



# Alton Park's Progression in PSHE

## Knowledge and Skills

PSHE	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Me and my relationships</u></b></p> <p>Key: Rule of law</p> <p>British values Democracy ( student council)</p> <p>E-safety</p> <p>Sex Education</p> <p><u>Underlined</u> <u>seconds layer of</u> <u>notification for</u> <u>parents.</u></p> <p>Oracy opportunities</p>	<p>Understand classroom rules.</p> <p>Take part in creating classroom rules.</p> <p>Understand people express their feelings differently.</p> <p>Understand the terms bullying and teasing.</p> <p>Understand and describe strategies for dealing with bullying and teasing.</p> <p>Explain the difference between</p>	<p>Understand why rules are important and consider consequences of breaking rules.</p> <p>Explain feelings of loss.</p> <p>Identify different skills people bring to group tasks.</p> <p>Identify people with whom they have a special relationship.</p> <p>Rehearse strategies for resolution in conflict.</p> <p>Explain what a dare is and suggest strategies to deal with dares.</p>	<p>Describe intensity of feelings both good and not so good.</p> <p>Explain positive healthy relationships.</p> <p>Recognise when to say no to a friend.</p> <p>Demonstrating strategies' for collaborating on a task.</p> <p>Recognise people can feel differently in the same situation.</p> <p>Demonstrate feelings through face and body and understand that</p>	<p>To understand how to collaborate with others.</p> <p>To know how to negotiate and compromise to resolve issues.</p> <p>Understand the key qualities of friendship.</p> <p>Identify what makes a relationship healthy/ unhealthy and know who to talk to if they need help.</p> <p>Identify passive aggressive and assertive behaviours.</p>	<p>Demonstrate a collaborative approach.</p> <p>Describe and implement the skills needed for this.</p> <p>Demonstrate strategies from negotiating and compromising.</p> <p>Recognise some of the challenges in friendships and suggest strategies for dealing with them.</p> <p>Recognise peer influence and pressure.</p>

<p>Cross curriculum link – science</p> <p>Term it is covered and when</p>	<p>bullying and isolated unkind behaviour.</p> <p>Recognise that friendship is a special kind of relationship.</p> <p>Recognise names and understand how to deal with feelings.</p>	<p>Express opinions and consider others points of view.</p> <p>Understand that my friends sometimes fall out and rehearse how to make up.</p> <p><u>Debate opportunity</u></p> <p><i>Is it ever OK to break a rule?</i></p>	<p>feelings can change over time.</p> <p>Understand strategies to respond to bullying and peer pressure.</p> <p><u>Drama opportunity</u> Use freeze frames, photographs to explore how people feel differently.</p>	<p>Rehearse assertiveness.</p> <p>To recognise emotional need and to identify risk factors.</p> <p>To recognise responsible and respectful relationships online.</p> <p>Drama opportunity Roleplay of assertiveness skills in different scenarios.</p>	<p>Use role play for rehearsing how to resist peer influence and pressure.</p> <p>Understand peer group dynamics and describe the consequences of relating to others in a positive and negative way. Describe ways in which people can show their commitment to each other.</p> <p>Know the age at which a person can marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings and that some inappropriate touches are illegal.</p> <p>Identify strategies for keeping personal information safe online and describe</p>
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					<p>safe and respectful behaviours when using technology.</p> <p><u>Drama opportunity</u> for peer pressure situations.</p>
Valuing difference	<p>Identify physical and non-physical differences and similarities between people.</p> <p>Explain how a person's behaviour can affect others.</p> <p>Identify people who are special to them.</p> <p>Explain how it feels to be part of a group and left out of a group.</p> <p>Describe kind and unkind acts.</p> <p>Suggest strategies for maintaining friendships.</p>	<p>Recognise different types of family.</p> <p>Understand the terms adoption, fostering and same sex relationships.</p> <p>Recognise the benefits of belonging to a community.</p> <p>Give examples of respectful language and how to challenge others viewpoints.</p> <p><u>Explain that people In the U K have different origins.</u></p> <p>Understand that repeated name calling is bullying.</p> <p>Understand some of the reasons why people are bullied.</p>	<p>To define negotiation and compromise.</p> <p>Understand the right to protect their personal body space.</p> <p>Suggest who they can talk to if they are uncomfortable with other people's actions.</p> <p><b><u>Recognise and give examples of the features of different types of relationships.</u></b></p> <p>Understand ways in which people can be different from each other.</p> <p>Recognise the consequences of being aggressive.</p>	<p>Describe ways to make a friendship last.</p> <p>Rehearse active listening and respectfulness.</p> <p>Empathise with people subjected to injustice including racism and consider how discrimination can be challenged.</p> <p>Identify and describe different groups that make up their school community and other parts of the UK.</p> <p>Explain the importance of mutual respect for different faiths and beliefs.</p> <p>Understand that online information is not</p>	<p><u>To recognise bullying and discriminatory behaviour can result from disrespecting others.</u></p> <p>Know that we have more in common than we have that is different about us.</p> <p>Consider how to respond to offensive behaviour or bullying.</p> <p><u>Demonstrate ways of showing respect.</u></p> <p><u>Understand prejudice and understand the benefits of living in a diverse society.</u></p> <p><u>Explain the importance of mutual respect for different faiths and beliefs.</u></p>

