

PSHE and RSE- Skills Progression



	Y1	Y2	Y3	Y4	Y5	Y6
Me and my relationships	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe Explain their classroom rules Contribute to making classroom rules Recognise how others might be feeling by reading body language Explain how emotions can give a physical reaction in the body (e.g. Butterflies in the tummy etc.) Recognise that children's bodies and feelings can be hurt Suggest ways of dealing with 	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom Make and undertake pledges bases on actions Take part in creating and agreeing classroom rules Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings Identify helpful ways of responding to other's feelings Identify what is meant by the 	<ul style="list-style-type: none"> Explain why we have rules Explore why rules are different for different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking rules Explain some of the possible feelings someone might have when they lose something important to them Appreciate that these feelings are normal and a way of dealing with the situation 	<ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how they can affect physical state Explain how different words can express the intensity of feelings Explain what we mean by a 'positive healthy relationship' Describe some of the qualities they admire in others Recognise that there are times that they might say no to a friend Describe appropriate assertive strategies for saying 'no' to a friend 	<ul style="list-style-type: none"> Explain what collaboration means Give examples of when they have worked collaboratively Describe attributes needed to work collaboratively Explain what is meant by the terms negotiation and compromise Describe strategies for resolving difficult situations Demonstrate how to respond to a wide range of feelings in others Give examples of key qualities of friendship Reflect on their own friendship qualities 	<ul style="list-style-type: none"> Demonstrate a collaborative approach to a task Describe and implement the skills needed to do this Explain what is meant by the terms negotiation and compromise Suggest positive strategies for negotiating and compromising during a collaborative task Recognise some of the challenges that arise from friendships Suggest strategies for dealing with such challenges demonstrating the need for respect

	<p>different kinds of hurt</p> <ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their families Explain how these people help us and we can help them to help us Identify simple qualities of friendship Suggest simple strategies for making up Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel 	<p>terms bullying and teasing</p> <ul style="list-style-type: none"> Identify situations as to whether they are incidents of bullying or teasing Describe strategies for dealing with bullying Rehearse and demonstrate some of these strategies Explain the difference between bullying and isolated unkind behaviour Recognise that there are different types of bullying and unkind behaviour Recognise that both bullying and unkind behaviour are both unacceptable ways of behaving Recognise that friendship is a special kind of relationship Identify some of the ways that 	<ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration Identify the different skills that people can bring to a group task Demonstrate how working together in a collaborative manner can help everyone achieve success Identify people who they have a special relationship with Suggest strategies for maintaining a positive relationship with their special people Rehearse and demonstrate simple strategies for resolving given conflict situations Explain what a dare is Suggest strategies to use if they are made to feel uncomfortable or 	<ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task Define successful qualities of teamwork and collaboration Identify a wide range of feelings Recognise that different people can have different feelings in the same situation Explain how feelings can be linked to a physical state Demonstrate a range of feelings through facial expression and body language Recognise that their feelings might change towards something when they have further information Give examples of strategies to respond to being bullied 	<ul style="list-style-type: none"> Identify what things could make a relationship unhealthy Identify who they could talk to if they need help Identify characteristics of passive, aggressive and assertive behaviours Recognise basic emotional needs, Identify risk factors in given situations (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face 	<p>and an assertive approach</p> <ul style="list-style-type: none"> Recognise peer influence and pressure Demonstrate using some assertive behaviours through role-play, to resist peer influence and pressure Recognise and empathise with patterns of behaviour in peer-group dynamics Recognise basic emotional needs and that they change according to circumstances Suggest strategies for dealing assertively with a situation where someone under pressure may do something that they feel uncomfortable with Describe the consequences of reacting to
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		<p>good friends care for each other</p> <ul style="list-style-type: none"> • Recognise and name how to deal with different feelings (e.g. anger, loneliness) • Explain where someone could get help if they were upset 	<p>unsafe by someone asking them to do a dare</p> <ul style="list-style-type: none"> • Express opinions and listen to those of others • Consider other points of view • Practice explaining the thinking behind their ideas and opinions • Identify qualities of friendship • Suggest reasons why friends fall out • Rehearse and use skills for making up again 			<p>someone in a positive or a negative way</p> <ul style="list-style-type: none"> • Suggest ways that people can respond more positively to others • Describe ways that people can show their commitment to others • Recognise that some types of physical contact can produce strong negative reactions • Identify strategies for keeping personal information safe online • Describe safe and respectful behaviour when using communication technology
