

PSHE & RSE Curriculum

Year 1

Year	Module	Focus: Relationships: Families & Friendships; Safe Relationships; Respecting Others and Ourselves
1	1 & 2	
Vocabulary for the year:	Likes, dislikes, choices, consequences, healthy eating, healthy lifestyle, dental health, feelings, friendship, behaviour, affect others, unfair/unfair, right/wrong, opinions/views, bodies and feelings, groups, communities, differences, similarities, local environment, built environment, natural environment, care, conservation, energy, money, spending, saving, contribute, construct and understand rules, groups and communities	
Objectives:	• I can identify people who care about me, e.g. parents, siblings, grandparents, relatives, friends, teachers. • I know the role these different people play in my lives and how they care for me. • I know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • I know the importance of telling someone — and how to tell them — if I am worried about something in my family about situations when someone’s body or feelings might be hurt and whom to go to for help • I know about what it means to keep something private, including parts of the body that are private • I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • I know how to respond if being touched makes me feel uncomfortable or unsafe • I know when it is important to ask for permission to touch others • I know how to ask for and give/not give permission • I know what kind and unkind behaviour mean in and out school • I know how kind and unkind behaviour can make people feel • I know what respect means • I know about class rules, being polite to others, sharing and taking turns	
Assessment criteria for the year:	• Explain why they have special relationships with some people and how these relationships help them feel safe • Give examples of behaviour that makes someone a good friend • Give examples of people who help them (including who they would go to in school) • Understand how to keep clean and why this is important • Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Identify and explain some ways to stay safe (Road safety) • Know that all household products including medicines can be harmful if not used properly • Be part of discussions on rights, responsibilities and consequences • Understand how they are different and similar to others and why this makes us all special • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Give examples of how they have changed since being a baby • Understand the differences between male and female bodies and use the correct terminology • Discuss their worries and what they are looking forward to about being in Year 2	

PSHE & RSE Curriculum

Year 1

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
1	3 & 4	
Vocabulary for the year:	Likes, dislikes, choices, consequences, healthy eating, healthy lifestyle, dental health, feelings, friendship, behaviour, affect others, unfair/unfair, right/wrong, opinions/views, bodies and feelings, groups, communities, differences, similarities, local environment, built environment, natural environment, care, conservation, energy, money, spending, saving, contribute, construct and understand rules, groups and communities	
Objectives:	• I know about examples of rules in different situations, e.g. class rules, rules at home, rules outside • I know that different people have different needs • I know how we care for people, animals and other living things in different ways • I know how they can look after the environment, e.g. recycling • I understand how and why people use the internet • I know the benefits of using the internet and digital devices • I understand how people find things out and communicate safely with others online • I know that everyone has different strengths, in and out of school • I know about how different strengths and interests are needed to do different jobs • I know about people whose job it is to help us in the community • I know about different jobs and the work people do	
Assessment criteria for the year:	• Explain why they have special relationships with some people and how these relationships help them feel safe • Give examples of behaviour that makes someone a good friend • Give examples of people who help them (including who they would go to in school) • Understand how to keep clean and why this is important • Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Identify and explain some ways to stay safe (Road safety) • Know that all household products including medicines can be harmful if not used properly • Be part of discussions on rights, responsibilities and consequences • Understand how they are different and similar to others and why this makes us all special • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Give examples of how they have changed since being a baby • Understand the differences between male and female bodies and use the correct terminology • Discuss their worries and what they are looking forward to about being in Year 2	

PSHE & RSE Curriculum

Year 1

Year	Module	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
1	5 & 6	
Vocabulary for the year:	Likes, dislikes, choices, consequences, healthy eating, healthy lifestyle, dental health, feelings, friendship, behaviour, affect others, unfair/unfair, right/wrong, opinions/views, bodies and feelings, groups, communities, differences, similarities, local environment, built environment, natural environment, care, conservation, energy, money, spending, saving, contribute, construct and understand rules, groups and communities	
Objectives:	• I know what it means to be healthy and why it is important • I know ways to take care of themselves on a daily basis • I know about basic hygiene routines, e.g. hand washing • I know about healthy and unhealthy foods, including sugar intake • I know about physical activity and how it keeps people healthy • I know about different types of play, including balancing indoor, outdoor and screen-based play • I know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • I know how to keep safe in the sun • I can recognise what makes them special and unique including their likes, dislikes and what they are good at • I know how to manage and whom to tell when finding things difficult, or when things go wrong • I know how they are the same and different to others about different kinds of feelings • I know how to recognise feelings in themselves and others • I know how feelings can affect how people behave • I know how rules can help to keep us safe • I know why some things have age restrictions, e.g. TV and film, games, toys or play areas • I know basic rules for keeping safe online • I know whom to tell if they see something online that makes them feel unhappy, worried, or scared	
Assessment criteria for the year:	• Explain why they have special relationships with some people and how these relationships help them feel safe • Give examples of behaviour that makes someone a good friend • Give examples of people who help them (including who they would go to in school) • Understand how to keep clean and why this is important • Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Identify and explain some ways to stay safe (Road safety) • Know that all household products including medicines can be harmful if not used properly • Be part of discussions on rights, responsibilities and consequences • Understand how they are different and similar to others and why this makes us all special • Explain what bullying is, how being bullied might make somebody feel and make suggestions on what they would do • Give examples of how they have changed since being a baby • Understand the differences between male and female bodies and use the correct terminology • Discuss their worries and what they are looking forward to about being in Year 2	

