



PSHE – LTP

PSED – F1

PSED – F1		
Block 1:	Block 2:	Block 3:
<p><u>Self- Regulation</u> (LEAPS): I know that there are boundaries in school. I can follow a simple instruction. I can follow the routine of the setting with some support. I can identify problems and seek assistance from familiar adults (may not always be able to articulate request). I am becoming more aware of myself as an individual. I can demonstrate a sense of self as an individual, e.g. want to do things independently or says ‘No’ to adults. I can find ways to calm myself through being calmed and comforted by a familiar adult. I can ask adults for help. I am becoming aware of other people around me, e.g. names other pupils in the setting. I can explore new toys and environments but check in regularly with a familiar adult as and when needed. I can select and use resources with support. I can select and use activities and resources, with help when needed. I am beginning to be aware of the range of activities and exploring those available. I may flit between several different play activities without staying at one for any length of time. I can follow the routine of the setting with support. I am able to show a small amount of control e.g. waiting my turn resisting the impulse to grab.</p> <p><u>Managing Self</u></p>	<p><u>Self- Regulation</u> (LEAPS): I can follow the routine of the setting with little support. I am able to show a small amount of control, e.g. waiting for my turn and resisting the impulse to grab what I want with support from an adult. I recognise emotional outbursts although cannot yet fully control them. I can ask adults for help. I can talk about my feelings using words like ‘happy’ or ‘sad’. I understand the use of resources for a particular task. I can select and use activities and resources, independently. I can join in a range of activities that interest me for a longer period of time. I will talk to other pupils when playing together.</p> <p><u>Managing Self</u> (LEAPS): I can show confidence in social situations. I can usually adapt my behaviour to different events, social situations and changes in routine. I can be distracted by my peers when I am upset. I can begin to follow the rules of a classroom with reminders from adults. I can follow the rules of the setting with occasional reminders from adults.</p>	<p><u>Self- Regulation</u> (LEAPS): I can confidently talk to other pupils when playing together and will communicate freely about what I am doing. I can develop my sense of responsibility for my own things.</p> <p><u>Managing Self</u> (LEAPS): I can usually adapt my behaviour to different events, social situations and changes in routine. I am becoming more outgoing towards unfamiliar people and more confident in new social situations. I am beginning to be able to distract myself when I am upset, e.g. by engaging in new activity. I can follow the rules of the setting without reminders from adults. I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><u>Building Relationships</u> (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in.</p>

<p>(LEAPS): I can separate from my main carer with support and encouragement from a familiar adult. I can seek comfort from familiar adults, when needed. I can ask adults for help. I can use a familiar toy or object to seek comfort. I can be distracted by familiar adults when I am upset. I am aware that there are rules in the classroom. I can begin to follow the rules of a classroom with reminders from adults. I have a simple understanding of why we have rules. I can select and use activities and resources, with help when needed. I understand why rules are important. I can begin to follow rules of the classroom with reminders from adults.</p> <p>Building Relationships</p> <p>(LEAPS): I can use a familiar adult as a secure base from which to explore independently in new environments. I can play with a familiar adult. I can play with others, with a familiar adult present. I can sometimes parallel play alongside others (with support from familiar adult). I am becoming aware of the surrounding environment. I know to go to a familiar adult for reassurance when I feel certain emotions. I can identify a familiar adult to respond to. I am becoming aware of emotions display by an adult, e.g. change of voice tone and non-verbal cues. I can respond to the emotions of adults in the setting. I can identify a familiar adult to respond to. I can begin to listen to and respond to adults.</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put, away, visit, adult, friend, talk, friends, share, join in, plan, help,</p>	<p>I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Building Relationships</p> <p>(LEAPS): I can join in with the play of others. I can initiate play, offering cues to peers to join in. I can keep play going by responding to what others are saying or doing. I can play alongside others. I can play with one other child. I can start to engage in pretend play with toys. I can show affection and concern for people who are special to me. I can form a special relationship with another child. I am aware of how to display friendly/positive behaviour. I am becoming aware of simple emotions. I can show an awareness of other pupils in the setting.</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put away, visit, adult, friend, talk, friends, share, join in. plan. Help. Kind. Right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.</p>	<p>I can explore my emotions beyond my normal range through play and stories. I can seek out others to share experiences. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I can begin to identify my own emotions. I can show an awareness of the emotions of other pupils in the setting.</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put away, visit, adult, friend, talk, friends, share, join in. plan. Help. Kind. Right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.</p>
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kind, right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.		
Block 4:	Block 5:	Block 6:
<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS): I am becoming more outgoing towards unfamiliar people and more confident in new social situations. I am beginning to be able to distract myself when I am upset, e.g. by engaging in new activity.</p> <p><u>Building Relationships</u> Statements (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I can begin to identify my own emotions. I can show an awareness of the emotions of other pupils in the setting</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put away, visit, adult, friend, talk, friends, share, join in. plan. Help. Kind. Right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.</p>	<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS): I am able to comfort myself when I am upset.</p> <p><u>Building Relationships</u> (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can play in a group, extending and elaborating play. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I am becoming less adult-reliant on dealing with my emotions.</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put away, visit, adult, friend, talk, friends, share, join in. plan. Help. Kind. Right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.</p>	<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS):</p> <p><u>Building Relationships</u> (LEAPS) I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can play in a group, extending and elaborating play. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I am becoming less adult-reliant on dealing with my emotions.</p> <p>Vocabulary: Choose, play, toys, jobs, activities, tidy, clean, put away, visit, adult, friend, talk, friends, share, join in. plan. Help. Kind. Right thing, rules, school, important, why, calm, breaths, feeling, happy, sad, worried, scared, angry.</p>