			<p>Define respect and ways of showing respect.</p> <p>Understand stereotypes in the media.</p>	<p>always true and accurate.</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Give examples of how individual and group action can impact on others.</p>	<p>Explain the difference between a friends and acquaintance and what the qualities of positive relationships are.</p> <p>Define the term stereotype.</p> <p>Recognise how stereotypes are reinforced and challenge stereotypes.</p>
<p><b>Keeping ourselves safe</b></p>	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe. Safe or unsafe?</p> <p>Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk. Danger, risk or hazard?</p>	<p>Explain what a habit is, giving examples;</p> <p>Describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks;</p> <p>Explain how to weigh up risk factors when making a decision;</p> <p>Describe some of the possible outcomes of taking a risk.</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online;</p>

	<p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>How safe would you feel? Children will be able to:</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p>	<p>Danger or risk? Children will be able to:</p> <p>Identify risk factors in given situations; Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Alcohol and cigarettes: the facts</p> <p>Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; <b>Give examples of strategies for safe browsing online.</b></p>	<p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. Picture wise Children will be able to:</p> <p>Define what is meant by the word 'dare';</p> <p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p> <p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell;</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p> <p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p>	<p><b>Describe safe behaviours when using communication technology.</b></p> <p><b>Know that it is illegal to create and share sexual images of children under 18 years old;</b></p> <p><b>Explore the risks of sharing photos and films of themselves with other people directly or online;</b></p> <p><b>Know how to keep their information private online.</b></p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p>
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	<p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Demonstrate strategies for assessing risks; Understand and explain decision-making skills;</p>	<p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol;</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of</p>	<p>Suggest what someone should do when faced with a risky situation.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p> <p>Know how to protect personal information online;</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p>	<p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p>
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	<p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>Understand where to get help from when making decisions.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>behaving in an unacceptable, unhealthy or risky way.</p>	<p>Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common</p>	<p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</p> <p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional need met.</p> <p>Understand and give examples of conflicting emotions;</p> <p>Understand and reflect on how independence and responsibility go together.</p>
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				misperceptions of these.	
<b>Rights and responsibilities</b>	<p>Describe and record strategies for dealing with impulsive behaviour in the classroom.</p> <p>Explain, and be able to use strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the community that help keep them safe.</p> <p>Identify what they like about the school environment and any problems with the school environment.</p> <p>Recognise that they have a responsibility for helping and looking after the school environment.</p>	<p>Identify what is a volunteer in the school community and reasons why people volunteer including mental health and wellbeing benefits.</p> <p>Identify people who are responsible for them to stay healthy and suggest why they can help these people.</p> <p>Understand fact and opinion and understand how an event can be perceived from different viewpoints.</p> <p>Define what is meant by the environment.</p> <p>Evaluate and explain different methods of looking after the school environment.</p> <p>Understand the terms income, saving and spending.</p>	<p>Explain how the local community helps them to stay healthy and safe.</p> <p>Define responsibility and those who help them stay healthy and safe.</p> <p>Suggest ways to help people to keep healthy.</p> <p>Identify that humans have rights and responsibilities.</p> <p>Understand the reason we have rules and how this can contribute to our decision making (through pupil voice / school council).</p> <p>Recognise that everyone can make a difference within democratic process.</p>	<p>To be able to read, write and discuss current issues in the media concerning health and wellbeing.</p> <p>Understand the difference between fact and opinion.</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p> <p>To define the differences between responsibilities, rights and duties;</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>Explain the terms voluntary, community and pressure (action group)</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</p> <p>Analyse a range of reports and look at the biases and facts.</p> <p>Know the legal age (and the reason behind these) for having a social media account.</p> <p>Explain the benefits of saving money.</p> <p>Describe different ways money can be save, outlining the pros and cons of each method</p> <p>Recognise and explain that different jobs have different levels of pay and factors that influence this;</p>