PSHE & RSE Curriculum

Year 2

Year	Module	Focus: Relationships: Families & Friendships; Safe Relationships; Respecting Others and Ourselves:
2	1 & 2	
Vocabulary for the year:	Healthy, lifestyle, physical activity, wellbeing, likes/dislikes, physical/emotional health, experiences, celebration, strengths, goals, special people (family, friends and carers), care, feelings, support, feedback, behaviour, secrets and surprises, physical contact, acceptable, uncomfortable, rules, rights, responsibilities, environment, conservation, money, spending, choices	
Objectives:	• I know how to be a good friend, e.g. kindness, listening, honesty • I know different ways that people meet and make friends • I know strategies for positive play with friends, e.g. joining in, including others, etc. • I know about what causes arguments between friends • I know how to positively resolve arguments between friends • I know how to recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else • I know how to recognise hurtful behaviour, including online • I know what to do and whom to tell if I see or experience hurtful behaviour, including online • I know about what bullying is and different types of bullying • I know how someone may feel if they are being bullied • I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help • I know how to resist pressure to do something that feels uncomfortable or unsafe • I know how to ask for help if I feel unsafe or worried and what vocabulary to use • I know about the things I have in common with my friends, classmates, and other people • I know how friends can have both similarities and differences • I know how to play and work cooperatively in different groups and situations • I know how to share my ideas and listen to others, take part in discussions, and give reasons for my views	
Assessment criteria for the year:	• Explain why some things might make them feel uncomfortable and compare this with relationships that make them feel safe and special • Show an understanding of friendship and how they could solve conflict • Identify physical contact boundaries • Explain why foods and medicines can be good for our bodies • Understand the importance of healthy choices, good nutrition and relaxation • Identify and explain some ways to stay safe • Discuss rights, responsibilities and consequences • Compare their own and others' choices and express why some choices are better than others • Explain what it feels like to have and be a friend and why it is ok to be different to their friends • Identify assumptions and stereotypes about gender • Understand that sometimes people get bullied because they are seen to be different (including people who do not conform to gender stereotypes) • Give examples of how we change as we grow from young to old • Understand the differences between male and female bodies, using the correct terminology, and understand that some parts are private • Discuss their worries, what they are looking forward to about being in Year 3 and changes they might make	

PSHE & RSE Curriculum

Year 2

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
2	3 & 4	
Vocabulary for the year:	Healthy, lifestyle, physical activity, wellbeing, likes/dislikes, physical/emotional health, experiences, celebration, strengths, goals, special people (family, friends and carers), care, feelings, support, feedback, behaviour, secrets and surprises, physical contact, acceptable, uncomfortable, rules, rights, responsibilities, environment, conservation, money, spending, choices	
Objectives:	• I know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • I know about different rights and responsibilities that they have in school and the wider community • I know about how a community can help people from different groups to feel included • I can recognise that they are all equal, and ways in which they are the same and different to others in their community • I know the ways in which people can access the internet e.g. phones, tablets, computers • I can recognise the purpose and value of the internet in everyday life • I can recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • I know that information online might not always be true about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • I know how money can be kept and looked after • I know about getting, keeping and spending money • I know that people are paid money for the job they do • I know how to recognise the difference between needs and wants • I know how people make choices about spending money, including thinking about needs and wants	
Assessment criteria for the year:	• Explain why some things might make them feel uncomfortable and compare this with relationships that make them feel safe and special • Show an understanding of friendship and how they could solve conflict • Identify physical contact boundaries • Explain why foods and medicines can be good for our bodies • Understand the importance of healthy choices, good nutrition and relaxation • Identify and explain some ways to stay safe • Discuss rights, responsibilities and consequences • Compare their own and others' choices and express why some choices are better than others • Explain what it feels like to have and be a friend and why it is ok to be different to their friends • Identify assumptions and stereotypes about gender • Understand that sometimes people get bullied because they are seen to be different (including people who do not conform to gender stereotypes) • Give examples of how we change as we grow from young to old • Understand the differences between male and female bodies, using the correct terminology, and understand that some parts are private • Discuss their worries, what they are looking forward to about being in Year 3 and changes they might make	

PSHE & RSE Curriculum

Year 2

Year	Module	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
2	5 & 6	
Vocabulary for the year:	Healthy, lifestyle, physical activity, wellbeing, likes/dislikes, physical/emotional health, experiences, celebration, strengths, goals, special people (family, friends and carers), care, feelings, support, feedback, behaviour, secrets and surprises, physical contact, acceptable, uncomfortable, rules, rights, responsibilities, environment, conservation, money, spending, choices	
Objectives:	• I know about routines and habits for maintaining good physical and mental health • I know why sleep and rest are important for growing and keeping healthy • I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • I know the importance of, and routines for, brushing teeth and visiting the dentist • I know about food and drink that affect dental health • I know how to describe and share a range of feelings • I know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • I know how to manage big feelings including those associated with change, loss and bereavement • I know when and how to ask for help, and how to help others, with their feelings • I know about the human life cycle and how people grow from young to old • I know how our needs and bodies change as we grow up • I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • I know about change as people grow up, including new opportunities and responsibilities • I can prepare to move to a new class and setting goals for next year • I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • I know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ • I can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • I know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • I know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • I know how to respond if there is an accident and someone is hurt • I know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	
Assessment criteria for the year:	• Explain why some things might make them feel uncomfortable and compare this with relationships that make them feel safe and special • Show an understanding of friendship and how they could solve conflict • Identify physical contact boundaries • Explain why foods and medicines can be good for our bodies • Understand the importance of healthy choices, good nutrition and relaxation • Identify and explain some ways to stay safe • Discuss rights, responsibilities and consequences • Compare their own and others’ choices and express why some choices are better than others • Explain what it feels like to have and be a friend and why it is ok to be different to their friends • Identify assumptions and stereotypes about gender	



