

Frittenden
CofE
Primary School



Scheme of work:PSHE

Embedding our Intent – PSHE

The PSHE Curriculum aims to develop the whole child by focusing upon three core themes, health and well-being, relationships and living in the wider world. The curriculum is progressive and will give children the opportunity to delve deeper into their learning building upon their prior knowledge year on year.

Children are given the opportunity to draw from creative and engaging lessons with a wide variety of methods used to develop their knowledge. All lessons encourage the children to develop their self-confidence, engage in new learning opportunities and to aspire to be the best they can be. All children are expected to contribute to debates by express their opinions.

The core themes that our PSHE Curriculum focuses on are Health and wellbeing (hygiene, changing and growing, emotions, keeping safe) Relationships (Communication, bullying, family and friends, fairness) Living in the wider world (rules and responsibility, communities, money and finance). These themes are taught with a broad range of resources and engaging content with wide cross curricular links.

Our Christian values lie at the core of all our teaching and learning, all children are given the opportunity to express opinion, recognise their strengths and to develop their weaknesses. Whole school PSHE assemblies give pupils the opportunities to revisit and engage, as a whole school community, in our school values which are woven throughout each PSHE lesson these are shown below.

Respect: is integral to PSHE learning; respect for opinions and thought; respect for our bodies and minds; respect for diversity, community and inclusivity.

Joy: Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy. This is done through offering supportive advice and giving praise to peers for brilliant effort and achievements.

Compassion: we are a kind, caring and compassionate community. PSHE helps us to develop our empathy and ability to be compassionate and show compassion.

Concepts

Within PSHE we have identified the key concept that are revisited and developed as the children move through the school. These concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long-term memory. The expectation is that, by the end of Primary School, children will know and understand these key concepts and have the ability to be socially and emotionally equipped to enter KS3.

Key concepts:

A range of these ideas are explored through each PSHE unit and provide lenses through which to consider different aspects of this area of the pupil's personal development.

- Team
- Diversity
- Think Positive
- Being yourself
- It's my body
- Aiming high
- VIPs
- One World
- Safety First
- Digital Well-being
- Money Matters
- Growing up

PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dahl A	<u>KS1 TEAM</u> (Relationships)	<u>KS1 Diverse Britain</u> (Living in the Wider World)	<u>KS1 Think Positive</u> (Health and Wellbeing)	<u>KS1 Be Yourself</u> (Relationships)	<u>KS1 It's My Body</u> (Health and Wellbeing)	<u>KS1 Aiming High</u> (Living in the Wider World)
Dahl B	<u>KS1 VIPs</u> (Relationships)	<u>KS1 One World</u> (Living in the Wider World)	<u>KS1 Safety First</u> (Health and Wellbeing)	<u>KS1 Digital Wellbeing</u> (Relationships)	<u>KS1 Money Matters</u> (Living in the Wider World)	<u>KS1 Growing Up</u> (Health and Wellbeing)
Wells A	<u>LKS2 TEAM</u> (Relationships)	<u>LKS2 Diverse Britain</u> (Living in the Wider World)	<u>LKS2 Think Positive</u> (Health and Wellbeing)	<u>LKS2 Be Yourself</u> (Relationships)	<u>LKS2 It's My Body</u> (Health and Wellbeing)	<u>LKS2 Aiming High</u> (Living in the Wider World)
Wells B	<u>LKS2 VIPs</u> (Relationships)	<u>LKS2 One World</u> (Living in the Wider World)	<u>LKS2 Safety First</u> (Health and Wellbeing)	<u>LKS2 Digital Wellbeing</u> (Relationships)	<u>LKS2 Money Matters</u> (Living in the Wider World)	<u>LKS2 Growing Up</u> (Health and Wellbeing)
Shakes A	<u>UKS2 TEAM</u> (Relationships)	<u>UKS2 Diverse Britain</u> (Living in the Wider World)	<u>UKS2 Think Positive</u> (Health and Wellbeing)	<u>UKS2 Be Yourself</u> (Relationships)	<u>UKS2 It's My Body</u> (Health and Wellbeing)	<u>UKS2 Aiming High</u> (Living in the Wider World)
Shakes B	<u>UKS2 VIPs</u> (Relationships)	<u>UKS2 One World</u> (Living in the Wider World)	<u>UKS2 Safety First</u> (Health and Wellbeing)	<u>UKS2 Digital Wellbeing</u> (Relationships)	<u>UKS2 Money Matters</u> (Living in the Wider World)	<u>UKS2 Growing Up</u> (Health and Wellbeing)

MY LEARNING PATHWAY: PSHE

EYFS

Three and Four-Year-Olds

Personal, social and emotional development:

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Personal, social and emotional development:

Develop their senses of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.

