

Year Group & Jigsaw Puzzle	National Curriculum Objectives	Concept	Key Skills	Subject and Specific Knowledge	Vocabulary
Foundation Stage: Being Me in My World	Pupils should know: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identity and Belonging Asking for help 	<ul style="list-style-type: none"> Help others to feel welcome. Making our school, Birley Primary Academy, a safer place. Thinking about our right to learn. Caring for others. Working well with others. 	<ul style="list-style-type: none"> Understand how it feels to belong and that we are similar and different. Start to recognise and manage feelings. Enjoy working with others to make school a good place to be. Understand why it is good to be kind and use gentle hands. Start to understand children's rights and this means we should all be allowed to learn and play. 	<ul style="list-style-type: none"> Belong Same Different Unique Happy Sad Angry Excited Together Share Gentle hands Kind Rights Safe Rules Responsibilities
Foundation Stage: Celebrating Differences	Pupils should know: <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Accept that we are all different. Include others when working and playing. Know how to help other people. Try to solve problems. Use kind words. 	<ul style="list-style-type: none"> Identify something I am good at and understand everyone is good at different things. Understand that being different makes us all special. Know we are all different but the same in some ways. Tell you why I think my home is special to me. Tell you how to be a kind friend. Know which words to use to stand up for myself when someone says or does something unkind. 	<ul style="list-style-type: none"> Different Unique Special Friend Kind Unkind 'Please don't do that, I don't like it'
Foundation Stage: Dreams and Goals		<ul style="list-style-type: none"> Growth mindset Teamwork 	<ul style="list-style-type: none"> Stay motivated when doing something challenging. Keep trying even when things are tricky. Work well with a partner or a group. Have a positive attitude. 	<ul style="list-style-type: none"> Understand that if I persevere I can tackle challenges. Tell you about a time I didn't give up until I achieved my goal. Set a goal and work towards it. 	<ul style="list-style-type: none"> Challenge Problem Tricky Practice Never giving up Goal Job Future

			<ul style="list-style-type: none"> • Help others to achieve their goals. 	<ul style="list-style-type: none"> • Use kind words to encourage people. • Understand the link between what I learn now and the job I might like to do when I'm older. • Say how I feel when I achieve a goal and know what it means to feel proud. 	
Foundation Stage: Healthy Me	Pupils should know: <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 	<ul style="list-style-type: none"> • Self Esteem 	<ul style="list-style-type: none"> • Make healthy choices. • Eat a balance diet. • Be physically active. • Try to keep themselves and others safe. • Know how to be a good friend and have a healthy relationship. • Keep calm and deal with tricky situations. 	<ul style="list-style-type: none"> • Understand that I need to exercise to keep my body healthy. • Understand how moving and resting are good for my body. • Know which foods are healthy and not so healthy and can make healthy eating choices. • Know how to help myself go to sleep and understand why sleep is good for me. • Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. • Know what a stranger is and how to stay safe if a stranger approaches me. 	Exercise Bodies Healthy food Less healthy food Sleep Wash Dirt Germs Stranger
Foundation Stage: Relationships	Pupils should know: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Family • Friendships 	<ul style="list-style-type: none"> • Know how to make friends. • Try to solve friendship problems when they occur. • Help others feel part of a group. • Show respect when dealing with other people. • Know how to help themselves and others when they feel upset. 	<ul style="list-style-type: none"> • Identify some of the jobs I do in my family and how I feel like I belong. • Know how to make friends to stop myself from feeling lonely. • Think of ways to solve problems and stay friends. • Start to understand the impact of unkind words. • Use Calm Me time to manage my feelings. 	Family Jobs Lonely Argue Fallen out Angry Calm down Friend