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Marden

are private

- Discuss their worries, what they are looking forward to about being in Year 3 and changes they might make

- Understand that sometimes people get bullied because they are seen to be different (including people who do not conform to gender stereotypes)

- Give examples of how we change as we grow from young to old

- Understand the differences between male and female bodies, using the correct terminology, and understand that some parts

PSHE & RSE Curriculum

Year 3

Year	Module	Focus: Relationships: Families and Friendships; Safe Relationships; Respecting Others and Ourselves
3	1 & 2	
Vocabulary for the year:	Recognising opportunities, developing skills, making choices, understanding influences, balanced diet, celebrating achievements, identifying strengths, setting aspirations and goals, health and safety, emergency aid procedures, road safety, online safety, risk, danger, hazard, bullying, prejudice, personal boundaries, privacy/known when to share a secret, personal actions, physical contact, collaboration and shared goals, acceptable, topical issues, responsibilities, rights and duties, voluntary, community and pressure groups, managing money, critical consumer, media	
Objectives:	• I can recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • I know that being part of a family provides support, stability and love • I know about the positive aspects of being part of a family, such as spending time together and caring for each other • I know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • I can identify if/when something in a family might make someone upset or worried • I know what to do and whom to tell if family relationships are making me feel unhappy or unsafe • I know what is appropriate to share with friends, classmates, family and wider social groups including online • I know about what privacy and personal boundaries are, including online • I know basic strategies to help keep me safe online e.g. passwords, using trusted sites and adult supervision • I know that bullying and hurtful behaviour is unacceptable in any situation • I know about the effects and consequences of bullying for the people involved • I know about bullying online, and the similarities and differences to face-to-face bullying • I know what to do and whom to tell if I see or experience bullying or hurtful behaviour • I can recognise respectful behaviours e.g. helping or including others, being responsible • I know how to model respectful behaviour in different situations e.g. at home, at school, online • I know the importance of self-respect and their right to be treated respectfully by others • I know what it means to treat others, and be treated, politely • I know the ways in which people show respect and courtesy in different cultures and in wider society	
Assessment criteria for the year:	• Explain how their life is influenced positively by people they know and by people from other countries • Show an understanding of how other children have different lives to their own • Identify personal and physical boundaries and demonstrate how to respond • Explain how exercise and a balanced diet (and what this means) helps us to keep healthy • Know what positively and negatively affects their physical, mental and emotional health (rest, food, friends, family, support) • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Identify people who will help them to stay safe and explain what they would do • Explain differences between risk, hazard and danger • Explain how and why we should respect differences, including differences in beliefs and customs • Understand and recognise the impact words can have, both positively and negatively • Understand what bullying is, how it can make people feel different, and how they can help solve the problem	



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- Explain how boys' and girls' bodies change on the inside/outside during the growing up process
- Recognise how they feel about the changes happening and suggest some ideas to cope with these feelings
- Discuss their worries, what they are looking forward to about being in Year 4 and changes they might make

PSHE & RSE Curriculum

Year 3

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
3	3 & 4	
Vocabulary for the year:	Recognising opportunities, developing skills, making choices, understanding influences, balanced diet, celebrating achievements, identifying strengths, setting aspirations and goals, health and safety, emergency aid procedures, road safety, online safety, risk, danger, hazard, bullying, prejudice, personal boundaries, privacy/known when to share a secret, personal actions, physical contact, collaboration and shared goals, acceptable, topical issues, responsibilities, rights and duties, voluntary, community and pressure groups, managing money, critical consumer, media	
Objectives:	• I know the reasons for rules and laws in wider society • I understand the importance of abiding by the law and what might happen if rules and laws are broken • I know what human rights are and how they protect people • I can identify basic examples of human rights including the rights of children • I know about how they have rights and also responsibilities • I understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn • I know how the internet can be used positively for leisure, for school and for work • I can recognise that images and information online can be altered or adapted and the reasons for why this happens • I know strategies to recognise whether something they see online is true or accurate • I can evaluate whether a game is suitable to play or a website is appropriate for their age-group • I can make safe, reliable choices from search results • I know how to report something seen or experienced online that concerns me e.g. images or content that worry them, unkind or inappropriate communication • I know about jobs that people may have from different sectors e.g. teachers, business people, charity work • I know that people can have more than one job at once or over their lifetime • I know about common misconceptions and gender stereotypes related to work • I can challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • I know about some of the skills needed to do a job, such as teamwork and decision-making • I can recognise my interests, skills and achievements and how these might link to future jobs • I know how to set goals that I would like to achieve this year e.g. learn a new hobby	
Assessment criteria for the year:	• Explain how their life is influenced positively by people they know and by people from other countries • Show an understanding of how other children have different lives to their own • Identify personal and physical boundaries and demonstrate how to respond • Explain how exercise and a balanced diet (and what this means) helps us to keep healthy • Know what positively and negatively affects their physical, mental and emotional health (rest, food, friends, family, support) • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Identify people who will help them to stay safe and explain what they would do • Explain differences between risk, hazard and danger • Explain how and why we should respect differences, including differences in beliefs and customs • Understand and recognise the impact words can have, both positively and negatively • Understand what bullying is, how it can make people feel different, and how they can help solve the problem	