Remember rules, understanding why they are important. Remember rules without an adult needing to remind them.

Understanding the world:

Show interest in different occupations.

Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Personal, social and emotional development:

Become more outgoing with familiar people, in the safe context of the setting. Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.

Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Communication and Language:

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as action.

Children in Reception

Personal, Social Emotional Development:

Manage their own needs- Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing.

	<p>Personal, Social Emotional Development:</p> <p>Show resilience and perseverance in the face of challenge. Think about the perspectives of others</p> <p>Understanding the world:</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Personal, Social Emotional Development:</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>
<p>Early Learning Goals</p>	<p>Personal, Social Emotional Development:</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Personal, Social Emotional Development:</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Understanding the world:</p> <p>Talk about the lives of the people around them and their roles in society. Talk about the lives of the people around them and their roles in society.</p> <p>Know about similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Personal, Social Emotional Development:</p> <p>Show and understanding of their own feelings and those of others, and being to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and other's needs.</p>
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Communication and Language:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

<p>Compassion. Respect. Joy.</p>

Dahl Year A
MY LEARNING JOURNEY: PSHE

'I CAN / I AM BEGINNING TO' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>
Relationships: Team	<p>R7. I can / I am beginning to recognise when I, or someone else feels lonely and what to do</p> <p>R9. I can / I am beginning to ask for help if a friendship is making me feel unhappy</p> <p>R11. I can / I am beginning to explain how people may feel if they experience hurtful behaviour or bullying</p> <p>R21. I can / I am beginning to identify what is kind and unkind behaviour, and how this can affect others</p> <p>R23. I can / I am beginning to recognise the ways in which I am the same and different to others</p>	<p>H23. I know what I am good at, as well as what I like and dislike</p> <p>R1. I know the roles different people (e.g. acquaintances, friends and relatives) play in my life</p> <p>R2. I know who loves and cares for me and what they do to help me feel cared for</p> <p>R10. I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R22. I know how to treat myself and others with respect; how to be polite and courteous</p> <p>Key vocabulary: friendship, lonely, hurtful, unkind, similar, different, acquaintance, friend, relative, care, teasing, name calling, bullying, deliberate, acceptable, unacceptable, respect, kind, courteous.</p>
Living in the Wider World: Diverse Britain	<p>R23. I can / I am beginning to recognise the ways in which I am the same and different to others</p> <p>R25. I can / I am beginning to talk about and share my opinions on things that matter to me</p> <p>L2. I can / I am beginning to explain how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. I can / I am beginning to describe the things we can do to help look after our environment</p> <p>L4. I can / I am beginning to talk about the different groups I belong to</p> <p>L6. I can / I am beginning to recognise the ways that I am the same as, and different to, other people</p>	<p>R21. I know what is kind and unkind behaviour, and how this can affect others</p> <p>L1. I know what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L5. I know about the different roles and responsibilities people have in my community</p> <p>Key vocabulary: recognise, same, different, opinion, responsibilities, environment, kind, rules, unkind, community</p>
Health and wellbeing Think Positive	<p>H1. I can / I am beginning to identify different ways to keep healthy</p> <p>H12. I can / I am beginning to recognise and name different feelings</p> <p>H17. I can / I am beginning to describe things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. I can / I am beginning to describe some different things I can / I am</p>	<p>H1. I know what keeping healthy means</p> <p>H11. I know about different feelings that humans can experience</p> <p>H13. I know how feelings can affect people's bodies and how they behave</p> <p>H19. I know that it is important to ask for help with feelings; and how to ask for it</p> <p>H23. I know what I am good at, what I like and dislike</p> <p>H24. I know how to manage when finding things difficult</p>