	<p>together and sharing each other's lives.</p> <ul style="list-style-type: none"> • 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 • the conventions of courtesy and manners 		<ul style="list-style-type: none"> • Know and show what makes a good friendship. 	<ul style="list-style-type: none"> • Know how to be a good friend. 	
Foundation Stage: Changing Me		<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Understand that everyone is unique and special. • Can express how they feel when they are happy. Understand and respect changes which happen in them. Understand changes which happen in them. Look forward to change. 	<ul style="list-style-type: none"> • Name parts of the body. • Tell you some things I can do and foods I can eat to be healthy. • Understand that we all grow from babies to adults. • Express how I feel about moving to Year 1. • Talk about my worries and/or the things I am looking forward to about being in Year 1. • Share my memories of the best bits of this year in Reception. 	<p>Body Nose Ear Eyes Mouth Arms Legs Fingers Foot Tongue Toe Forehead Chest Stomach Healthy Baby Growing up Excited Nervous Scared Memories</p>
Year 1: Being Me in My World	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be 	<ul style="list-style-type: none"> • Identity and Belonging • Asking for help 	<ul style="list-style-type: none"> • Explain why my class is a happy and safe place to learn. 	<ul style="list-style-type: none"> • Feel special and safe in my class. 	<p>Safe Special Calm</p>

	treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority		<ul style="list-style-type: none"> Give different examples of where I or others make my class a safe and happy place. Give different examples of our Birley Values. 	<ul style="list-style-type: none"> Know that I belong to my class. Know how to make my class a safe place for everybody to learn. Recognise how it feels to be proud of an achievement. recognise the range of feelings when I face certain consequences 	Belonging Special Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed
Year 1: Celebrating Differences	Pupils should know: <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 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 how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel. 	<ul style="list-style-type: none"> Identify similarities between people in my class. Identify differences between people in my class. Tell you what bullying is. Know some people who I could talk to if I was feeling unhappy or being bullied. Know how to make new friends. Tell you some ways I am different from my friends. 	Similarity/similar Same as Different from Difference Similarity Bullying Bullying behaviour Deliberate On purpose Unfair Included Bully Bullied Celebration Difference Special Unique
Year 1: Dreams and Goals		<ul style="list-style-type: none"> Growth mindset Teamwork 	<ul style="list-style-type: none"> Explain how I feel when I am successful and how this can be celebrated positively. 	<ul style="list-style-type: none"> Set simple goals. Tell you how I learn best. Celebrate achievement with my partner. Identify how I feel when I am faced with a new challenge. 	Proud Success Achievement Goal Treasure Coins

			<ul style="list-style-type: none"> • Say why my internal treasure chest is an important place to store positive feelings. 	<ul style="list-style-type: none"> • Know how I feel when I see obstacles and how I feel when I overcome them. • Know how to store the feelings of success in my internal treasure chest. 	<p>Learning Stepping stones Process Garden Dreams Working together Team work Achievement Celebrate Learning Stretchy Challenge Feelings Obstacle Overcome Achieve Success Celebration Challenge Internal treasure chest Feelings</p>
<p>Year 1: Healthy Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness • where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> • Self Esteem 	<ul style="list-style-type: none"> • Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • Give examples of when being healthy can help me feel happy. 	<ul style="list-style-type: none"> • Feel good about myself when I make healthy choices. • Know that I am special so I keep myself safe. • Know some ways to help myself when I feel poorly. • Recognise when I feel frightened and know who to ask for help. • Recognise how being healthy helps me to feel happy. 	<p>Healthy Unhealthy Balanced Exercise Sleep Choices Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe Medicines Trust Safety Green Cross Code (Eyes, Ears, Look, Listen, Wait) Keeping clean</p>

<p>Year 1: Relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 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 • 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 • the conventions of courtesy and manners • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<ul style="list-style-type: none"> • Family • Friendships 	<ul style="list-style-type: none"> • Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. • I can also explain how my qualities help these relationships. • Give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<ul style="list-style-type: none"> • Identify the members of my family and understand that there are lots of different types of families. • Identify what being a good friend means to me. • Know appropriate ways of physical contact to greet my friends and know which ways I prefer. • Know who can help me in my school community. • Recognise my qualities as person and a friend. • Tell you why I appreciate someone who is special to me. 	<p>Family Belong Different Same Friends Friendship Qualities Caring Sharing Kind Greeting Touch Feel Texture Like Dislike Help Helpful Community Feelings Confidence Praise Qualities Skills Self belief Incredible Proud Celebrate Relationships Special Appreciate</p>
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<p>Year 1: Changing Me</p>		<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. • I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • Explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> • Start to understand the life cycles of animals and humans. • Tell you some things about me that have changed and some things about me that have stayed the same. • Tell you how my body has changed since I was a baby. • Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. • Understand that every time I learn something new I change a little bit. • Tell you about changes that have happened in my life. 	<p>Changes Life cycle Baby Adulthood Life cycle Adult Grown up Growing up Mature Change Male Female Vagina Penis Testicles Vulva Anus Learn New Grow Feelings Anxious Worried Excited Coping</p>
<p>Year 2: Being Me in My World</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identity and Belonging • Asking for help 	<ul style="list-style-type: none"> • Explain why my behaviour can impact others in my class. • Explain my own and other's choices and say why some choices are better than others. • Give different examples of our Birley Values. 	<ul style="list-style-type: none"> • Identify some of my hopes and fears for this year. • Understand the rights and responsibilities for being a member of my class and school. • Listen to other people and contribute my own ideas about rewards and consequences. • Understand how following the Learning Charter will help me and others learn. • Recognise the choices I make and understand the consequences. 	<p>Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning Charter Problem-solving</p>