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Marden

- Explain how boys' and girls' bodies change on the inside/outside during the growing up process
- Recognise how they feel about the changes happening and suggest some ideas to cope with these feelings
- Discuss their worries, what they are looking forward to about being in Year 4 and changes they might make

PSHE & RSE Curriculum

Year 3

Year	Module	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
3	5 & 6	
Vocabulary for the year:	Recognising opportunities, developing skills, making choices, understanding influences, balanced diet, celebrating achievements, identifying strengths, setting aspirations and goals, health and safety, emergency aid procedures, road safety, online safety, risk, danger, hazard, bullying, prejudice, personal boundaries, privacy/known when to share a secret, personal actions, physical contact, collaboration and shared goals, acceptable, topical issues, responsibilities, rights and duties, voluntary, community and pressure groups, managing money, critical consumer, media	
Objectives:	• I know about the choices that people make in daily life that could affect their health • I can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • I know what can help people to make healthy choices and what might negatively influence them • I know about habits and that sometimes they can be maintained, changed or stopped • I recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • I know that regular exercise such as walking or cycling has positive benefits for their mental and physical health • I know about the things that affect feelings both positively and negatively • I have strategies to identify and talk about my feelings • I know about some of the different ways people express feelings e.g. words, actions, body language • I can recognise how feelings can change overtime and become more or less powerful • I know that everyone is an individual and has unique and valuable contributions to make • I can recognise how strengths and interests form part of a person's identity • I know how to identify their my personal strengths and interests and what I'm proud of (in school, out of school) • I can recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • I know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on • I know what I can learn from a setback, remembering what they are good at, trying again • I know how to identify typical hazards at home and in school • I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • I know about fire safety at home including the need for smoke alarms • I know the importance of following safety rules from parents and other adults • I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety	
Assessment criteria for the year:	• Explain how their life is influenced positively by people they know and by people from other countries • Show an understanding of how other children have different lives to their own • Identify personal and physical boundaries and demonstrate how to respond • Explain how exercise and a balanced diet (and what this means) helps us to keep healthy • Know what positively and negatively affects their physical, mental and emotional health (rest, food, friends, family, support) • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Identify people who will help them to stay safe and explain what they would do • Explain differences between risk, hazard and danger	



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- Explain how and why we should respect differences, including differences in beliefs and customs
 - Understand and recognise the impact words can have, both positively and negatively
 - Understand what bullying is, how it can make people feel different, and how they can help solve the problem
 - Explain how boys' and girls' bodies change on the inside/outside during the growing up process
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- Recognise how they feel about the changes happening and suggest some ideas to cope with these feelings
 - Discuss their worries, what they are looking forward to about being in Year 4 and changes they might make

PSHE & RSE Curriculum

Year 4

Year	Module	Focus: Relationships: Families and Friendships; Safe Relationships; Respecting Others and Ourselves
4	1 & 2	
Vocabulary for the year:	Physical, mental and emotional health, informed choices, balanced lifestyle, conflicting emotions, personal hygiene, bacteria/viruses, habits, tobacco and smoking, respect, points of view, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, social media, relationships, civil partnership and marriage, commitment, freedom of choice, dares, boundaries and privacy, values, customs, anti-social, aggressive and harmful behaviour, bullying, discrimination, finding support, community, institution, local/national, topical issues and events, rules and laws, resources, sustainability, economic sustainability, media	
Objectives:	• I know the features of positive healthy friendships such as mutual respect, trust and sharing interests • I know strategies to build positive friendships • I know how to seek support with relationships if I feel lonely or excluded • I know how to communicate respectfully with friends when using digital devices • I know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone I don't know • I know what to do or whom to tell if I am worried about any contact online • I can differentiate between playful teasing, hurtful behaviour and bullying, including online • I know how to respond if I witness or experience hurtful behaviour or bullying, including online • I can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • I know how to manage pressures associated with dares • I know when it is right to keep or break a confidence or share a secret • I know how to recognise risks online such as harmful content or contact • I know how people may behave differently online including pretending to be someone they are not • I know how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online • I can recognise differences between people such as gender, race, faith • I can recognise what I have in common with others e.g. shared values, likes and dislikes, aspirations • I know about the importance of respecting the differences and similarities between people • I can use vocabulary to sensitively discuss difference and include everyone	
Assessment criteria for the year:	• Discuss the consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination • Recognise how people are feeling when they miss a special person or animal and suggest ways to help manage feelings • Judge what physical contact is appropriate or unacceptable and know how to respond • Explain the positive and negative consequences of lifestyle choices (include dental health, food, exercise) • Know what positively and negatively affects their physical, mental and emotional health (include anxiety, peer pressure) • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Explain differences between risk, hazard and danger and know how to manage situations • Explain why we should not judge people by appearance or first impressions • Give examples of how they are unique and how we should accept people as they are • Understand what bullying is in all its forms, how it can make people feel different, and how they can help solve the problem	



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Marden

- Explain how their bodies and emotions may change as they approach and move through puberty
- Understand and explain some changes and choices that might happen in the future and recognise that some we have no control over
- Discuss their worries, what they are looking forward to about being in Year 5 and changes they might make