	<p>beginning to do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good</p> <p>H19. I can / I am beginning to recognise when I need help with my feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>R7. I can / I am beginning to recognise when I, or someone else, feels lonely and what to do</p> <p>R21. I can / I am beginning to identify what is kind and unkind behaviour, and how this can affect others</p> <p>R25. I can / I am beginning to talk about and share my opinions on things that matter to me</p>	<p>Key vocabulary: identify, recognise, healthy, feelings, human, bodies, hobbies, mood, manage, behaviour, lonely.</p>
Relationships: Be Yourself	<p>H12. I can / I am beginning to recognise and name different feelings</p> <p>H14. I can / I am beginning to recognise what others might be feeling</p> <p>H15. I can / I am beginning to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H19. I can / I am beginning to recognise when I need help with feelings</p> <p>H20. I can / I am beginning to identify feelings associated with change and loss; I can / I am beginning to recognise what helps people to feel better</p> <p>H23. I can / I am beginning to identify what I am good at, what I like and dislike</p>	<p>H13. I know how feelings can affect people's bodies and how they behave</p> <p>H16. I know ways of sharing feelings; a range of words to describe feelings</p> <p>H18. I know different things I can / I am beginning to do to manage big feelings, to help calm me down and/or change my mood when I don't feel good</p> <p>H19. I know that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. I know about change and loss (including death)</p> <p>H21/22. I know we are all unique and special</p> <p>Key vocabulary: recognise, empathy, associated, behaviour, feelings, mood, unique, special.</p>
Health and Wellbeing: It's my body	<p>H2. I can / I am beginning to discuss foods that support good health and the risks of eating too much sugar</p> <p>H6. I can / I am beginning to explain why medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. I can / I am beginning to brush my teeth correctly</p> <p>H9. I can / I am beginning to describe different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H29. I can / I am beginning to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>R16. I can / I am beginning to respond if</p>	<p>H1. I know what keeping healthy means; and different ways to keep healthy</p> <p>H3. I know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. I know why sleep is important and different ways to rest and relax</p> <p>H5. I know simple hygiene routines that can stop germs from spreading</p> <p>H7. I know about dental care and visiting the dentist and food and drink that support dental health</p> <p>H8. I know how to keep safe in the sun and protect skin from sun damage</p> <p>H10. I know about the people who help us to stay physically healthy</p> <p>H31. I know that household products (including medicines) can be harmful if not used correctly</p>

	<p>physical contact makes them feel uncomfortable or unsafe</p> <p>R20. I can / I am beginning to identify when I feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>H37. I know that things that people can put into their body or on their skin</p> <p>R17. I know there are situations when I should ask for permission and also when permission should be sought</p> <p>R18. I know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Key vocabulary: healthy, physical activity, active, relax, hygiene, dental care, sun protection, skin damage, medicines, teeth, brush.</p>
<p>Living in the wider world: Aiming High</p>	<p>H23. I can / I am beginning to identify what I am good at, what I like and dislike</p> <p>R23. I can / I am beginning to recognise the ways in which I am the same and different to others</p> <p>R25. I can / I am beginning to talk about and share my opinions on things that matter to me</p> <p>L14. I can / I am beginning to recognise that everyone has different strengths</p>	<p>H21. to recognise what makes them special</p> <p>H24. how to manage when finding things difficult</p> <p>L15. I know that jobs help people to earn money to pay for things</p> <p>L16. I know different jobs that people who work in the community do</p> <p>L17. I know about some of the strengths and interests someone might need to do different jobs</p> <p>Key vocabulary: identify, recognise, share, opinion, strengths, weakness, special, money, jobs, employment, community</p>

<p>Dahl Year B MY LEARNING JOURNEY: PSHE</p>	
<p>'I CAN / I AM BEGINNING TO' <i>The skills I have learnt...</i></p>	<p>'I KNOW' <i>The knowledge I have...</i></p>