<p>Year 2: Celebrating Differences</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 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 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	<ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls (stereotypes). Understand that bullying is sometimes about difference. Recognise what is right and wrong and know how to look after myself. Understand that it is OK to be different from other people and to be friends with them. Tell you some ways I am different from my friends. 	<p>Boys Girls Similarities Assumptions Shield Stereotypes Differences Special Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help On Purpose Stand up for Male Female Diversity Fairness Kindness Friends Special Unique Different Similarities Value</p>
<p>Year 2: Dreams and Goals</p>		<ul style="list-style-type: none"> Growth mindset Teamwork 	<ul style="list-style-type: none"> Explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> Choose a realistic goal and think about how to achieve it. Carry on trying (persevering) even when I find things difficult. Recognise who I work well with and who it is more difficult for me to work with. Work well in a group. Tell you some ways I worked well with my group. 	<p>Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together</p>

				<ul style="list-style-type: none"> Know how to share success with other people. 	Partner Team work Challenge Product Group Problem-solve Dream Goal Garden
Year 2: Healthy Me		<ul style="list-style-type: none"> Self Esteem 	<ul style="list-style-type: none"> Explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<ul style="list-style-type: none"> Know what I need to keep my body healthy. Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. Understand how medicines work in my body and how important it is to use them safely. Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Make some healthy snacks and explain why they are good for my body. Decide which foods to eat to give my body energy. 	Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Balanced diet Portion Proportion Energy Fuel Nutritious
Year 2: Relationships	Pupils should know: <ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Family Friendships 	<ul style="list-style-type: none"> Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving techniques and explain how I might use them in certain 	<ul style="list-style-type: none"> Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. 	Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike

	<p>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> • 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 conventions of courtesy and manners • the importance of permission-seeking and giving in relationships with friends, peers and adults • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 		<p>situations in my relationships.</p>	<ul style="list-style-type: none"> • Identify some of the things that cause conflict with my friends. • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Recognise and appreciate people who can help me in my family, my school and my community. • Express my appreciation for the people in my special relationships. 	<p>Acceptable Not acceptable Friends Likes/dislikes Conflict Point of view Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate</p>
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	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult • where to get advice, for example family, school or other sources 				
<p>Year 2: Changing Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • Tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me. 	<ul style="list-style-type: none"> • Recognise cycles of life in nature. • Tell you about the natural process of growing from young to old and understand that this is not in my control. • Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. • Understand there are different types of touch and can tell you which ones I like and don't like. • Identify what I am looking forward to when I move to my next class. 	<p>Change Grow Life cycle Control Baby Adult Fully grown Growing up Old Young Change Respect Appearance Physical Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Male Female Vagina Penis Testicles Vulva Anus Public Private Touch Texture Cuddle Hug</p>

					<p>Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable Change Looking forward Excited Nervous Anxious Happy</p>
<p>Year 3: Being Me in My World</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identity and Belonging Asking for help 	<ul style="list-style-type: none"> Explain how my behaviour can affect how others feel and behave. Say why it is important to have rules and how it helps me and others to learn. Understand how our Birley Values help me and others to learn. 	<ul style="list-style-type: none"> Recognise my worth and can identify positive things about myself and my achievements. Set personal goals. Face new challenges positively, make responsible choices and ask for help when I need it. Understand why rules are needed and how they relate to rights and responsibilities. Understand that my actions affect myself and others and I care about other people's feelings. Make responsible choices and take action. Understand my actions affect others and try to see things from their points of view. 	<p>Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibilities Learning Charter Nightmare Dream Behaviour Rewards Consequences Actions Rights Responsibilities Fairness Choices</p>