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<p>Valuing difference</p>	<ul style="list-style-type: none"> Identify the similarities and differences between people Empathise with those who are different from them Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying Explain some of their school rules and how those rules help to keep everybody safe Identify some people who are special to them Recognise and name some of the qualities that make a person special to them Recognise and explain what is fair and unfair, kind and unkind 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences between people and the similarities Identify people who are special to them Explain some of the ways that people are special to them Recognise and explain how a person's behaviour can affect others Explain how it feels to be part of a group Explain how it feels to be left out from a group Identify groups they are part of Suggest and use strategies for helping someone who is feeling left out Recognise and describe acts of 	<ul style="list-style-type: none"> Recognise that there are many different types of family Explain what is meant by "adoption" "fostering" and "same sex relationship" Define the term community Identify the different communities that they belong to Recognise the benefits that come from belonging to a community, in particular the benefits to mental health and well being Reflect on listening skills Give examples of respectful language Give examples of how to challenge another's view point respectfully 	<ul style="list-style-type: none"> Define the terms negotiation and compromise Suggest some ways to manage conflict and differences through negotiation and compromise Understand that they have the right to protect their personal body space Recognise how others' non-verbal signals indicate how they feel when people are close to their body space Suggest people they can talk to if they feel uncomfortable with other people's actions towards them Recognise that they have different types of relationships with people they know Define the word respect and demonstrate ways of showing 	<ul style="list-style-type: none"> Define some key qualities of friendship Describe ways of making friendship last Explain why friendships sometimes end Rehearse active listening skills Demonstrate respectfulness in responding to others Respond appropriately to others Develop an understanding of discrimination and its injustice and describe using examples Empathise with people who have been or are currently subjected to injustice, including racism Consider how discriminatory behaviour can be challenged 	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Suggest strategies for dealing with bullying as a bystander Describe positive attributes of their peers Consider how bystanders can respond to someone being rude , offensive or bullying towards someone else Demonstrate ways of offering support to someone who has been bullied Demonstrate ways of showing respect to others, using verbal and non-verbal communication Identify and describe the
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	<ul style="list-style-type: none"> • Suggest ways that they can show kindness to others 	<p>kindness and unkindness</p> <ul style="list-style-type: none"> • Explain how these impact on other people • Suggest kind words and actions that they can show to others • Show acts of kindness to others in school • Demonstrate active listening techniques (make eye contact, nodding head, making positive noises, not being distracted) • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help to maintain positive relationships 	<ul style="list-style-type: none"> • Explain that people living in the UK have different origins • Identify similarities and differences between a diverse range of people from different regional, ethnic and religious backgrounds • Identify some of the qualities that people from a diverse range of backgrounds need in order to get along together • Recognise the factors that make people similar to and different from each other • Recognise that repeated name calling is a form of bullying • Suggest strategies for dealing with repeated name calling including talking to a trusted adult • Explain why different people might be bullied 	<p>respect for others' differences</p>	<ul style="list-style-type: none"> • Identify and describe the groups that make up school and the wider community • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Identify the consequences of positive and negative behaviour on themselves and others • Give examples of how individual/group actions can impact on others in a positive or negative way 	<p>different groups that make up school, the community and other parts of the UK</p> <ul style="list-style-type: none"> • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths, beliefs and how we demonstrate this • Explain the difference between a friend and an acquaintance • Describe the qualities of a strong, positive friendship • Describe the benefits of other types of relationships eg. Neighbour, parent, relative etc. • Describe what is meant by the term "stereotype" • Recognise how the media can sometimes
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			<ul style="list-style-type: none"> • Explain why different people have prejudiced views 			<p>reinforce gender stereotypes</p> <ul style="list-style-type: none"> • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people