<p>Relationships: VIPS</p>	<p>H16. I can / I am beginning to share my feelings</p> <p>H23. I can / I am beginning to identify what I am good at, what I like and dislike</p> <p>R2. I can / I am beginning to identify the people who love and care for me and what they do to help me feel cared for</p> <p>R4. I can / I am beginning to identify common features of family life</p> <p>R7. I can / I am beginning to recognise when I or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R16. I can / I am beginning to explain how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R21. I can / I am beginning to identify what is kind and unkind behaviour, and how this can affect others</p> <p>R24. I can / I am beginning to listen to other people and play and work cooperatively</p> <p>R25. I can / I am beginning to talk about and share my opinions on things that matter to me</p>	<p>H14. I know how to recognise what others might be feeling</p> <p>H16 I know a range of words to describe my feelings</p> <p>H33. I know the people whose job it is to help keep us safe</p> <p>R1. I know the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R3. I know about different types of families including those that may be different from my own</p> <p>R5. I know that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried</p> <p>R6. I know how people make friends and what makes a good friendship</p> <p>R8. I know simple strategies to resolve arguments between friends positively</p> <p>R10. I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Key vocabulary: achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>
<p>Living in the Wider World : One World</p>	<p>L1. I can / I am beginning to identify what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. I can / I am beginning to explain how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. I can / I am beginning to describe things I can / I am beginning to do to help look after my environment</p> <p>L6. I can / I am beginning to recognise the ways that I am the same as, and different to, other people</p>	<p>R2. I know who the people who love and care for me are and what they do to help feel me cared for</p> <p>R3. I know about different types of families including those that may be different to mine.</p> <p>R4. I know the common features of family life</p> <p>Key vocabulary: affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world</p>

<p>Health and Wellbeing: Safety First</p>	<p>H29. I can / I am beginning to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. I can / I am beginning to describe ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>R13. I can / I am beginning to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R19. I can / I am beginning to describe some basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe</p> <p>R20. I can / I am beginning to explain what to do if I feel unsafe or worried about myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard</p>	<p>H8. I know how to keep safe in the sun and protect skin from sun damage</p> <p>H28. I know rules and age restrictions are there to keep us safe</p> <p>H30. I know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. I know that household products (including medicines) can be harmful if not used correctly</p> <p>H33. I know the people whose job it is to help keep us safe</p> <p>H35. I know what to do if there is an accident and someone is hurt</p> <p>H36. I know how to get help in an emergency (how to dial 999 and what to say)</p> <p>R14. I know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. I know how to respond safely to adults I don't know</p> <p>R16. I know how to respond if physical contact makes me feel uncomfortable or unsafe</p> <p>R18. I know the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>Key vocabulary: 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, wate</p>
<p>Relationships: Digital Wellbeing</p>	<p>R10. I can / I am beginning to recognise that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. I can / I am beginning to understand how people may feel if they experience hurtful behaviour or bullying</p> <p>L7. I can / I am beginning to understand how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L9. I can / I am beginning to understand that not all information seen online is true</p>	<p>H28. I know rules and age restrictions that keep us safe</p> <p>H34. I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>L8. I know about the role of the internet in everyday life</p> <p>Key vocabulary: access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call</p>

<p>Living in the Wider World: Money Matters</p>	<p>L12. I can / I am beginning to understand the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. I can / I am beginning to understand that money needs to be looked after; different ways of doing this</p>	<p>L10. I know what money is; forms that money comes in; that money comes from different sources</p> <p>L11. I know that people make different choices about how to save and spend money</p> <p>L15. I know that jobs help people to earn money to pay for things</p> <p>L16. I know different jobs that people they know or people who work in the community do</p> <p>Key vocabulary: bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work</p>
<p>Health and Well being: Growing up</p>	<p>H22. I can / I am beginning to recognise the ways in which we are all unique</p> <p>R3. I can / I am beginning to describe different types of families including those that may be different to my own.</p> <p>R13. I can / I am beginning to recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private</p> <p>R19. I can / I am beginning to describe basic techniques for resisting pressure to do something that I don't want to do and which may make me unsafe</p> <p>R20. I can / I am beginning to describe what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. I can / I am beginning to recognise the ways in which they are the same and different to others</p>	<p>H25. I can / I am beginning to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. I know about growing and changing from young to old and how people's needs change</p> <p>H27. I know how to preparing to move to a new class/year group</p> <p>R4. I know the common features of family life</p> <p>R5. I know that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried</p> <p>R16. I know how to respond if physical contact makes me feel uncomfortable or unsafe</p> <p>Key vocabulary: adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried</p>