PSED – F2

Block 1: Marvellous Me	Block 2: Time to Celebrate!	Block 3: Superheroes
<p><u>Self-Regulation</u> LEAPS I can share resources with support from an adult. I can respect the property of the setting and those belonging to others. I can separate from my main carer in a new setting. I can talk about things of immediate interest to me. I can explore new environment and resources. I know that I need to look and listen when an adult is speaking. I can sit on the carpet next to others during ‘class teach’. Some support is needed to settle. I can follow one-step instructions directed specifically to me, e.g., referred to by my name.</p>	<p><u>Self-Regulation</u> LEAPS I can talk with others to solve conflicts with support. I can express my own present emotions. I can wait my turn during question-and-answer sessions on the carpet. I can raise my hand to speak during carpet sessions. I can follow simple repetitive daily routines with support. I can enter a classroom/space quietly and sit down without fussing, ready to begin an activity. I can engage fully with tidy up times even when in play.</p>	<p><u>Self-Regulation</u> LEAPS I am beginning to resolve conflicts with others, with support and without aggression. I can translate behaviour expectations to different environments and adults, e.g., sits quietly in the hall for assembly, but talks to friends during lunchtime. I can express my feelings. I can recognise simple emotions in others. I can wait my turn when an adult is speaking to someone else in the environment. I can work with peers calmly and shares resources with others. I can follow simple repetitive daily routines.</p>
<p><u>Managing Self</u> LEAPS I am confident to talk to other pupils when playing. I am confident in asking adults for help. I know and understand what the classroom behaviour expectations are. I can meet the classroom behaviour expectations with support and guidance. I can select and use activities of interest. I can remove my own jumper. I can use the toilet independently and wash my hands when reminded. I can go to the toilet and am clean and dry throughout the day.</p>	<p><u>Managing Self</u> LEAPS I welcome and value praise for achievements. I can complete an activity for a sustained period. I am beginning to follow classroom behaviour expectations independently. I can manage my outer clothing, e.g. put my own coat on and take it off. I enjoy the responsibility of carrying out small tasks. I can get dressed and undressed with support. I can begin to use cutlery correctly, with support.</p>	<p><u>Managing Self</u> LEAPS I am becoming more confident in new social situations. I can begin to self-reflect. I can recognise how and when I meet the behaviour expectations. I will participate in a wide range of activities. I can get dressed and undressed independently (Might still need help with buttons etc). I can make healthy choices about food, drink, sleep and physical activity, with support. I can identify what healthy choices are. I know the importance of making healthy choices. I can talk about why we make healthy choices. I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.</p>
<p><u>Building Relationships</u> LEAPS I can demonstrate friendly behaviour, initiating interactions. I can keep play going by responding to what others are saying or doing.</p>	<p><u>Building Relationships</u> LEAPS I can engage more actively in group work. I can build constructive and respectful relationships. I can play in a group, extending and elaborating play ideas. I can initiate play, offering cues to my friends to join in. I can form relationships with friends and familiar adults. I can demonstrate friendly behaviour, initiating interactions with peers and other familiar adults. I can listen to peers as well as adults.</p>	<p><u>Building Relationships</u> LEAPS</p>