<p>Keeping myself safe</p>	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen) • Recognise that exercise and sleep are important parts of a healthy lifestyle • Identify simple bedtime routines that promote healthy sleep • Recognise emotions and physical feelings associated with feeling unsafe • Identify people who can help if we feel unsafe • Recognise a range of feelings 	<ul style="list-style-type: none"> • Explain simple issues of safety and responsibility about medicines and their use • Identify situations in which they feel safe and unsafe • Suggest actions for dealing with unsafe situations including asking for help • Identify situations in which they would need to say “yes” or “no” “I’ll ask” or “I’ll tell” , in relation to keeping themselves or others safe • Recognise that body language and facial expressions can 	<ul style="list-style-type: none"> • Identify situations that are safe and unsafe • Identify people who can help if a situation is unsafe • Suggest strategies for keeping safe • Define the words danger and risk and explain the difference between the two • Demonstrate strategies for dealing with risky situations • Identify some key risks from the effects of cigarettes and alcohol • Define the word “drugs” 	<ul style="list-style-type: none"> • Define the terms “danger” “risk” and “hazard” and explain the difference between them • Identify situations that are dangerous, risky and hazardous • Suggest simple strategies to manage risk • Identify images that are safe/unsafe to share online • Explain strategies for safe online sharing • Explain the implications of sharing images online without consent • Define what is meant by “dare” 	<ul style="list-style-type: none"> • Explain what a habit is and give examples • Describe why and how a habit can be hard to change • Recognise that there are positive and negative risks • Explain how to weigh up risk factors when making decisions • Describe some of the possible outcomes of taking risks • Describe strategies to deal with both face-to-face and online bullying • Demonstrate strategies for supporting others 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with people online and face-to-face • Describe the ease with which something posted online can spread • Identify strategies for keeping personal information safe online • Describe safe behaviours when using communication technology • Explore the risk of sharing photos of themselves with

	<p>associated with loss</p> <ul style="list-style-type: none"> • Explain simple issues of safety and responsibility about medicines and their use • Explain the difference between appropriate and inappropriate touch • Start to think about who they trust and who they can ask for help 	<p>give clues as to how comfortable and safe someone feels in a situation</p> <ul style="list-style-type: none"> • Identify the types of touch they like and do not like • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Recognise that some touches are not fun and can hurt or be upsetting • Identify safe secrets and unsafe secrets • Recognise the importance of telling someone they trust if a secret makes them feel uncomfortable or unsafe • Identify how inappropriate touch can make someone feel • Explain that if someone is being touched in a way they don't like, they have to tell 	<ul style="list-style-type: none"> • Identify risk factors in given situations • Suggest ways of reducing and managing risks • Evaluate the validity of statements relating to online safety • Recognise potential risks associated with browsing online • Recognise and describe appropriate behaviours online as well as offline • Identify what constitutes personal information and when it is not appropriate to share this • Explain how to get help in a situation where requests are made for images or information about themselves or others occurs 	<ul style="list-style-type: none"> • Identify from given scenarios which are dares and which are not • Suggest strategies for managing dares • Describe stages of identifying and managing risk • Suggest people they can ask for help with managing risk • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way 	<p>who are being bullied</p> <ul style="list-style-type: none"> • Describe the difference between online and face-to-face bullying • Define what is meant by a dare • Explain why someone might give a dare • Suggest ways of standing up to someone who might give a dare • Recognise which situations are risky • Explore and share their views about decision making when faced with risky situations • Suggest what someone should do when faced with a risky situation • Consider what information is safe/unsafe to share online • Recognise that people are not always who they appear to be 	<p>others both directly and online</p> <ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour • Explain how drugs can be categorised into different groups depending on the medical or legal context • Demonstrate an understanding that drugs can have both medical and non-medical uses • Explain in simple terms some of the laws that control drugs in this country • Explain why there are laws that control drugs in this country • Describe some of the effects and risks of drinking alcohol • Explain how emotional needs
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		<p>someone in their safety network so that they can help it to stop</p>	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks • Explain decision-making skills 		<p>online and explain risks of being friends online with a person they have never met</p> <ul style="list-style-type: none"> • Recognise disrespectful behaviour online • Identify risk factors around smoking and consider the outcomes of risk taking in this situation, including emotional risk 	<p>can impact on people</p> <ul style="list-style-type: none"> • Suggest positive ways that people can get their emotional needs met •