Wells Year A
MY LEARNING JOURNEY: PSHE

'I CAN / I AM BEGINNING TO' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>
Relationships: Team	<p>H18. I can / I am beginning to describe everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H24. I can / I am beginning to use some problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. I can / I am beginning to recognise the importance of seeking support if feeling lonely or excluded</p> <p>R17. I can / I am beginning to recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>L30. I can / I am beginning to describe some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation</p>	<p>R11. I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. I know about the different groups that make up their community; what living in a community means</p> <p>Key vocabulary: achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful</p>

<p>Living in the Wider World: Diverse Britain</p>	<p>R31. I can / I am beginning to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. I can / I am beginning to respect the differences and similarities between people and recognising what I have in common with others</p> <p>R33. I can / I am beginning to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to mine.</p> <p>R34. I can / I am beginning to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. I can / I am beginning to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. I can / I am beginning to recognise there are human rights, that are there to protect everyone</p> <p>L7. I can / I am beginning to value the different contributions that people and groups make to the community</p> <p>L9. I can / I am beginning to recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L3. I know about the relationship between rights and responsibilities</p> <p>L4. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. I know about the different groups that make up their community; what living in a community means</p> <p>L8. I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Key vocabulary: care, celebrate, challenge, citizen, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights-respecting, society, stereotype, tolerance, tradition, values</p>
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<p>Health and wellbeing</p> <p>Think Positive</p>	<p>H3. I can / I am beginning to make choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. I can / I am beginning to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H17. I can / I am beginning to recognise that feelings can change over time and range in intensity</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. I can / I am beginning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. I can / I am beginning to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. I can / I am beginning to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H36. I can / I am beginning to use strategies to manage transitions between classes and key stages</p>	<p>H15. I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. I know strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. I know about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H29. I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. I know the importance of seeking support if feeling lonely or excluded</p> <p>Key vocabulary: anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry</p>
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<p>Relationships: Be Yourself</p>	<p>H17. I can / I am beginning to recognise that feelings can change over time and range in intensity</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. I can / I am beginning to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H26. I can / I am beginning to understand that for some people gender identity does not correspond with their biological sex</p> <p>H27. I can / I am beginning to recognise individuality and personal qualities</p> <p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R15. I can / I am beginning to use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R31. I can / I am beginning to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L11. I can / I am beginning to recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. I can / I am beginning to use strategies to evaluate the reliability of sources and identify misinformation</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L16. I know that text and images in the media and on social media can be manipulated or invented</p> <p>Key vocabulary: achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support</p>
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<p>Health and Wellbeing: It's my body</p>	<p>H1. I can / I am beginning to make informed decisions about health</p> <p>H3. I can / I am beginning to make choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. I can / I am beginning to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H38. I can / I am beginning to predict, assess and manage risk in different situations</p> <p>R18. I can / I am beginning to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. I can / I am beginning to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Key vocabulary: addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. I know how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H12. I know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. I know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H46. I know about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>R26. I know about seeking and giving permission (consent) in different situations</p> <p>R27. I know about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret</p>
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<p>Living in the wider world: Aiming High</p>	<p>H27. I can / I am beginning to recognise their individuality and personal qualities</p> <p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. I can / I am beginning to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L28. I can / I am beginning to recognise what might influence people's decisions about a job or career</p> <p>L32. I can / I am beginning to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Key vocabulary: accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mindset, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target</p>	<p>H25. I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H29. I know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L8. I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L26. I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L27. I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L29. I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. I know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
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Wells Year B
MY LEARNING JOURNEY: PSHE

'I CAN / I AM BEGINNING TO'

The skills I have learnt...

'I KNOW'

The knowledge I have...