<p>I can begin to identify simple emotions and how they can affect them, e.g. happy, sad, angry. I can say when I need help. I can listen to adults and respond appropriately. I can follow simple instructions and requests.</p> <p>Vocabulary: share, respects, interests, likes, dislikes, favourites, explore, resources, good listening, instructions, help, rules, activities, friendly, kind, helpful, include, emotions, sad, happy, excited, angry, lonely</p>	<p>Vocabulary: conflicts, solve, problems, fall out, emotions, sad, happy, excited, angry, lonely, take turns, one voice, daily routine, tidy up, respect, responsibility, jobs, achievement, proud, concentrate, knife, fork, spoon, cut, slice scoop, friendship, good friend, kind, helpful</p>	<p>I can share and take turns successfully. I can start conversations and consider what others say. I can spend time with my chosen friendship group as well as other groups. I can become less reliant on adults when experiencing emotions. I can show sensitivity when dealing with peers.</p> <p>Vocabulary: conflicts, solve, problems, fall out, aggressive, school rules, feelings, emotions, sad, happy, angry, lonely, excited, take turns, one voice, daily routine, reflect, evaluate, healthy choice, fruit, vegetables, water, sleep, exercise, sugar, fat,</p>
<p align="center">Block 4: All Creatures Great and Small</p>	<p align="center">Block 5: Home Sweet Home</p>	<p align="center">Block 6: My Wonderful World</p>
<p><u>Self-Regulation</u> LEAPS I can reflect on how I felt in a specific situation. I am beginning to consider the impact of my own actions on others. I can consider the feelings of others. I can refrain from interrupting other speakers in all situations. I can start tasks quickly and maintains focus during completion.</p> <p><u>Managing Self</u> LEAPS I can take responsibility for myself and my own belongings. I can learn from my mistakes to improve an outcome next time. I can select and use appropriate activities and resources to complete a successful outcome. I understand why we wash our hands. I can begin to use cutlery independently.</p>	<p><u>Self-Regulation</u> LEAPS I can talk with others to solve conflicts independently. I can identify and moderate my own feelings socially and emotionally. I can begin to understand how others might be feeling, to show empathy.</p> <p><u>Managing Self</u> LEAPS I can show confidence in the face of an unfamiliar activity or situation. I am confident supporting peers to make choices in order to complete a successful outcome.</p> <p><u>Building Relationships</u> LEAPS I can alter play depending on interactions and ideas from others. I can start to control my emotions in order to not affect my friends. I can begin to identify how best to respond to another individual when that individual is expressing emotion.</p>	<p><u>Self-Regulation</u> LEAPS I can distance myself from any unpleasant or inappropriate behaviour by others. I can manage a range of emotions in a classroom setting.</p> <p><u>Managing Self</u> LEAPS I can show resilience and perseverance in the face of challenge. I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.</p> <p><u>Building Relationships</u> LEAPS I can return to my play after a break and commence and extend its focus. I can express my gratitude and congratulate others for their kindness, e.g. when they help support you.</p>

<p>I understand how to protect myself against different weather conditions, e.g. clothing, sun cream, drinking water etc.</p> <p>Building Relationships</p> <p>LEAPS</p> <p>I can take steps to resolve conflicts with other pupils, e.g. finding a compromise.</p> <p>I can start to find solutions to issues and problems I have.</p> <p>I can begin to accept that we need to be polite to everyone, even if we disagree with them.</p> <p>Vocabulary: reflect, feelings, behaviour, waiting my turn, interrupt, focus, concentrate, responsible, belongings, mistakes, improve, wash, soap, germs, rub, knife, fork, spoon, suncream, hat, water, solution, problem, polite, manners</p>	<p>Vocabulary: solve, problems, feelings, emotions, control, confident, brave, friends, choices, control</p>	<p>Vocabulary: behaviour, right, wrong, emotions, feelings, resilience, perserverance, challenges, suncream, hat, water</p>
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Year 1