	<p>Understand that people have choices with what to do with their money.</p> <p>Recognise that money can be spent on essential and non-essential items.</p> <p>Know that money can be saved for the future and reasons they might do this.</p>	<p>Recognise there are times when we can buy items we want and times when we need to save for items.</p> <p>Suggest that items and services around the home need to be paid for.</p> <p>Explain that people earn their money through jobs.</p> <p>Understand the amount people get paid due to a range of factors (skill experience, training, responsibility).</p>	<p>Define the word influence.</p> <p>Recognise that reports in the media can influence the way they think on a topic. Form opinions based on factual information.</p> <p>Explain how a bystander can influence bullying or anti-social behaviour.</p> <p>Understand the ways that various national international environmental organisations work to help take care of the environment.</p> <p>Define the terms 'income and expenditure.</p> <p>List expenditure in the school home from most and least essential.</p> <p>Explain what is meant by income tax,</p>	<p>Give examples of voluntary groups, the kind of work they do and its value.</p> <p>State the costs involved in producing and selling an item</p> <p>Suggest questions a consumer should ask before buying a product.</p> <p>Define the terms credit debit and interests. Suggest advice for a range of situations involving personal finance.</p> <p>To explain some of the local areas that local councils have responsibility for and understand that local councillors are elected to represent their local community.</p>	<p>Explain the different type of tax (income tax and VAT) which help to fund public services and compare their value.</p> <p>Explain the terms voluntary, community and pressure (action group)</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Explain what is meant by living in an environmentally sustainable way and suggest actions that can be taken to live in a more environmentally sustainable way.</p>
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			<p>National Insurance and vat.</p> <p>Understand payslips (showing both pay and deductions).</p> <p>Prioritise public services from most and least essential.</p>		
<b>Being my best</b>	<p>Explain the stages of the learning line showing an understanding of the learning process;</p> <p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet'; Give examples of what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p>	<p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Recognise that there are times when they will make the same choices as their friends and times</p>	<p>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Know the basic functions of the four systems covered and know they are interrelated.</p>	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p> <p>Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Present information they researched on health and wellbeing issues outlining the key issues and</p>

	<p>they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines. Harold's bathroom Children will be able to:</p>	<p>Suggest medical and non-medical ways of treating an illness.</p> <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research. For or against?</p> <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as</p>	<p>when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Understand the ways in which they can contribute to the care of the environment.</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Define what is meant by the word 'community';</p>	<p>Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>State what is meant by community;</p> <p>Explain what being part of a school community means to them;</p> <p>Suggest ways of improving the school community. My school community (2) Children will be able to:</p>	<p>making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. to:</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p>
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	<p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>much on television/in the media.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p>	<p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p>	<p>Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Independence and responsibility Children will be able to:</p> <p>Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>	
<b>Growing and changing</b>	Demonstrate simple ways of giving	<b>Identify different types of relationships;</b>	Describe some of the changes that happen	Use a range of words and phrases to	Recognise some of the changes they have experienced

<p>Key:</p> <p>British values</p> <p>E-safety</p> <p>Sex Education</p> <p>Underlined seconds layer of notification for parents.</p> <p>Oracy opportunities</p> <p>Additional trends Strands Money / finances Community Health /diet / science / food</p>	<p>positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p><u>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</u></p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p><u>Identify which parts of the human body are private;</u></p> <p><u>Explain that a person's genitals help them to make babies when they are grown up;</u></p>	<p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret</p>	<p>to people during their lives;</p> <p>Name some positive and negative feelings;</p> <p><u>Understand how the onset of puberty can have emotional as well as physical impact.</u></p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p><u>Identify parts of the body that males and females have in common and those that are different;</u></p> <p><u>Know the correct terminology for their genitalia;</u> <u>Understand and explain why puberty happens.</u></p> <p><u>Know the key facts of the menstrual cycle;</u> <u>Understand that periods are a normal part of puberty for girls;</u></p>	<p>describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted;</p> <p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to <u>inappropriate touch.</u></p> <p>Explain how someone might feel when they are separated from someone.</p> <p>Suggest ways to help someone who is</p>	<p>and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype;</p> <p><u>Recognise how the media can sometimes reinforce gender stereotypes;</u></p>
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	<p><u>Understand that humans mostly have the same body parts but that they can look different from person to person.</u></p> <p><u>Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</u></p>	<p>made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p>	<p><u>Identify some of the ways to cope better with periods.</u></p> <p><u>Preparing for changes at puberty (formerly Period positive/preparing for periods)</u></p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p><u>Recognise how different surprises and secrets might make them feel;</u></p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p><u>Understand that marriage is a commitment to be entered into freely and not against someone's will;</u></p>	<p>separated from someone or something they like.</p> <p><u>Know the correct words for the external sexual organs;</u></p> <p><u>Discuss some of the myths associated with puberty.</u></p> <p><u>Identify some products that they may need during puberty and why;</u></p> <p><u>Know what menstruation is and why it happens.</u></p> <p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p> <p><u>Understand the risks of sharing images online and how these are hard to control, once shared;</u></p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p><u>Define the word 'puberty' giving examples of some of the physical and</u></p>
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			<p><u>Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland;</u></p> <p><b><u>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</u></b></p>	<p>Recognise how our body feels when we're relaxed;</p> <p>List some of the ways our body feels when it is nervous or sad;</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped. Stop, start, stereotypes</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p><u>emotional changes associated with it;</u></p> <p><u>Suggest strategies that would help someone who felt challenged by the changes in puberty;</u></p> <p><u>Understand what FGM is and that it is an illegal practice in this country;</u></p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p><u>Identify the changes that happen through puberty to allow</u></p>
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					<p><u>sexual reproduction to occur.</u></p> <p><u>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</u>  Know the legal age of consent and what it means.</p> <p><u>Explain how HIV affects the body's immune system;</u>  <u>Understand that HIV is difficult to transmit;</u>  <u>Know how a person can protect themselves from HIV.</u></p>
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**Additional trends**

Strands

Money / finances

Community

Health /diet / science / food