Relationships:
VIPs

R1. I can / I am beginning to recognise that there are different types of relationships

R8. I can / I am beginning to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. I can / I am beginning to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice

R15. I can / I am beginning to use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. I can / I am beginning to recognise how friendships can change over time, about making new friends and the benefits of having different types of friends

R18. I can / I am beginning to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R20. I can / I am beginning to use strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support

R25. I can / I am beginning to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

L10. I can / I am beginning to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

R6. I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R10. I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R14. I know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R17. I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R19. I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R21. I know about discrimination: what it means and how to challenge it

R22. I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

L10. about prejudice;

Key vocabulary: acquaintances, actions, alternatives, anonymous, anti bullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs

<p>Living in the Wider World : One World</p>	<p>R32. I can / I am beginning to respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. I can / I am beginning to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. I can / I am beginning to recognise there are human rights, that are there to protect everyone</p> <p>L19. I can / I am beginning to understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>L3. I know about the relationship between rights and responsibilities</p> <p>L4. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities</p> <p>Key vocabulary: actions, challenge, charity, citizen, climate change, communities, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban</p>
<p>Health and Wellbeing: Safety First</p>	<p>H37. I can / I am beginning to understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. I can / I am beginning to predict, assess and manage risk in different situations</p> <p>H39. I can / I am beginning to recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. I can / I am beginning to use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>R9. I can / I am beginning to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice they can talk to if I have concerns</p> <p>R24. I can / I am beginning to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>H35. I know the new opportunities and responsibilities that increasing independence may bring</p> <p>H40. I know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H43. I know what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. I know about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Key vocabulary: alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, water safety, wellbeing</p>

<p>Relationships: Digital Wellbeing</p>	<p>R12. I can / I am beginning to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. I can / I am beginning to use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R20. I can / I am beginning to use strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support</p> <p>R23. I can / I am beginning to recognise when someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L11. I can / I am beginning to recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. I can / I am beginning to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L15. I can / I am beginning to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. I can / I am beginning to use strategies to evaluate the reliability of sources and identify misinformation</p>	<p>H37. I know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. I know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R19. I know the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R21. I know what discrimination is: what it means and how to challenge</p> <p>R22. I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. I know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know it</p> <p>R29. I know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others</p> <p>L13. I know some different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. I know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16. I know that how text and images in the media and on social media can be manipulated or invented;</p> <p>Key vocabulary: balance, behaviour, bullying, communicating online, concerns, connected devices, consequences, cyberbullying, discrimination, disrespect, face-to-face, forward, harassment, harmful content, images, impact, information sharing, manipulated, misinformation, name-calling, permission, positive, privacy, ranking, relationships, reliability, report, respect, restrictions, risks, rules, safety, search results, share, shared information, social media, support, targeted information, teasing, text, trolling, videos</p>
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<p>Living in the Wider World: Money Matters</p>	<p>L18. I can / I am beginning to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. I can / I am beginning to understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. I can / I am beginning to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L24. I can / I am beginning to identify the ways that money can impact on people's feelings and emotions</p> <p>L31. I can / I am beginning to identify the kind of job that I might like to do when I am older</p> <p>L32. I can / I am beginning to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>L17. I know different ways to pay for things and the choices people have about this</p> <p>L21. I know different ways to keep track of money</p> <p>L22. I know some of the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. I know the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L26. I know there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L29. I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>Key vocabulary: advertisement, advertising, balance, benefits, borrow, budget, cash, change, consumer, credit, debit, debt, employment, environment, ethical, financial gain, gambling, gift, impact, influence, interest, loan, owe, payment, priority, profit, repay, repayments, savings, spending, tax, unmanageable</p>
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<p>Health and Well being: Growing up</p>	<p>H17. I can / I am beginning to recognise that feelings can change over time and range in intensity</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. I can / I am beginning to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H30. I can / I am beginning to identify the external genitalia and internal reproductive organs in males and females</p> <p>R1. I can / I am beginning to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R7. I can / I am beginning to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step- parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. I can / I am beginning to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Key vocabulary: adopted, Adam's apple, anger, anxious, asexual, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus, fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, orphaned, ovaries, period, puberty, relatives, reproduction, sex hormones, same-sex, single-parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, womb</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30 I know how the process of puberty relates to human reproduction</p> <p>H31. I know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34.I know where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R2. I know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. I know that marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4.I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>
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Shakespeare Year A
MY LEARNING JOURNEY: PSHE

'I CAN / I AM BEGINNING TO'

The skills I have learnt...

'I KNOW'

The knowledge I have...