<p>Block 1 Subject/Conceptual knowledge/skills: Me and My Relationships Feelings Getting Help Classroom Rules LEAPS:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also 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; 	<p>Block 2 Subject/Conceptual knowledge/skills: Valuing Difference Recognising, valuing and celebrating difference Developing Tolerance LEAPS:</p> <ul style="list-style-type: none"> • Identify the differences and similarities 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; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the 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; • Suggest ways they can show kindness to others. <p>Vocabulary: Different, similar, unkind, teasing, bullying, special, kind, fair, unfair, kindness</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Keeping Myself Safe How our feelings can keep us safe Keeping Healthy Medicine Safety LEAPS:</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. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. <p>Vocabulary:</p>
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<ul style="list-style-type: none"> Give and receive positive feedback, and experience how this makes them feel. <p>Vocabulary: Rules, safe, feeling, emotions, help, friendship, conflict, anger, happiness, nervous, worried, scared, unhappy, sad, excited</p>		<p>Food, water, energy, oxygen, air, exercise, sleep, healthy lifestyle, emotions, unsafe, worried, sadness, sad, upset, medicines, safety, PANTS, private, appropriate, inappropriate, touching, trust, help, no.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Rights and Responsibilities Looking after things</p> <p>LEAPS:</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 looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>Vocabulary:</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Being My Best Growth Mindset Keeping Healthy</p> <p>LEAPS:</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order 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. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; 	<p>Block 6 Subject/Conceptual knowledge/skills: Growing and Changing Getting help Becoming independent Body Parts</p> <p>LEAPS:</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand 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 things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness 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 surprises;

<p>Hygiene, personal hygiene, routines, environment, responsibility, belonging, money, notes, coin, value, safe, save</p>	<ul style="list-style-type: none"> • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. <p>Vocabulary: Fruit, vegetables, diet, healthy, unhealthy, taste, eat, carbohydrates, fats, protein, dairy, disease, skills, practice, fail, challenge, listening, conflict, feedback, behaviour</p>	<ul style="list-style-type: none"> • 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 can be kept private; • Identify people they can talk to about their private parts. <p>Vocabulary: Body, heart, lungs, blood, stomach, intestines, brain, process, baby, needs, eye contact, cuddling, washing, changing, feeding, toddler, help, teasing, bullying, witness, secret, surprise, uncomfortable, body parts, private, private parts</p>
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Year 2		
<p>Block 1 Subject/Conceptual knowledge/skills: Me and my relationships</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can suggest actions that will contribute positively to the life of the classroom • I can make and undertake pledges based on those actions • I can create and agree on classroom rules • I can use a range of words to describe feelings • I can recognise that people have different ways of expressing their feelings • I can identify helpful ways of responding to other's feelings • I can define what is meant by the terms 'bullying' and 'teasing' showing an 	<p>Block 2 Subject/Conceptual knowledge/skills: Valuing difference</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can identify some of the physical and non-physical differences and similarities between people • I know and use words and phrases that show respect for other people • I recognise and explain how a person's behaviour can affect other people • I can recognise and explain how a person's behaviour can affect other people • I can identify special people who are to my life and explain reasons why • I can explain how it feels to be part of a group/left out of a group 	<p>Block 3 Subject/Conceptual knowledge/skills: Keeping myself safe</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can understand that medicines can sometimes make people feel better when they are ill • I can give examples of some of the things that a person can do to feel better without the use of medicines • I can explain simple issues of safety and responsibility about medicines and their use • I can identify situations in which they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell' to keep yourself and others safe • I can recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation

<p>understanding of the difference between the two</p> <ul style="list-style-type: none"> • I can understand, discuss and demonstrate strategies for dealing with bullying • I can explain the difference between bullying and isolated unkind behaviour • I can recognise that there are different types of bullying and unkind behaviour • I can understand that bullying and unkind behaviour are both unacceptable ways of behaving • I can recognise that friendship is a special kind of relationship • I can identify some of the ways that good friends care for each other • I can recognise, name and understand how to deal with feelings (e.g. anger, loneliness) • I can explain where someone could get help if they were being upset by someone else's behaviour <p>Vocabulary: Feelings, bullying, behaviour, friendship, relationships, help, support</p>	<ul style="list-style-type: none"> • I can identify groups that I am part of • I can suggest strategies for helping someone who is feeling left out • I can recognise and describe acts of kindness and unkindness and explain how these impact upon other people's feelings • I can suggest kind words and actions I can show to others in and out of school • I can demonstrate active listening techniques • I can suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships <p>Vocabulary: Appearance, physical differences, non-physical differences, similarities, respect, special, behaviour, groups, feelings, kindness, listening, negotiation, positive relationships</p>	<ul style="list-style-type: none"> • I can identify types of touch I like and do not like • I can identify who to talk to if someone touches me in a way that makes me feel uncomfortable • I can identify safe and unsafe secrets • I can recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable • I can identify how inappropriate touch can make someone feel • I can understand that there are unsafe secrets and secrets that are nice surprises • I can explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop <p>Vocabulary: Medicine, unwell, safety, responsibility, unsafe, body language, facial expression, situation, touch, uncomfortable, secrets, trust</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Rights and responsibilities</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can describe and record strategies for getting on with others in the classroom • I can explain and use, strategies for dealing with impulsive behaviour • I can identify special people in the school and community who can help to keep them safe • I know how to ask for help 	<p>Block 5 Subject/Conceptual knowledge/skills: Being my best</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can explain the stages of the learning process • I can help myself and others to develop a positive attitude that supports wellbeing • I can identify and describe where I am on the learning line for a given activity and apply its positive mind-set strategies to my learning • I can understand and give examples of things I can choose for myself and things that others choose for me 	<p>Block 6 Subject/Conceptual knowledge/skills: Growing and changing</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can demonstrate simple ways of giving positive feedback to others • I can recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to • I can identify different stages of growth (e.g. baby, toddler, child, teenager, adult)