<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order • Identify what they like about the school environment • Recognise who cares for and looks after the school environment • Demonstrate responsibility in 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom • Be able to use strategies for dealing with impulsive behaviour • Identify special people in the school community who can help to keep them safe • Identify what they like about the 	<ul style="list-style-type: none"> • Define what a volunteer is • Identify people who are volunteers in the school community • Recognise some of the reasons that people volunteer, including mental health and well-being for those who volunteer • Identify key people who are responsible for 	<ul style="list-style-type: none"> • Explain how different people in the school and local community help to keep them safe • Define what is meant by being responsible • Describe the various responsibilities of those who help to keep them safe and healthy • Suggest ways they can help those people who 	<ul style="list-style-type: none"> • Identify and discuss items currently in the media relating to health and well-being • Express their opinion on issues relating to health and well-being • Make recommendations on issues relating to health and well-being • Define the difference between 	<ul style="list-style-type: none"> • Define the terms “fact” “opinion” “biased” and “unbiased” and explain the difference between them • Describe the language and techniques that make up a biased report • Analyse a report and extract the facts from it • Recognise that in real life people lives are balanced

	<p>looking after something</p> <ul style="list-style-type: none"> • Explain the importance of looking after things that belong to themselves or others • Explain where people get money from • List some of the things that money can be spent on in the family home • Recognise that different notes and coins have different values • Explain the importance of keeping money safe • Identify safe places to keep money 	<p>school environment</p> <ul style="list-style-type: none"> • Identify any problems with the school environment • Recognise that everyone has a responsibility to look after the school environment • Explain how they might feel if they spend money on different things • Recognise that money can be spent on things that are essential and non-essential • Know about the importance of simple hygiene routines such as hand washing • Understand that vaccinations can help to prevent certain illnesses • Know the importance of good dental hygiene 	<p>keeping them safe and healthy</p> <ul style="list-style-type: none"> • Suggest ways to help these people • Understand the difference between fact and opinion • Define what is meant by environment • Evaluate and explain different ways of looking after the school environment • Devise ways of promoting their priority method • Recognise that there are times that we can buy items that we want and other times we need to save for them • Suggest items and services around the home that need to be paid for • Explain that people earn their income through their jobs 	<p>keep them safe and healthy</p> <ul style="list-style-type: none"> • Identify some rights and also some of the responsibilities that come with them • Suggest and engage with ways they can contribute to the decision making process in school • Recognise that everyone can make a difference within a democratic process • Define the word "influence" • Recognise that reports in the media can influence the way they think about a topic • Form and present their own opinions based on factual information and present these in a respectful and courteous manner • Explain the role of a bystander and 	<p>responsibilities, rights and duties</p> <ul style="list-style-type: none"> • Discuss what can make them difficult to follow • Define the impact on individuals and the wider community if responsibilities are not carried out • Explain what is meant by voluntary, community and action groups and give examples • State the costs involved in producing and selling an item • Suggest questions a consumer should ask before buying a product • Define the terms loan, credit, debt, and interest • Suggest advice for a range of situations involving personal finance • Explain some of the areas that local councils 	<p>with positives and negatives</p> <ul style="list-style-type: none"> • Explain some benefits of saving money • Describe some of the different ways that money can be saved, outlining the pros and cons of each method • Describe the costs that go into producing an item • Suggest sale prices for different items, taking into account a range of factors • Explain what is meant by "interest" • Recognise that different jobs have different levels of pay and the factors that influence this • Explain the different types of tax • Evaluate different public services and compare their value • Explain what is meant by the terms voluntary,
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		<ul style="list-style-type: none"> • Know that the body gets energy from food, water and oxygen • Know that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestine) • Know how food, water and oxygen get into the body 		<p>how it can influence bullying or anti-social behaviour</p> <ul style="list-style-type: none"> • Recognise that they can play a role in influencing the outcomes of situations by their actions • Define the terms “income” and “expenditure” • List some of the items and services of expenditure in school and at home • Prioritise items of expenditure in the home from most essential to least essential • Explain what is meant by the terms “National Insurance” and “VAT “ • Prioritise public services from most essential to least essential 	<p>have responsibility for</p>	<p>community and pressure(action) groups</p> <ul style="list-style-type: none"> • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group • Explain what is meant by living in an environmentally sustainable way • Suggest actions that could be taken to live in an environmentally sustainable way