Relationships:
Team

R 10. I can / I am beginning to use strategies for building positive friendships; how positive friendships support wellbeing

R17. I can / I am beginning to use strategies to resolve disputes and reconcile differences positively and safely

R20. I can / I am beginning to use strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R31. I can / I am beginning to recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. I can / I am beginning to respect the differences and similarities between people and recognising what I have in common with others

R33. I can / I am beginning to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. I can / I am beginning to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L1. I can / I am beginning to recognise reasons for rules and laws; consequences of not adhering to rules and laws

Key vocabulary: admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued

H23. I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

R10. I know the importance of friendships;

R11. I know what constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships

R13. I know the importance of seeking support if feeling lonely or excluded

R14. I know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. I know the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R21. I know about discrimination: what it means and how to challenge it

R30. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online

L4. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

<p>Living in the Wider World: Diverse Britain</p>	<p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R31. I can / I am beginning to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. I can / I am beginning to respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. I can / I am beginning to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L1. I can / I am beginning to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L8. I can / I am beginning to value diversity within our communities</p> <p>L9. I can / I am beginning to recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Key Vocabulary: active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary</p>	<p>R21. I know about discrimination: what it means and how to challenge it</p> <p>L2. I know there are human rights, that are there to protect everyone</p> <p>L3. I know the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. I can / I am beginning to different contributions that people and groups make to the community</p> <p>L8 what it means; the benefits of living in a diverse community;</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced e.g. what democracy is, and about the basic institutions that support it locally and nationally;</p>
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<p>Health and wellbeing</p> <p>Think Positive</p>	<p>H1. I can / I am beginning to make informed decisions about health</p> <p>H3. I can / I am beginning to make choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. I can / I am beginning to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H18. I can / I am beginning to describe everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. I can / I am beginning to recognise warning signs about mental health and wellbeing and how to seek support for myself and others</p> <p>H24. I can / I am beginning to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Key vocabulary: actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction, responsible, strategy</p>	<p>H2. I know the elements of a balanced, healthy lifestyle</p> <p>H15. I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. I know strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H22. I know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H29. I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. I know the importance of seeking support if feeling lonely or excluded</p> <p>R30. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>
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<p>Relationships: Be Yourself</p>	<p>H3. I can / I am beginning to make choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17. I can / I am beginning to recognise that feelings can change over time and range in intensity</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations to discuss feelings with a trusted adult</p> <p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R15. I can / I am beginning to use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17 I can / I am beginning to use strategies to resolve disputes and reconcile differences positively and safely</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this)</p>	<p>H18. I know how everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H29, I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6. I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R11. I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R17. I know that friendships have ups and downs</p> <p>R29. I know where to get advice and report concerns if worried about their own or someone else's personal safety (including online</p> <p>Key vocabulary: acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong</p>
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<p>Health and Wellbeing: It's my body</p>	<p>H1. I can / I am beginning to make informed decisions about health</p> <p>H3. I can / I am beginning to make choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. I can / I am beginning to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H27. I can / I am beginning to recognise my individuality and personal qualities</p> <p>R18. I can / I am beginning to recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. I can / I am beginning to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L16. I have strategies to evaluate the reliability of sources and identify misinformation when online</p> <p>Key vocabulary: addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. I know how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. I know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H12. I know the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. I know keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H14. I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health</p> <p>H26. I know that for some people gender identity does not correspond with their biological sex</p>
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<p>Living in the wider world:</p> <p>Aiming High</p>	<p>H28. I can / I am beginning to identify my personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. I can / I am beginning to recognise positive things about me and my achievements; set goals to help achieve personal outcomes</p> <p>Key vocabulary: advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, self-worth, social class, stress, teamwork, unhelpful, university</p>	<p>L26. I know there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L27. I know that stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. I know what might influence people's decisions about a job or career</p> <p>L29. I know some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. I know about some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation</p> <p>L31. I know the kind of job that I might like to do when I am older</p> <p>L32. I know a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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Shakespeare Year B
MY LEARNING JOURNEY: PSHE

'I CAN / I AM BEGINNING TO'

The skills I have learnt...

'I KNOW'

The knowledge I have...