- I can identify what I like about the school environment and make suggestions for how to improve it
- I can recognise that I have a responsibility for helping to look after the school environment
- I can understand that people make choices about what to do with their money
- I know that money can be saved for a use at a future time and understand the reasons why people might do this
- I can explain how I feel when I spend money on different things
- I can recognise that money can be spent on items which are essential or non-essential

Vocabulary:

Behaviour, community, safe, help, responsibility, environment, choices, money, spend, essential, non-essential, save

- I can explain things I like and dislike and understand that I have choices about these things
- I can understand and explain that some choices can be either healthy or unhealthy and can make a difference to my own health
- I can explain how germs can be spread
- I can describe simple hygiene routines such as hand washing
- I know that vaccinations can help to prevent certain illnesses
- I can explain the importance of good dental hygiene
- I can describe simple dental hygiene routines
- I can understand what the body gets energy from food, water and oxygen
- I recognise that exercise and sleep are important to health
- I can name major internal body part(heart, blood, lungs, stomach, small and large intestines, brain)
- I can describe how food, water and air get into the body and blood

Vocabulary:

Learning, learning line, learning process, mind-set, positive, choice, healthy, unhealthy, health, germs, spread, hygiene, vaccinations, illnesses, dental hygiene, energy, food, water, oxygen, exercise, sleep, body parts

- I can understand and describe some of the things that people are capable of at these different stages
- I can identify which parts of the human body are private
- I can explain that a person's genitals help them to make babies when they are grown up
- I understand that humans mostly have the same body parts but that they look different from person to person
- I can explain what privacy means
- I know that you are not allowed to touch someone's private belongings without their permission
- I can give examples of different types of private information

Vocabulary:

Positive feedback, feelings, growth, stages, capabilities, body parts, private, genitals, privacy, permission

Year 3

<p>Block 1 Subject/Conceptual knowledge/skills: Me and My Relationships Democracy Friendships</p> <p>LEAPS: I can...</p> <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 the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • 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 to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. 	<p>Block 2 Subject/Conceptual knowledge/skills: Valuing Differences Tolerance Recognising and respecting diversity</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on 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 name calling (including talking to a trusted adult). 	<p>Block 3 Subject/Conceptual knowledge/skills: Keeping myself safe Individual Liberty Managing Risks Drugs and their risks Staying safe online</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Identify situations which are safe or 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 a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
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<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. <p>Vocabulary: Internet, rule, democracy, pupil voice, conflict, resolution, cooperation, teamwork, relationships, support network, qualities, friendships</p>	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. <p>Vocabulary: Bullying, diversity, equality, ethnic, religious, qualities, prejudice, adoption, fostering, wellbeing, sex, same-sex relationships</p>	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <p>Vocabulary: Drugs, risk, cigarettes, internet, safety, online, cyber bullying,</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Rights and Responsibilities The Rule of Law Friendship Community</p> <p>LEAPS: I can..</p> <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 why people volunteer, including mental health and wellbeing benefits to those who volunteer 	<p>Block 5 Subject/Conceptual knowledge/skills: Being My Best Mutual Respect Keeping Myself Healthy Safeguarding Bullying Extremism</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; 	<p>Block 6 Subject/Conceptual knowledge/skills: Growing and Changing Equality Relationships Friendships Menstruation Keeping Safe</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.
- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.
- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.
- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Vocabulary:

Volunteer, community, responsibility, jobs, environment, fact, opinion, income, services

- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.
- Identify their achievements and areas of 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 television/in the media.
- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

Vocabulary:

Secret, rule, personal space, body space, relationship, healthy, egg, sperm, babies,

Vocabulary:
Balanced diet, illness, wellbeing, internal body parts, talents, qualities, health, lifestyle

Year 4

Block 1
Subject/Conceptual knowledge/skills:
Me and my relationships,
British Values, Self –esteem, Bullying, British Values

LEAPS:
I can...