PSHE & RSE Curriculum

Year 4

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
4	3 & 4	
Vocabulary for the year:	Physical, mental and emotional health, informed choices, balanced lifestyle, conflicting emotions, personal hygiene, bacteria/viruses, habits, tobacco and smoking, respect, points of view, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, social media, relationships, civil partnership and marriage, commitment, freedom of choice, dares, boundaries and privacy, values, customs, anti-social, aggressive and harmful behaviour, bullying, discrimination, finding support, community, institution, local/national, topical issues and events, rules and laws, resources, sustainability, economic sustainability, media	
Objectives:	• I know the meaning and benefits of living in a community • I can recognise that they belong to different communities as well as the school community • I know about the different groups that make up and contribute to a community • I know about the individuals and groups that help the local community, including through volunteering and work • I know how to show compassion towards others in need and the shared responsibilities of caring for them • that everything shared online has a digital footprint • I know that organisations can use personal information to encourage people to buy things • I can recognise what online adverts look like • I can compare content shared for factual purposes and for advertising • I know why people might choose to buy or not buy something online e.g. from seeing an advert • I know that search results are ordered based on the popularity of the website and that this can affect what information people access • I know how people make different spending decisions based on their budget, values and needs • I know how to keep track of money and why it is important to know how much is being spent • I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • I know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	
Assessment criteria for the year:	• Discuss the consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination • Recognise how people are feeling when they miss a special person or animal and suggest ways to help manage feelings • Judge what physical contact is appropriate or unacceptable and know how to respond • Explain the positive and negative consequences of lifestyle choices (include dental health, food, exercise) • Know what positively and negatively affects their physical, mental and emotional health (include anxiety, peer pressure) • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Explain differences between risk, hazard and danger and know how to manage situations • Explain why we should not judge people by appearance or first impressions • Give examples of how they are unique and how we should accept people as they are • Understand what bullying is in all its forms, how it can make people feel different, and how they can help solve the problem • Explain how their bodies and emotions may change as they approach and move through puberty • Understand and explain some changes and choices that might happen in the future and recognise that some we have no control over • Discuss their worries, what they are looking forward to about being in Year 5 and changes they might make	

PSHE & RSE Curriculum

Year 4

Year	Module	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
4	5 & 6	
Vocabulary for the year:	Physical, mental and emotional health, informed choices, balanced lifestyle, conflicting emotions, personal hygiene, bacteria/viruses, habits, tobacco and smoking, respect, points of view, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, social media, relationships, civil partnership and marriage, commitment, freedom of choice, dares, boundaries and privacy, values, customs, anti-social, aggressive and harmful behaviour, bullying, discrimination, finding support, community, institution, local/national, topical issues and events, rules and laws, resources, sustainability, economic sustainability, media	
Objectives:	• I can identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • I know what good physical health means and how to recognise early signs of physical illness • I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • I know how to maintain oral hygiene and dental health, including how to brush and floss correctly • I know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health • I know how to identify external genitalia and reproductive organs • I know about the physical and emotional changes during puberty • I know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • I know some strategies to manage the changes during puberty including menstruation • I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant • I know how to discuss the challenges of puberty with a trusted adult • I know how to get information, help and advice about puberty • I know the importance of taking medicines correctly and using household products safely • I can recognise what is meant by a ‘drug’ • I know that that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • I can identify some of the risks associated with drugs common to everyday life • I know that for some people using drugs can become a habit which is difficult to break • I know how to ask for help or advice	
Assessment criteria for the year:	• Discuss the consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination • Recognise how people are feeling when they miss a special person or animal and suggest ways to help manage feelings • Judge what physical contact is appropriate or unacceptable and know how to respond • Explain the positive and negative consequences of lifestyle choices (include dental health, food, exercise) • Know what positively and negatively affects their physical, mental and emotional health (include anxiety, peer pressure) • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Understand and use strategies for staying safe online, including password and personal information safety and responsible use • Explain differences between risk, hazard and danger and know how to manage situations • Explain why we should not judge people by appearance or first impressions • Give examples of how they are unique and how we should accept people as they are	



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- Understand what bullying is in all its forms, how it can make people feel different, and how they can help solve the problem
 - Explain how their bodies and emotions may change as they approach and move through puberty
 - Understand and explain some changes and choices that might happen in the future and recognise that some we have no control over
- Discuss their worries, what they are looking forward to about being in Year 5 and changes they might make

PSHE & RSE Curriculum

Year 5

Year	Module	Focus: Relationships: Families and Friendships; Safe Relationships; Respecting Others and Ourselves
5	1 & 2	
Vocabulary for the year:	Recognise, assess and prevent risk, available substances, drugs and energy drinks, physically and emotionally safe, rail, water and fire safety, puberty, menstrual cycle, protecting personal information/passwords, achievements, aspirations and goals, stereotypes, differences/similarities, Equality Act 2010, feelings, acceptable/unacceptable physical contact, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, positive and healthy/unhealthy relationships, human rights, children’s rights, societies, law, community practice, topical issues and events, values, customs, resources, sustainability, economic sustainability, critically examine, social media	
Objectives:	• I know what makes a healthy friendship and how they make people feel included • I know strategies to help someone feel included • I know about peer influence and how it can make people feel or behave • I know the impact of the need for peer approval in different situations, including online • I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • I know that it is common for friendships to experience challenges • I know strategies to positively resolve disputes and reconcile differences in friendships • I know that friendships can change over time and the benefits of having new and different types of friends • I know how to recognise if a friendship is making me feel unsafe, worried, or uncomfortable • I know when and how to seek support in relation to friendships • I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • I know how to ask for, give and not give permission for physical contact • I know how it feels in a person’s mind and body when they are uncomfortable • I know that it is never someone’s fault if they have experienced unacceptable contact • I know how to respond to unwanted or unacceptable physical contact • I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about • I know whom to tell if I am concerned about unwanted physical contact • I can recognise that everyone should be treated equally • I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own • I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • I understand the impact of discrimination on individuals, groups and wider society • I know ways to safely challenge discrimination • I know how to report discrimination online	
Assessment criteria for the year:	• Give consequences of anti-social, aggressive, harmful behaviours, such as bullying, discrimination, developing strategies for themselves and others • Compare different types of friendships and the feelings associated with them, recognising unhealthy relationships • Recognise that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources (include online safety) • Understand that they have the right to protect their body from unwanted and inappropriate contact • Explain the positive and negative consequences of lifestyle choices (include food choices, substances such as alcohol, smoking) • Know what positively and negatively affects their physical, mental and emotional health (include body image, loneliness, online behaviours)	