					Co-operate Learning Charter Challenge Group dynamics Team work Learning Charter View point Ideal school Belong
Year 3: Celebrating Differences	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 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 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve it together or asking for help. 	<ul style="list-style-type: none"> Understand that everybody's family is different and important to them. Understand that differences and conflicts sometimes happen among family members. Know what it means to be a witness to bullying. Know that witnesses can make the situation better or worse by what they do. Recognise that some words are used in hurtful ways. Tell you about a time when my words affected someone's feelings and what the consequences were. 	Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Special Unique Difference Similarity
Year 3: Dreams and Goals		<ul style="list-style-type: none"> Growth mindset Teamwork 	<ul style="list-style-type: none"> Explain the different ways that help me learn and what I need to do to improve. Be confident and positive when I share my success with others. 	<ul style="list-style-type: none"> Tell you about a person who has faced difficult challenges and achieved success. Identify a dream/ambition that is important to me. Enjoy facing new learning challenges and working out 	Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future

			<ul style="list-style-type: none"> I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<p>the best ways for me to achieve them.</p> <ul style="list-style-type: none"> Be motivated and enthusiastic about achieving our new challenge. Recognise obstacles which might hinder my achievement and can take steps to overcome them. Evaluate my own learning process and identify how it can be better next time. 	<p>Aspirations Garden Decoration Team work Enterprise Design Cooperation Challenge Product Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique Solution Team work Review Learning Strengths Success Self-review Celebrate Evaluate</p>
<p>Year 3: Healthy Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> Self Esteem 	<ul style="list-style-type: none"> Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Express how being anxious/scared and unwell feels. 	<ul style="list-style-type: none"> Understand how exercise affects my body and know why my heart and lungs are such important organs. Know that the amount of calories, fat and sugar I put into my body will affect my health. Tell you my knowledge and attitude towards drugs. identify things, people and places That I need to keep safe from, and can tell you some 	<p>Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Energy Calories Kilojoules Labels Sugar Fat Saturated Fat</p>

				<p>strategies for keeping myself safe including who to go to for help.</p> <ul style="list-style-type: none"> Identify when something feels safe or unsafe. Understand how complex my body is and how important it is to take care of it. 	<p>Healthy Drugs Attitude Safe Anxious Scared Strategy Advice Harmful Risk Feelings Complex Appreciate Body Choice Risk</p>
<p>Year 3: Relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 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 practical steps they can take in a range of different 	<ul style="list-style-type: none"> Family Friendships 	<ul style="list-style-type: none"> Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know. 	<ul style="list-style-type: none"> Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. Know and can use some strategies for keeping myself safe online. Explain how some of the actions and work of people around the world help and influence my life. Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Know how to express my appreciation to my friends and family. 	<p>Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming Global</p>

	<p>contexts to improve or support respectful relationships</p> <ul style="list-style-type: none"> • 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 • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • that people sometimes behave differently online, including by pretending to be someone they are not • 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 				<p>Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Thank you Appreciation</p>
<p>Year 3: Changing Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. 	<ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • Understand how babies grow and develop in the mother's uterus. • Understand what a baby needs to live and grow. 	<p>Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients</p>

			<ul style="list-style-type: none"> Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	<ul style="list-style-type: none"> Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Start to recognise stereotypical ideas I might have about parenting and family roles. Identify what I am looking forward to when I move to my next class. 	<p>Survive Love Affection Care Change Puberty Control Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy</p>
<p>Year 4: Being Me in My World</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identity and Belonging Asking for help 	<ul style="list-style-type: none"> Explain why being listened to and listening to others is important. Explain why being democratic is important and helps others to feel valued. Explain how the Birley Values can be applied in my school environment. 	<ul style="list-style-type: none"> Know my attitudes and actions make a difference to the class team. Understand who is in my school community, the roles they play and how I fit in. Understand how democracy works through the School Council. Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. 	<p>Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Rights Responsibilities Democracy Reward Consequence Democratic</p>