- Describe 'good' and 'not so good' feelings and how feelings can affect our 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 that they admire in others.
- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- 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 physical state.
- Demonstrate a range of feelings through their facial expressions and body language;

Block 2
Subject/Conceptual knowledge/skills:
Valuing Difference,
British
Values, Bullying, Caring, Racism, Respect, Tolerance, Communication, Relationships

LEAPS:
I can...

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, 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 (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

Block 3
Subject/Conceptual knowledge/skills:
Keeping Myself Safe,
Alcohol, Healthy, Lifestyles, Medicines, Assertiveness, Dares, Friendship, Risk-taking

LEAPS:
I can...

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;

<ul style="list-style-type: none"> • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>Vocabulary: Feelings, physical states, positive, relationship, strategies, pressure, unhealthy, assertive, change</p>	<ul style="list-style-type: none"> • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. <p>Vocabulary: negotiation, compromise, personal, actions, consequences, race, gender, stereotypes.</p>	<ul style="list-style-type: none"> • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Vocabulary: danger, risk, hazard, dare, medicines, drugs, smoking, drinking, alcohol, positively, negatively.</p>
<p>Block 4 - Subject/Conceptual knowledge/skills: Rights and Responsibilities, Community, Environment, Pupil voice, Rights. Money</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. 	<p>Block 5 - Subject/Conceptual knowledge/skills: Being My Best, Safeguarding, Body Image, Community, Environment</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>Block 6 - Subject/Conceptual knowledge/skills: Growing and Changing - puberty</p> <p>LEAPS: I can...</p> <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 may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents;

- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- 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 express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.
- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home;
- Prioritise items of expenditure in the home from most essential to least essential.
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

Vocabulary:
Community, responsible, bystander, international, democratic, influence, media, report, bullying, income, expenditure, National Insurance, environmental

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate).
- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community

Vocabulary:
Unique, health, eat well guide, qualities and attributes, community, recycle, re-use, sustainable, balanced diet, nutrition

- Take part in a role-play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know 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;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Vocabulary:
Learning line, positive and negative, genitalia, puberty, compromise, menstrual cycle, marriage, sex partners, civil ceremony.