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- Provide ways that they respect and value their body
- Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety
- Explain how to stay online, including how to stand up for themselves, negotiate and to resist peer pressure
- Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to

to

- Explain how to stay online, including how to stand up for themselves, negotiate and to resist peer pressure
- Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to
- Explain why racism and other forms of discrimination are unkind
- Consider and respect the lives of people in other countries or those with different beliefs and values
- Understand the consequences of name calling and prejudice based language, and how indirect bullying is still bullying
- Explain how their bodies and emotions may change as they approach and move through puberty and that it is not the same for all people
- Understand the importance of looking after themselves physically and emotionally during these changes
- Discuss their worries, what they are looking forward to about being in Year 6 and changes they might make

PSHE & RSE Curriculum

Year 5

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
5	3 & 4	
Vocabulary for the year:	Recognise, assess and prevent risk, available substances, drugs and energy drinks, physically and emotionally safe, rail, water and fire safety, puberty, menstrual cycle, protecting personal information/passwords, achievements, aspirations and goals, stereotypes, differences/similarities, Equality Act 2010, feelings, acceptable/unacceptable physical contact, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, positive and healthy/unhealthy relationships, human rights, children’s rights, societies, law, community practice, topical issues and events, values, customs, resources, sustainability, economic sustainability, critically examine, social media	
Objectives:	• I know about how resources are allocated and the effect this has on individuals, communities and the environment • I know the importance of protecting the environment and how everyday actions can either support or damage it • I know how to show compassion for the environment, animals and other living things • I know about the way that money is spent and how it affects the environment • I can express my own opinions about my responsibility towards the environment • I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • I know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • I know that some media and online content promote stereotypes • I know how to assess which search results are more reliable than others • I can recognise unsafe or suspicious content online • I know how devices store and share information • I can identify jobs that they might like to do in the future • I know about the role ambition can play in achieving a future career • I understand how or why someone might choose a certain career • I know about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • I know the importance of diversity and inclusion to promote people’s career opportunities • I understand about stereotyping in the workplace, its impact and how to challenge it • I know that there is a variety of routes into work e.g. college, apprenticeships, university, training	
Assessment criteria for the year:	• Give consequences of anti-social, aggressive, harmful behaviours, such as bullying, discrimination, developing strategies for themselves and others • Compare different types of friendships and the feelings associated with them, recognising unhealthy relationships • Recognise that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources (include online safety) • Understand that they have the right to protect their body from unwanted and inappropriate contact • Explain the positive and negative consequences of lifestyle choices (include food choices, substances such as alcohol, smoking) • Know what positively and negatively affects their physical, mental and emotional health (include body image, loneliness, online behaviours) • Provide ways that they respect and value their body • Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety • Explain how to stay online, including how to stand up for themself, negotiate and to resist peer pressure • Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to • Explain how to stay online, including how to stand up for themself, negotiate and to resist peer pressure • Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to	



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all people

- Understand the importance of looking after themselves physically and emotionally during these changes
- Discuss their worries, what they are looking forward to about being in Year 6 and changes they might make
- Explain why racism and other forms of discrimination are unkind
- Consider and respect the lives of people in other countries or those with different beliefs and values
- Understand the consequences of name calling and prejudice based language, and how indirect bullying is still bullying
- Explain how their bodies and emotions may change as they approach and move through puberty and that it is not the same for