				<ul style="list-style-type: none"> • Understand how groups come together to make decisions. • Understand how democracy and having a voice benefits the school community. 	Decisions Voting Authority Learning Charter Role Contribution Observer Decisions Choices UN Convention on Rights of Child
Year 4: Celebrating Differences	Pupils should know: <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • 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 sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<ul style="list-style-type: none"> • Asking for help • Similarities and Differences 	<ul style="list-style-type: none"> • Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. • Explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> • Understand that, sometimes, we make assumptions based on what people look like. • Understand what influences me to make assumptions based on how people look. • Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. • Tell you why witnesses sometimes join in with bullying and sometimes don't tell. • Identify what is special about me and value the ways in which I am unique. • Tell you a time when my first impression of someone changed when I got to know them. 	Character Assumption Judgement Surprised Different Appearance Accept Influence Opinion Attitude Bullying Friend Secret Deliberate On purpose Bystander Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed

					Special Different Accept
Year 4: Dreams and Goals		<ul style="list-style-type: none"> • Growth mindset • Teamwork 	<ul style="list-style-type: none"> • Plan and set new goals even after a disappointment. • Explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> • Tell you about some of my hopes and dreams. • Understand that sometimes hopes and dreams do not come true and that this can hurt. • Know that reflecting on positive and happy experiences can help me to counteract disappointment. • Know how to make a new plan and set new goals even if I have been disappointed. • Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. • Identify the contributions made by myself and others to the group's achievement. 	Dream Hope Goal Determination Perseverance Resilience Positive Attitude Disappointment Fears Hurt Positive experiences Plans Cope Help Self-belief Motivation Commitment Team work Enterprise Design Cooperation Positive attitude Review Learning Strengths Success Celebrate Evaluate
Year 4: Healthy Me	Pupils should know: <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness • where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> • Self Esteem 	<ul style="list-style-type: none"> • Recognise when people are putting me under pressure and can explain ways to resist this when I want to. • Identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> • Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • Know and can put into practice basic emergency aid 	Friendships Emotions Healthy Relationships Value Friendship groups Roles Leader Follower Assertive Agree / disagree

				<p>procedures (including recovery position) and know how to get help in emergency situations.</p> <ul style="list-style-type: none"> Understand how the media, social media and celebrity culture promotes certain body types. Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. 	<p>Smoking Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong</p>
Year 4: Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 marriage represents 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 practical steps they can take in a range of different contexts to improve or 	<ul style="list-style-type: none"> Family Friendships 	<ul style="list-style-type: none"> Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Understand that belonging to an online community can have positive and negative consequences. Understand there are rights and responsibilities in an online community or social network. Know there are rights and responsibilities when playing a game online. Recognise when I am spending too much time using devices (screen time). Explain how to stay safe when using technology to communicate with my friends. 	<p>Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir</p>

	<p>support respectful relationships</p> <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 				<p>Memento Memorial Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care</p>
<p>Year 4: Changing Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> Self Esteem Life cycles Managing change 	<ul style="list-style-type: none"> Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. 	<ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Describe how boys' and girls' bodies change during puberty. Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. 	<p>Personal Unique Characteristics Parents Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception Puberty Menstruation Periods</p>

				<ul style="list-style-type: none"> Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Identify what I am looking forward to when I move to my next class. 	<p>Circle</p> <p>Seasons</p> <p>Change</p> <p>Control</p> <p>Range of emotions (e.g. scared, empty, happy, proud, nervous)</p> <p>Acceptance</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p>
<p>Year 5:</p> <p>Being Me in My World</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 how to ask for advice or help for themselves or others, and to keep trying until they are heard, where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> Identity and Belonging Asking for help 	<ul style="list-style-type: none"> Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Explain how actions of one person can affect another person. Explain how the Birley Values can be applied in the wider world and give examples. 	<ul style="list-style-type: none"> Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a citizen of my country. Understand my rights and responsibilities as a citizen of my country and as a member of my school. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand how an individual's behaviour can impact on a group. Understand how democracy and having a voice benefits the school community and know how to participate in this. 	<p>Education</p> <p>Appreciation</p> <p>Opportunities</p> <p>Goals</p> <p>Motivation</p> <p>Vision</p> <p>Hopes</p> <p>Challenge</p> <p>Rights</p> <p>Responsibilities</p> <p>Citizen</p> <p>Denied</p> <p>Empathise</p> <p>Refugee</p> <p>Persecution</p> <p>Conflict</p> <p>Asylum</p> <p>Migrant</p> <p>Wealth</p> <p>Poverty</p> <p>Prejudice</p> <p>Citizen</p> <p>Privilege</p> <p>Deprive</p> <p>Rewards</p> <p>Consequences</p> <p>Choices</p> <p>Learning Charter</p> <p>Cooperation</p>

