 	<p>Coping with grief</p> <p>Recognising the challenges ahead of me</p> <p>Identifying different types of relationships</p> <p>Understanding that loss can affect me</p> <p>Recognising different types of love</p> <p>Knowing how to stay safe online</p> <p>Identifying negative relationships</p> <p>Sharing own goals</p> <p>Knowing the steps to take to achieve my goal</p> <p>Recognising and celebrating my achievements</p> <p>Recognising how others have achieved in their lives</p> <p>How to identify when you are feeling stressed</p> <p>Recognising signs of stress</p> <p>Skills to deal with stress</p> <p>Knowing how to identify what makes me stressed and how it affects me</p>	<p>Will have a greater understanding of what grief is and how to use the strategies taught to cope with grief.</p> <p>Will have an even better understanding of what body image is and to develop a positive body image.</p> <p>Will be able to identify when feeling stressed and to be more aware of the signs when stress is building.</p>

		<p>celebration</p> <ul style="list-style-type: none"> ✓ Empathy <p>Dreams and goals</p> <ul style="list-style-type: none"> ✓ Personal learning goals, in and out of school ✓ Success criteria ✓ Emotions in success ✓ Making a difference in the world ✓ Motivation ✓ Recognising achievements ✓ Compliments <p>Healthy Me</p> <ul style="list-style-type: none"> ✓ Taking personal responsibility ✓ How substances affect the body ✓ Exploitation, including 'county lines; and gang culture ✓ Emotional and mental health ✓ Managing stress ✓ First Aid <p>Relationships</p> <ul style="list-style-type: none"> ✓ Mental Health ✓ Identifying mental health worries and sources of support ✓ Love and loss – Grief ✓ Managing feelings ✓ Power and control ✓ Assertiveness ✓ Technology safety ✓ Take responsibility with technology use <p>Allergies</p> <ul style="list-style-type: none"> ✓ Key stage 2 lesson on allergies <p>Christopher Winters</p> <p>Sex Education</p> <ul style="list-style-type: none"> ✓ Puberty & reproduction - consider puberty and reproduction ✓ Communication in relationships - Exploring the importance of communication and respect in relationships ✓ Families, conception & pregnancy – considering different ways people might start a family. Know some basic facts about conception and pregnancy ✓ Online relationships - explore positive and negative ways of communicating in a relationship 	<p>Being aware of my own self-image. Recognising what attraction is and the signs. Being aware/ready for the transition to secondary school</p> <p><u>Children will have the skills to</u> Know what a food allergy is (and where to find allergens) Know what happens in the body during an allergic reaction Know why cross contamination is dangerous (and how to avoid it) Know how to keep friends with food allergies safe</p> <p>Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Explain some differences between a healthy and unhealthy relationship Know that communication and permission seeking are important in relationships Describe the decisions that have to be made before having children To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p> <p>To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis To know the effects and risks of volatile substance abuse To know how to get and to give help To have practiced communicating with adults To know how to access help and support</p>	<p>Will be able to use the skills and strategies learnt to cope with stressful times.</p>
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		Drugs, Alcohol and Tobacco	
		✓ To understand the effects, risks and law relating to cannabis	
		✓ To understand the risk of volatile substance abuse (VSA)	
		✓ To be aware of the options for getting help, advice and support	

Relationships Education, Relationships and Sex Education (RSE) and Health Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

WHAT NEEDS TO BE TAUGHT BY THE END OF PRIMARY SCHOOL

- ❖ That families are important for children growing up because they can give love, security and stability
- ❖ The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- ❖ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- ❖ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- ❖ That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ❖ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- ❖ How important friendships are in making us feel happy and secure, and how people choose and make friends
- ❖ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- ❖ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ❖ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ❖ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- ❖ The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- ❖ Practical steps they can take in a range of different contexts to improve or support respectful relationships
- ❖ The conventions of courtesy and manners.

- ❖ The importance of self-respect and how this links to their own happiness
- ❖ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ❖ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ❖ What a stereotype is, and how stereotypes can be unfair, negative or destructive
- ❖ The importance of permission-seeking and giving in relationships with friends, peers and adults
- ❖ That people sometimes behave differently online, including by pretending to be someone they're not
- ❖ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ❖ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ❖ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ❖ How information and data is shared and used online
- ❖ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ❖ About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- ❖ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ❖ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- ❖ How to recognise and report feelings of being unsafe or feeling bad about any adult
- ❖ How to ask for advice or help for themselves or others, and to keep trying until they're heard
- ❖ How to report concerns or abuse, and the vocabulary and confidence needed to do so
- ❖ Where to get advice (e.g. family, school and/or other sources)
- ❖ That mental wellbeing is a normal part of daily life, in the same way as physical health
- ❖ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ❖ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ❖ How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- ❖ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ❖ Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- ❖ Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- ❖ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- ❖ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ❖ It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- ❖ That for most people the internet is an integral part of life and has many benefits
- ❖ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- ❖ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ❖ Why social media, some computer games and online gaming, for example, are age restricted
- ❖ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- ❖ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- ❖ Where and how to report concerns and get support with issues online
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- ❖ Where and how to report concerns and get support with issues online

- ❖ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- ❖ How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- ❖ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ❖ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- ❖ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- ❖ About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- ❖ The facts and science relating to immunisation and vaccination
- ❖ How to make a clear and efficient call to emergency services if necessary
- ❖ Concepts of basic first aid, for example dealing with common injuries, including head injuries
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