PSHE & RSE Curriculum

Year 5

Year	Module	
5	5 & 6	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
Vocabulary for the year:	Recognise, assess and prevent risk, available substances, drugs and energy drinks, physically and emotionally safe, rail, water and fire safety, puberty, menstrual cycle, protecting personal information/passwords, achievements, aspirations and goals, stereotypes, differences/similarities, Equality Act 2010, feelings, acceptable/unacceptable physical contact, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, positive and healthy/unhealthy relationships, human rights, children's rights, societies, law, community practice, topical issues and events, values, customs, resources, sustainability, economic sustainability, critically examine, social media	
Objectives:	- I know how sleep contributes to a healthy lifestyle - I know healthy sleep strategies and how to maintain them - I know about the benefits of being outdoors and in the sun for physical and mental health - I know how to manage risk in relation to sun exposure, including skin damage and heat stroke - I know how medicines can contribute to health and how allergies can be managed - I know that some diseases can be prevented by vaccinations and immunisations - I know that bacteria and viruses can affect health - I know how I can prevent the spread of bacteria and viruses with everyday hygiene routines - I can recognise the shared responsibility of keeping a clean environment about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - I know that for some people their gender identity does not correspond with their biological sex - I know how to recognise, respect and express their individuality and personal qualities - I know ways to boost their mood and improve emotional wellbeing - I know about the link between participating in interests, hobbies and community groups and mental wellbeing - I can identify when situations are becoming risky, unsafe or an emergency - I can identify occasions where I can help take responsibility for my own safety - I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - I know how to deal with common injuries using basic first aid techniques - I know how to respond in an emergency, including when and how to contact different emergency services - I know that female genital mutilation (FGM) is against British law - I know what to do and whom to tell if I think they or someone I know might be at risk of FGM	
Assessment criteria for the year:	- Give consequences of anti-social, aggressive, harmful behaviours, such as bullying, discrimination, developing strategies for themselves and others - Compare different types of friendships and the feelings associated with them, recognising unhealthy relationships - Recognise that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources (include online safety) - Understand that they have the right to protect their body from unwanted and inappropriate contact - Explain the positive and negative consequences of lifestyle choices (include food choices, substances such as alcohol, smoking) - Know what positively and negatively affects their physical, mental and emotional health (include body image, loneliness, online behaviours) - Provide ways that they respect and value their body - Identify strategies for keeping physically and emotionally safe, including staying safe online, road, fire and water safety - Explain how to stay online, including how to stand up for themselves, negotiate and to resist peer pressure	



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- Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to
 - Explain how to stay online, including how to stand up for themselves, negotiate and to resist peer pressure
 - Give examples of people who are responsible for or help them to stay safe and healthy, knowing who they would report issues to
- Explain why racism and other forms of discrimination are unkind
 - Consider and respect the lives of people in other countries or those with different beliefs and values
 - Understand the consequences of name calling and prejudice based language, and how indirect bullying is still bullying
 - Explain how their bodies and emotions may change as they approach and move through puberty and that it is not the same for all people
 - Understand the importance of looking after themselves physically and emotionally during these changes
 - Discuss their worries, what they are looking forward to about being in Year 6 and changes they might make

PSHE & RSE Curriculum

Year 6

Year	Module	Focus: Relationships: Families and Friendships; Safe Relationships; Respecting Others and Ourselves
6	1 & 2	
Vocabulary for the year:	Images, media, reality, pressure, unacceptable, unhealthy and risky behaviours, recognising a need for help, commonly available substances, drugs, illegal, change, separation, divorce and bereavement, human reproduction, conception, mobile phones, sharing images, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, love and care, committed relationship, forced marriages, personal boundaries, privacy, national, regional, religious and ethnic identities, social media, critically examine, topical issues and events, points of view, making decisions, explaining choices, managing money, critical consumer, interest/loan/debt/tax, enterprise	
Objectives:	• I know what it means to be attracted to someone and different kinds of loving relationships • I know that people who love each other can be of any gender, ethnicity or faith • I know the difference between gender identity and sexual orientation and everyone’s right to be loved • I know about the qualities of healthy relationships that help individuals flourish • I know ways in which couples show their love and commitment to one another, including those who are not married or who live apart • I know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • I know that people have the right to choose whom they marry or whether to get married • I know that to force anyone into marriage is illegal • I know how and where to report forced marriage or ask for help if I am worried • I can compare the features of a healthy and unhealthy friendship • I know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • I know strategies to respond to pressure from friends including online • I know how to assess the risk of different online ‘challenges’ and ‘dares’ • I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable • I know how to get advice and report concerns about personal safety, including online • I know what consent means and how to seek and give/not give permission in different situations • I know about the link between values and behaviour and how to be a positive role model • I know how to discuss issues respectfully • I can listen to and respect other points of view • I can constructively challenge points of view they disagree with • I can participate effectively in discussions online and manage conflict or disagreements	
Assessment criteria for the year:	• Give practical steps they can take in a range of different contexts to improve or support respectful relationships • Recognise what a positive, healthy relationship is and do they have strategies to develop this • Recognise when they need to stand up for themselves (or for friends) in real or online situations, giving strategies that will help manage feelings and the situation • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong and freely entered into • Know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal • Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure • Provide ways that they respect and value their body • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • Know how to recognise and report feelings of being unsafe, how to ask for advice or help for themselves or others (to keep trying until they are heard) and how to report	



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concerns or abuse, including the vocabulary and confidence to do this

- Know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, disability etc and these might impact people's lives

- Explain ways in which difference can be a source of conflict or a cause for celebration

- Explain the importance of respecting others, even when they are very different from them (physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Explain how their bodies and emotions may change as they move through puberty to adolescence, that it is not the same for all people, and how to look after themselves
- Discuss human reproduction, how a baby is conceived and born
- Discuss their worries, what they are looking forward to about the transition to secondary school and changes they might make