					Collaboration Participation Motivation
Year 5: Celebrating Differences	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 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 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Explain the differences between direct & indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism & other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> Understand that cultural differences sometimes cause conflict. Understand what racism is. Understand how rumour-spreading and name-calling can be bullying behaviours. Explain the difference between direct and indirect types of bullying. Compare my life with people in the developing world. Understand a different culture from my own. 	Culture Conflict Difference Similarity Belong Culture wheel Racism Colour Race Discrimination Culture Ribbon Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving Bullying Indirect Direct Cyber bullying Texting Happiness Difference Culture Similarity Continuum Developing world Culture Celebration Artefacts Display Presentation
Year 5: Dreams and Goals		<ul style="list-style-type: none"> Growth mindset Teamwork 	<ul style="list-style-type: none"> Compare my hopes and dreams with those of young 	<ul style="list-style-type: none"> Understand that I will need money to help me achieve some of my dreams. 	Dream Hope Goal

			<p>people from different cultures.</p> <ul style="list-style-type: none"> • Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<ul style="list-style-type: none"> • Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. • Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. • Describe the dreams and goals of young people in a culture different to mine. • Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. • Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. 	<p>Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Salary Contribution Society Goal Determination Perseverance Motivation Aspiration Culture Country Culture Sponsorship Communication Support Rallying Sponsorship Team work Cooperation Difference</p>
<p>Year 5: Healthy Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Explain different roles that food and substances can play in people's lives. • I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. 	<ul style="list-style-type: none"> • Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • Know and can put into practice basic emergency aid procedures (including recovery position) and know 	<p>Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Choices Pressure Media Influence Emergency Procedure Recovery position</p>

			<ul style="list-style-type: none"> Summarise different ways that I respect and value my body. 	<p>how to get help in emergency situations.</p> <ul style="list-style-type: none"> Understand how the media, social media and celebrity culture promotes certain body types. Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. 	<p>Calm Level-headed Body image Media Social media Celebrity Altered Self-respect Comparison Eating problem Eating disorder Respect Pressure Debate Opinion Fact Choices Healthy lifestyle Motivation</p>
Year 5: Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Family Friendships 	<ul style="list-style-type: none"> Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Understand that belonging to an online community can have positive and negative consequences. Understand there are rights and responsibilities in an online community or social network. Know there are rights and responsibilities when playing a game online. Recognise when I am spending too much time using devices (screen time). Explain how to stay safe when using technology to communicate with my friends. 	<p>Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Rights Risky Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Devices Screen time</p>

	<p>seek help or advice from others, if needed</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 are 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) • how to respond safely and appropriately to adults they 				<p>Social Off line Mental health Physical health Personal information Safe Online Choices Vulnerable Risk</p>
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	may encounter (in all contexts, including online) whom they do not know				
Year 5: Changing Me	<p>Pupils should know:</p> <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> Self Esteem Life cycles Managing change 	<ul style="list-style-type: none"> Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. 	<ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Describe how boys' and girls' bodies change during puberty. Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Identify what I am looking forward to when I move to my next class. 	<p>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception</p>

					Fertility treatment (IVF) Teenager Milestone Perceptions Responsibilities Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious
Year 6: Being Me in My World	Pupils should know: <ul style="list-style-type: none"> 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 how to ask for advice or help for themselves or others, and to keep trying until they are heard, where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> Identity and Belonging Asking for help 	<ul style="list-style-type: none"> Explain how my choices impact the local community and the wider world. Empathise with other people in the local and wider community and think about how this changes my actions. Explain how the Birley Values can be applied in the wider world, including transition, and give examples. 	<ul style="list-style-type: none"> Identify my goals for this year, understand my fears and worries about the future and know how to express them. Know that there are universal rights for all children but for many children these rights are not met. Understand that my actions affect other people locally and globally. Make choices about my own behaviour because I understand how rewards and consequences feel and understand how these relate to my rights and responsibilities. Understand how an individual's behaviour can impact on a group. Understand how democracy and having a voice benefits the school community. 	Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education Wants Needs Maslow Empathy Comparison Opportunities Education Choices Behaviour Rights Responsibilities Rewards Consequences