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<p>Being my best</p>	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet • Recognise that they may have different taste in food to others • Select food from the Eatwell Guide to make a healthy lunch • Recognise which foods we need to eat more of and which we need to eat less of to be healthy • Recognise and use simple strategies to prevent the spread of disease • Recognise that learning a new skill requires practice and the opportunity to fail, safely • Demonstrate attentive listening skills • Suggest simple strategies for solving conflict situations • Give and receive positive feedback 	<ul style="list-style-type: none"> • Explain the stages of the learning line and the learning process • Help themselves and others to develop a positive attitude that supports well-being • Identify and describe where they are on the learning line in a given activity • Apply positive mindset strategy to their own learning • Explain things that they like and dislike • Explain that some choices they have can be either healthy or unhealthy and can make a difference to their own health • Explain how germs can be spread • Describe simple hygiene routines 	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide benefits the body • Explain what is meant by a balanced diet • Give examples of what foods might make up a healthy balanced diet • Explain how some infectious illnesses are spread from one person to another • Explain how simple hygiene routines can help to reduce the risk and spread of infectious illnesses • Suggest medical and non-medical ways of treating illness • Develop skills in discussing and debating issues • Demonstrate their understanding of health and wellness issues 	<ul style="list-style-type: none"> • Identify ways in which everyone is unique • Appreciate their own uniqueness • Recognise that there are times that they will make the same choices as their friends and times they will chose differently • Give examples of choices they make for themselves and choices that others make for them • Plan a menu that gives healthy balanced foods from across the food groups • Suggest ways that the Seven Rs recycling methods can be applied to different scenarios • Define what is meant by the word “community” • Suggest ways in which people support the school community 	<ul style="list-style-type: none"> • Explain two harmful effects from smoking/drinking alcohol • Explain the importance of food, water, oxygen, sleep and exercise for the human body and its health • Demonstrate an awareness of the actual norms around smoking and the reasons for common misperceptions of these • Explain the function of at least one internal organ • Identify their own strengths and talents • Identify areas that need improvements and describe strategies for achieving these improvements 	<ul style="list-style-type: none"> • Identify aspirational goals • Describe the actions needed to set and achieve these • Explain what the five ways of wellbeing are • Describe how the five ways of wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people’s lives • Present information they have researched on health and wellbeing issues, outlining the key issues and making suggestions for any improvements concerning those issues • Identify risk factors in a given situation • Explain the outcomes of risk
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	<p>and experience how this makes them feel</p> <ul style="list-style-type: none"> Recognise how a person's behaviour, including their own, can affect other people 	<p>such as hand washing</p> <ul style="list-style-type: none"> Explain that vaccinations can help to prevent certain illnesses Explain the importance of good dental hygiene Describe simple dental hygiene routines Recognise that the body gets energy from food, water and food and oxygen Recognise that exercise and sleep are important to health Name major internal body parts Describe how food and water and air get into the body and blood 	<p>that are relevant to them</p> <ul style="list-style-type: none"> Empathise with different viewpoints Make recommendations based on their research Identify their achievement and areas for development Recognise that people may say kind things to help us feel good about ourselves Explain why some groups of people are not represented as much on TV and in the media Demonstrate how working together collaboratively can help everyone achieve success Explain how the brain sends and receives messages through nerves Describe how food and water and air get into 	<ul style="list-style-type: none"> Identify qualities and attributes of people who support the school community 	<ul style="list-style-type: none"> State what is meant by community Explain what being part of the school community means to them Suggest ways of improving the school community Identify people who are responsible for helping them to stay safe and healthy Identify ways that they can help these people Describe "star" qualities of celebrities as portrayed by the media Recognise that the way people are portrayed by the media isn't always a true reflection of real life Describe "star" qualities that ordinary people have 	<p>taking in a given situation, including emotional risk</p> <ul style="list-style-type: none"> Recognise what risk is Explain how a risk can be reduced Assess a risk to help keep themselves safe
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			<p>the body and the blood</p> <ul style="list-style-type: none"> • Explain how different people have different talents and skills and how these can be developed • Recognise their own skills and those of other children in their class 			