PSHE & RSE Curriculum

Year 6

Year	Module	Focus: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work
6	3 & 4	
Vocabulary for the year:	Images, media, reality, pressure, unacceptable, unhealthy and risky behaviours, recognising a need for help, commonly available substances, drugs, illegal, change, separation, divorce and bereavement, human reproduction, conception, mobile phones, sharing images, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, love and care, committed relationship, forced marriages, personal boundaries, privacy, national, regional, religious and ethnic identities, social media, critically examine, topical issues and events, points of view, making decisions, explaining choices, managing money, critical consumer, interest/loan/debt/tax, enterprise	
Objectives:	• I know what prejudice means • I can differentiate between prejudice and discrimination • I know how to recognise acts of discrimination • I know some strategies to safely respond to and challenge discrimination • I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • I know how stereotypes are perpetuated and how to challenge this about the benefits of safe internet use e.g. learning, connecting and communicating • I understand how and why images online might be manipulated, altered, or faked • I know how to recognise when images might have been altered • I understand why people choose to communicate through social media and some of the risks and challenges of doing so • I know that social media sites have age restrictions and regulations for use • I understand the reasons why some media and online content is not appropriate for children • I understand how online content can be designed to manipulate people's emotions and encourage them to read or share things • I know about sharing things online, including rules and laws relating to this • I know how to recognise what is appropriate to share online • I know how to report inappropriate online content or contact • I understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money • I know about value for money and how to judge if something is value for money • I understand how companies encourage customers to buy things and why it is important to be a critical consumer • I understand how having or not having money can impact on a person's emotions, health and wellbeing • I know about common risks associated with money, including debt, fraud and gambling • I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • I know how to get help if they are concerned about gambling or other financial risks	
Assessment criteria for the year:	• Give practical steps they can take in a range of different contexts to improve or support respectful relationships • Recognise what a positive, healthy relationship is and do they have strategies to develop this • Recognise when they need to stand up for themselves (or for friends) in real or online situations, giving strategies that will help manage feelings and the situation • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong and freely entered into • Know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal • Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure • Provide ways that they respect and value their body • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	



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- Know how to recognise and report feelings of being unsafe, how to ask for advice or help for themselves or others (to keep trying until they are heard) and how to report concerns or abuse, including the vocabulary and confidence to do this
- Know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, disability etc and these might impact people's lives
- Explain ways in which difference can be a source of conflict or a cause for celebration
- Explain the importance of respecting others, even when they are very different from them (physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Explain how their bodies and emotions may change as they move through puberty to adolescence, that it is not the same for all people, and how to look after themselves
- Discuss human reproduction, how a baby is conceived and born
- Discuss their worries, what they are looking forward to about the transition to secondary school and changes they might make

PSHE & RSE Curriculum

Year 6

Year	Module	Focus: Physical Health & Mental Wellbeing; Growing & Changing; Keeping Safe
6	5 & 6	
Vocabulary for the year:	Images, media, reality, pressure, unacceptable, unhealthy and risky behaviours, recognising a need for help, commonly available substances, drugs, illegal, change, separation, divorce and bereavement, human reproduction, conception, mobile phones, sharing images, discrimination, bullying, aggressive behaviours, cyberbullying and trolling, love and care, committed relationship, forced marriages, personal boundaries, privacy, national, regional, religious and ethnic identities, social media, critically examine, topical issues and events, points of view, making decisions, explaining choices, managing money, critical consumer, interest/loan/debt/tax, enterprise	
Objectives:	• I know that mental health is just as important as physical health and that both need looking after • I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • I know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • I know some positive strategies for managing feelings • I know that there are situations when someone may experience mixed or conflicting feelings • I know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • I can recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • I can identify where I and others can ask for help and support with mental wellbeing in and outside school • I know the importance of asking for support from a trusted adult • I know about the changes that may occur in life including death, and how these can cause conflicting feelings • I know that changes can mean people experience feelings of loss or grief • I know about the process of grieving and how grief can be expressed • I know about some strategies that can help someone cope with the feelings associated with change or loss • I can identify how to ask for help and support with loss, grief or other aspects of change • I know how balancing time online with other activities helps to maintain their health and wellbeing • I know some strategies to manage time spent online and foster positive habits e.g. switching phone off at night • I know what to do and whom to tell if I am frightened or worried about something I have seen online • I can recognise some of the changes as I grow up e.g. increasing independence • I know about what being more independent might be like, including how it may feel • I know about the transition to secondary school and how this may affect my feelings • I know about how relationships may change as I grow up or move to secondary school • I know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • I can identify the links between love, committed relationships and conception • I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • I know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • I know that pregnancy can be prevented with contraception² • I know about the responsibilities of being a parent or carer and how having a baby changes someone’s life • I know how to protect personal information online • I can identify potential risks of personal information being misused • I know some strategies for dealing with requests for personal information or images of me • I can identify types of images that are appropriate to share with others and those which might not be appropriate	



- I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others
- I know how to report the misuse of personal information or sharing of upsetting content/images online

- I know about the different age rating systems for social media, T.V, films, games and online gaming
- I know why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- I know about the risks and effects of different drugs
- I know about the laws relating to drugs common to everyday life and illegal drugs
- I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- I know about the organisations where people can get help and support concerning drug use
- I know how to ask for help if I have concerns about drug use
- I know about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Assessment
criteria for the
year:

- Give practical steps they can take in a range of different contexts to improve or support respectful relationships
- Recognise what a positive, healthy relationship is and do they have strategies to develop this
- Recognise when they need to stand up for themselves (or for friends) in real or online situations, giving strategies that will help manage feelings and the situation
- Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong and freely entered into
- Know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal
- Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure
- Provide ways that they respect and value their body
- Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- Know how to recognise and report feelings of being unsafe, how to ask for advice or help for themselves or others (to keep trying until they are heard) and how to report concerns or abuse, including the vocabulary and confidence to do this
- Know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, disability etc and these might impact people's lives
- Explain ways in which difference can be a source of conflict or a cause for celebration
- Explain the importance of respecting others, even when they are very different from them (physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Explain how their bodies and emotions may change as they move through puberty to adolescence, that it is not the same for all people, and how to look after themselves
- Discuss human reproduction, how a baby is conceived and born
- Discuss their worries, what they are looking forward to about the transition to secondary school and changes they might make