Year 5

<p>Block 1</p> <p>Subject/Conceptual knowledge/skills: Me and my relationships - Conflict Resolution, Positive relationships, Standing up for yourself, British Values, Building self – esteem, Bullying</p> <p>LEAPS:</p> <p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <ul style="list-style-type: none"> • I can explain what collaboration means; • I can give examples of how they have worked collaboratively; • I can describe the attributes needed to work collaboratively. • I can explain what is meant by the terms negotiation and compromise; • I can describe strategies for resolving difficult issues or situations. • I can demonstrate how to respond to a wide range of feelings in others. • I can give examples of some key qualities of friendship. • I can reflect on their own friendship qualities. • I can identify what things make a relationship unhealthy; • I can identify who they could talk to if they needed help. 	<p>Block 2</p> <p>Subject/Conceptual knowledge/skills: Valuing differences - British Values, Bullying, Caring, Racism, Respect, Tolerance, Great get together, Communication, Relationships</p> <p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p> <p>I can...</p> <ul style="list-style-type: none"> • I can define some key qualities of friendship; • I can describe ways of making a friendship last; • I can explain why friendships sometimes end. • I can rehearse active listening skills; • I can demonstrate respectfulness in responding to others; • I can respond appropriately to others. • I can develop an understanding of discrimination and its injustice, and describe this using examples; • I can empathise with people who have been, and currently are, subjected to injustice, including through racism; • I can consider how discriminatory behaviour can be challenged. • I can identify and describe the different groups that make up their school/wider community/other parts of the UK; • I can describe the benefits of living in a diverse society; • I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<p>Block 3</p> <p>Subject/Conceptual knowledge/skills:</p> <p>Managing risk, including staying safe online</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>I can...</p> <ul style="list-style-type: none"> • I can explain what a habit is, giving examples; • I can describe why and how a habit can be hard to change. • I can recognise that there are positive and negative risks; • I can explain how to weigh up risk factors when making a decision; • I can describe some of the possible outcomes of taking a risk. • I can demonstrate strategies to deal with both face-to-face and online bullying; • I can demonstrate strategies and skills for supporting others who are bullied; • I can recognise and describe the difference between online and face-to-face bullying. • I can define what is meant by a dare; • I can explain why someone might give a dare; • I can suggest ways of standing up to someone who gives a dare. • I can recognise which situations are risky; • I can explore and share their views about decision making when faced with a risky situation; • I can suggest what someone should do when faced with a risky situation. • I can consider what information is safe/unsafe to share offline and online, and reflect on the
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<ul style="list-style-type: none"> • I can identify characteristics of passive, aggressive and assertive behaviours. • I can understand and rehearse assertiveness skills. • I can recognise basic emotional needs, understand that they change according to circumstance. • I can identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk. • I can understand that online communication can be misinterpreted; • I can accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>Vocabulary: Collaboration, conflict resolution, positive relationships, friendship, relationship, assertive, respect, communication</p>	<ul style="list-style-type: none"> • I can understand that the information we see online, either text or images, is not always true or accurate; • I can recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • I can understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • I can identify the consequences of positive and negative behaviour on themselves and others; • I can give examples of how individual/group actions can impact on others in a positive or negative way. <p>Vocabulary: Self-esteem, friendship, bullying, positive relationships, communication, respect, tolerance, racism, discrimination, respect, caring, gender identity, gender expression,</p>	<p>consequences of not keeping personal information private;</p> <ul style="list-style-type: none"> • I can recognise that people aren't always who they appear to be online and explain risks of being friends online with a pers medicines can be helpful or harmful and used safely or unsafely. • I can understand the actual norms arou on they have not met face-to-face; • I know how to protect personal information online; • I can recognise disrespectful behaviour online and know how to respond to it. • I can understand some of the complexities of categorising drugs; • I know that all medicines are drugs but not all drugs are medicines; • I can understand ways in which nd smoking and the reasons for common misperceptions of these. • I can identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • I can understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>Vocabulary: Aspirations, healthy lifestyles, safeguarding, smoking, resilience, risk taking, bullying, internet safety, assertiveness, peers, safety, decision making, media influence, alcohol, drugs, medicine, peer pressure, social norms,</p>
<p>Block 4 Subject/Conceptual knowledge/skills:</p> <p>Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending.</p>	<p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>Growing independence and taking responsibility Media awareness and safety I can...</p>	<p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>Managing difficult feelings Managing change Getting help</p>