					Empathise Learning Charter Obstacles Cooperation Collaboration Legal Illegal Lawful Laws Participation Motivation Democracy Decision Proud
Year 6: Celebrating Differences	Pupils should know: <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 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 	<ul style="list-style-type: none"> Asking for help Similarities and Differences 	<ul style="list-style-type: none"> Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> Understand there are different perceptions about what normal means. Understand how being different could affect someone's life. Explain some of the ways in which one person or a group can have power over another. Know some of the reasons why people use bullying behaviours. Give examples of people with disabilities who lead amazing lives. Explain ways in which difference can be a source of conflict and a cause for celebration. 	Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities Power Struggle Imbalance Control Harassment Bullying behaviour Direct Indirect Argument Recipient

					Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina Celebration Difference Conflict
Year 6: Dreams and Goals		<ul style="list-style-type: none"> • Growth mindset • Teamwork 	<ul style="list-style-type: none"> • Explain different ways to work with others to help make the world a better place. • Explain what motivates me to make the world a better place. 	<ul style="list-style-type: none"> • Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal). • Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • Identify problems in the world that concern me and talk to other people about them. • Know how to work with other people to help make the world a better place. • Describe some ways in which I can work with other people to help make the world a better place. • Know what some people in my class like or admire about me and can accept their praise. 	Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Success Criteria Learning steps Money Global Issue Suffering Concern Hardship Sponsorship Suffering Hardship Empathy Motivation Admire Respect Achievement Praise Compliment Contribution

					Recognition
Year 6: Healthy Me	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> Self Esteem 	<ul style="list-style-type: none"> Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<ul style="list-style-type: none"> Take responsibility for my health and make choices that benefit my health and well-being. Know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Understand that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risks this involves. Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. 	<ul style="list-style-type: none"> Responsibility Choice Immunisation Prevention Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs' Exploited Vulnerable Drugs Criminal Illegal Gangs Pressure Strategies Reputation Anti-social behaviour Crime Illegal Mental health Emotional health Mental illness Symptoms Stress Triggers Strategies Managing stress Pressure
Year 6: Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	<ul style="list-style-type: none"> Family Friendships 	<ul style="list-style-type: none"> Identify when people may be experiencing feelings associated with loss and also recognise when people are 	<ul style="list-style-type: none"> Know that it is important to take care of my mental health. Know how to take care of my mental health. 	<ul style="list-style-type: none"> Mental health Ashamed Stigma Stress Anxiety Support

	<ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 are 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 		<p>trying to gain power or control.</p> <ul style="list-style-type: none"> • Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. 	<ul style="list-style-type: none"> • Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • Recognise when people are trying to gain power or control. • Judge whether something online is safe and helpful for me. • Use technology positively and safely to communicate with my friends and family. 	<p>Worried Signs Stress Anxiety Warning Support Self-harm Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Power Cyberbullying Abuse Safety</p>
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	<p>content and contact, and how to report them</p> <ul style="list-style-type: none"> • 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) • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to report concerns or abuse, and the vocabulary and confidence needed to do so 				
<p>Year 6: Changing Me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 	<ul style="list-style-type: none"> • Self Esteem • Life cycles • Managing change 	<ul style="list-style-type: none"> • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. 	<ul style="list-style-type: none"> • Be aware of my own self-image and how my body image fits into that. • Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Understand how being physically attracted to someone changes the nature of the relationship and what 	<p>Self-image Self-esteem Real self Celebrity Opportunities Freedoms Responsibilities Puberty vocabulary (e.g. pubic hair, menstruation, semen, erection, tampons, hormones, ovulation, wet dreams, masturbation, clitoris, penis, vagina, fallopian tube, vulva) Pregnancy Embryo</p>

				<p>that might mean about having a girlfriend/boyfriend.</p> <ul style="list-style-type: none"> • Be aware of the importance of a positive self-esteem and what I can do to develop it. • Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. 	<p>Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Attraction Relationship Pressure Love Sexting Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>
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