<p>Growing and Changing</p>	<ul style="list-style-type: none"> • Name major internal body parts • Explain the simple bodily processes associated with them • Explain some of the tasks required to look after a baby • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding • Identify the things they could do as a baby, a toddler and can do now • Identify the people who help/helped 	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to • Identify different stages of growth (e.g. Baby, toddler, child, teenager, adult) • Describe some of the things people are capable of at each stage 	<ul style="list-style-type: none"> • Identify different types of relationships • Recognise who they have positive healthy relationships with • Explain what is meant by personal space or body space • Identify when it is appropriate or inappropriate to allow someone into their personal space • Rehearse strategies for when someone is inappropriately in 	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives • Explain how the Learning Line can be used as a tool to help them manage change more easily • Suggest people who might help them to deal with change more easily • Name some positive and negative feelings • Show an awareness of how the onset of puberty can have 	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary • Explain appropriate strategies they can use to build resilience • Identify people who can be trusted • Demonstrate an awareness of what kind of touch 	<p>d</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to these changes • Suggest positive strategies for dealing with changes • Identify people who can support someone who is dealing with a challenging time of change • Recognise that fame can be short lived • Recognise that photos can be changed to match

	<p>them at each of those different stages</p> <ul style="list-style-type: none"> • Explain the difference between teasing and bullying • Give examples of what they can do if they experience or witness teasing and bullying • Say who they could get help from in a bullying situation • Explain the difference between a secret and a nice surprise • Identify situations as being secrets or nice surprises • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • Identify parts of the body that are private • Describe ways in which private parts are kept private 	<ul style="list-style-type: none"> • Identify which parts of the human body are private • Explain that a person's genitals help them to make babies when they are grown up • Explain what privacy means • Give examples of different typed of private information 	<p>their personal space</p> <ul style="list-style-type: none"> • Define the terms "secret" and "surprise" and the difference between safe and unsafe secrets • Recognise how different surprises and secrets might make them feel • Identify who they could ask to help if a secret made them feel uncomfortable or unsafe • Recognise that babies come from joining an egg and sperm • Explain what happens when an egg doesn't meet a sperm 	<p>emotional as well as physical impact</p> <ul style="list-style-type: none"> • Suggest reasons why young people sometimes fall out with their parents • Take part in role play practicing how to compromise • Identify parts of the body that males and females have in common and those that are different • Use the correct terminology for their genitalia • Show an understanding of why puberty happens • Identify some of the ways to cope better with periods • Define the terms secret and surprise • And the difference between safe and unsafe secrets • Recognise how different secrets 	<p>are acceptable and unacceptable</p> <ul style="list-style-type: none"> • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch • Explain how someone might feel if they are separated from someone or something they like • Suggest ways to help someone who is separated from someone or something they like • Discuss some of the myths associated with puberty • Identify some of the products that they might need during puberty and why • Know what menstruation is and why it happens 	<p>societies view of perfect</p> <ul style="list-style-type: none"> • Identify qualities that people have • Define what is meant by the term stereotype • Recognise how the media can sometimes reinforce gender stereotypes • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people • Show an awareness of the risks of sharing images online and how these are difficult to control once shared • Demonstrate an understanding of the way that people can be pressured because of the influence of their peer group • Show an awareness of the
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	<ul style="list-style-type: none"> Identify people they can talk to about private parts 			<p>and surprises might make them feel</p> <ul style="list-style-type: none"> Identify who they could ask for help if a secret made them feel uncomfortable or unsafe Understand that marriage is a commitment to be entered into freely and not against someone's will Recognise that marriage includes same sex and opposite sex partners Discuss the reasons that a person might want to be married, or live together, or have a civil ceremony 	<ul style="list-style-type: none"> Recognise how our body feels when we are relaxed List some of the ways our body feels when we are sad or nervous Describe or demonstrate how to be resilient in order to find someone who will listen to you Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way Explain the difference between safe and unsafe secrets Identify situations when someone might need to break a confidence in 	<p>norms of risk-taking behaviour and that these are usually lower than people believe them to be</p> <ul style="list-style-type: none"> Define puberty, giving examples of some of the physical and emotional changes associated with it Suggest strategies that would help someone who felt challenged by some of the changes in puberty Understand what FGM is and that it is an illegal practice in this country Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in
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					<p>order to keep someone safe</p> <ul style="list-style-type: none"> • Recognise that some people can be bullied because of the way they express their gender • Give examples of how bullying behaviours can be stopped 	<p>order to keep someone safe</p> <ul style="list-style-type: none"> • Identify changes that happen during puberty to allow sexual reproduction to occur • Explain how HIV affects the body's immune system
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