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships: VIPS</p>	<p>R9. I can / I am beginning to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. I have strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. I can / I am beginning to recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this</p> <p>R33. I can / I am beginning to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>R5. I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. I know that there are different types of family structure (including single parents, same-sex parents, step- parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. I know the shared characteristics of healthy family life</p> <p>R11. I know what constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships</p> <p>R22. I know about privacy and personal boundaries; including what is appropriate in friendships and wider relationships (including online)</p> <p>R26. I know about seeking and giving permission (consent) in different situations</p> <p>R27. I know that sometimes you shouldn't keep things secret.</p> <p>R29. I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online)</p> <p>R30. I know that my personal behaviour can affect other people; to recognise and model respectful behaviour online</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the Wider World : One World</p>	<p>L2. I can / I am beginning to recognise there are human rights, that are there to protect everyone</p>	<p>L3. I know about the relationship between rights and responsibilities</p> <p>L4. I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

<p>Health and Wellbeing: Safety First</p>	<p>H38. I can / I am beginning to predict, assess and manage risk in different situations</p> <p>R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Key vocabulary:</p>	<p>H14. I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health</p> <p>H35. I know about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. I know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H39. I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what I can / I am beginning to do to reduce risks and keep safe</p> <p>H40. I know about the importance of taking medicines correctly and using household products safely</p> <p>H41. I know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. I know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
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<p>Relationships: Digital Wellbeing</p>	<p>H42. I can / I am beginning to keep safe online, I can / I am beginning to manage requests for personal information or images of themselves and others; R28. I can / I am beginning to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L11. I can / I am beginning to recognise ways in which the internet and social media can be used both positively and negatively L12. I can / I am beginning to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. I can / I am beginning to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Key Vocabulary: appropriate, assess, benefit, boundaries, choices, consent, contact, content, control, data, deceive, digital, digital citizenship, digital footprint, digital health, digital wellbeing, echo chambers, emotional wellbeing, evaluate, excluding, false profiles, feelings, friendship, frightened, harassment, harmful, healthy, help, hurtful behaviour, image distribution, impersonate, inappropriate, intention, Internet cookies, kindness, manipulation, mental health, misleading, negative, online games, online identity, online safety, online strangers, personal safety, pressure, privacy settings, regulations, reliable, reputable, respectful, right, secure sites, selection, shared responsibility, sharing, sources, storage, targeting, time management, trust, wellbeing, worry</p>	<p>H13. I know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. I know reasons for following and complying with regulations and restrictions (including age restrictions)</p> <p>H42. I know about the importance of keeping personal information private. I know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
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<p>Living in the Wider World: Money Matters</p>	<p>L18. I can / I am beginning to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L24. I can / I am beginning to identify the ways that money can impact on people's feelings and emotions</p> <p>Key vocabulary: advertise, amount, availability, bankrupt, bankruptcy, charity, consequences, cost, council tax, critical consumer, ethical spending, fair trade, future, gain, gamble, income, income tax, inflation, investment, labour, lend, luxury, manufacturer, minimum wage, necessity, outgoings, payment, plastic pollution, prioritise, producer, retail, retailer, risk, scam, single-use, society, value</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>
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<p>Health and Well being: Growing up</p>	<p>H17. I can / I am beginning to recognise that feelings can change over time and range in intensity</p> <p>H19. I can / I am beginning to use a varied vocabulary when talking about feelings; about how to express feelings in different ways</p> <p>H20. I can / I am beginning to use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H27. I can / I am beginning to recognise my individuality and personal qualities</p> <p>H28. I can / I am beginning to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H30. I can / I am beginning to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>R1. I can / I am beginning to recognise that there are different types of relationships</p> <p>Key vocabulary: acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-section), choice, conceive, conception, condom, consent, contraception, contraceptive pill, discharge, fancy, fertilise, heterosexual, homosexual, illegal, incest, intercourse, legal, masturbation, media, mood swings, negative, placenta, positive, rape, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, vaginal birth, weight, wet dreams, zygote</p>	<p>H9. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H18. I know about everyday things that affect feelings and the importance of expressing feelings</p> <p>H25. I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. I know that for some people gender identity does not correspond with their biological sex</p> <p>H31. I know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. I know where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R2. I know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. I know marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R25. I can / I am beginning to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>
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