<p>I can...</p> <ul style="list-style-type: none"> • I can identify, write and discuss issues currently in the media concerning health and wellbeing; • I can express their opinions on an issue concerning health and wellbeing; • I can make recommendations on an issue concerning health and wellbeing. • I can understand the difference between a fact and an opinion; • I can understand what biased reporting is and the need to think critically about things we read. • I can define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • I can identify the impact on individuals and the wider community if responsibilities are not carried out. • I can explain what we mean by the terms voluntary, community and pressure (action) group; • I can give examples of voluntary groups, the kind of work they do and its value. • I can state the costs involved in producing and selling an item; • I can suggest questions a consumer should ask before buying a product. • I can define the terms loan, credit, debt and interest; • I can suggest advice for a range of situations involving personal finance. • I can explain some of the areas that local councils have responsibility for; • I understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> • I know two harmful effects each of smoking/drinking alcohol. • I can explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • I understand the actual norms around smoking and the reasons for common misperceptions of these. • I know the basic functions of the four systems covered and know they are inter-related. • I can explain the function of at least one internal organ. • I understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • I can identify their own strengths and talents; • I can identify areas that need improvement and describe strategies for achieving those improvements. • I can state what is meant by community; • I can explain what being part of a school community means to them; • I can suggest ways of improving the school community. • I can identify people who are responsible for helping them stay healthy and safe; • I can identify ways that they can help these people. • I can describe 'star' qualities of celebrities as portrayed by the media; • I can recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • I can describe 'star' qualities that 'ordinary' people have. <p>Vocabulary: Healthy Lifestyles, alcohol, drugs, smoking, wellbeing, skills, achievement, aspiration, diversity, community, independence, responsibility, first aid.</p>	<p>I can...</p> <ul style="list-style-type: none"> • I can use a range of words and phrases to describe the intensity of different feelings • I can distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • I can explain strategies they can use to build resilience. • I can identify people who can be trusted; • I can understand what kinds of touch are acceptable or unacceptable; • I can describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • I can explain how someone might feel when they are separated from someone or something they like; • I can suggest ways to help someone who is separated from someone or something they like. • I know the correct words for the external sexual organs; • I can discuss some of the myths associated with puberty. • I can identify some products that they may need during puberty and why; • I know what menstruation is and why it happens. • I can recognise how our body feels when we're relaxed; • I can list some of the ways our body feels when it is nervous or sad; • I can describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • I can identify the consequences of positive and negative behaviour on themselves and others; • I can give examples of how individual/group actions can impact on others in a positive or negative way.
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<p>Vocabulary: Responsibility, healthy lifestyles, fact, opinion, rights, duties, community, voice, money, democracy</p>		<ul style="list-style-type: none"> • I can explain the difference between a safe and an unsafe secret; • I can identify situations where someone might need to break a confidence in order to keep someone safe. • I can recognise that some people can get bullied because of the way they express their gender; • I can give examples of how bullying behaviours can be stopped. <p>Vocabulary: Feelings, support, body parts, reproduction, emotions, stereotypes, sexual orientation, identity, gender</p>
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Year 6		
<p>Block 1 Subject/Conceptual knowledge/skills: Me and my relationships Assertiveness Safeguarding link Bullying Cyberbullying Gang violence RSE Caring Friendships / Respectful Relationships Cooperation Safeguarding link Bullying Cyberbullying Gang violence BV Tolerance / Mutual Respect RSE Caring Friendships / Families and people who care for me / Respectful Relationships/ Being Safe / Online Relationships PSHE Health-Mental Wellbeing / E-Safety Safe/unsafe touches Safeguarding links CSE</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Valuing differences Recognising and reflection on prejudice-based bullying Safeguarding link Bullying Cyber Bullying Radicalisation Extremism RSE Caring Friendships/ Respectful Relationships BV Mutual Respect / Tolerance Understanding bystander behaviour Safeguarding link Bullying Cyberbullying Extremism Terrorism and radicalisation FGM CSE RSE Caring Friendships</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Keeping myself safe Emotional needs Safeguarding link Drugs education Relationship abuse Sexting CSE Staying safe online Safeguarding link Sexting CSE Bullying Cyberbullying Extremism Radicalisation RSE Online Relationships / Being Safe / Respectful Relationships PSHE E-Safety BV Rule of Law Drugs: norms and risks (including the law)</p>

<p>Relationship abuse FGM RSE Relationships/ Being safe/ Respectful Relationships</p> <p>LEAPS</p> <p>I can...</p> <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 within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • 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 understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. 	<p>LEAPS</p> <p>I can...</p> <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. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying 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. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • 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. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; 	<p>Safeguarding link Drugs education Gang based violence BV Rule of Law PSHE Healthy Eating / Healthy Lifestyles -Drugs Alcohol and Tobacco RSE Caring Friendships / Respectful Relationships</p> <p>LEAPS:</p> <p>I can...</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and 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. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context;
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<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. <p>Vocabulary: Co-operation, teamwork, collaborative, negotiation, compromise, strategies, friendship, respect, relationship, strategies, behaviour, peer influence, behaviour, self-esteem, emotions, consequences, positive, negative, feelings, diversity, marriage, commitment, partnerships, personal information</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>Vocabulary: British Values, bullying, respect, tolerance, relationships, discrimination, behaviours, strategies, positive attributes, diversity, unique, differences, bystander, differences, prejudice, community, self- esteem, decision, friend, acquaintances, strong, positive, friendship, stereotypes, gender, media, expectations</p>	<ul style="list-style-type: none"> • 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. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. <p>Vocabulary: Internet safety, responsible, respectful, keeping safe, decisions, behaviours, communication, bullying, sexting, law, information, emotional needs, drugs, addiction, alcohol, medical, medicines, rules, law, smoking, risk taking, social norms</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Rights and Responsibilities Understanding media bias, including social media. Safeguarding link Extremism</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Being my best Aspirations and goal settings. Safeguarding - N/A PSHE Health- Mental Wellbeing / E-Safety</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Growing and changing Keeping safe. Safeguarding link All areas</p>

<p>Radicalisation Bullying Cyberbullying RSE Respectful Relationships / Online Relationships PSHE Health- Mental Wellbeing Caring: communities and the environment Safeguarding link links - N/A BV Democracy / Rule of Law Earning and saving money Safeguarding links relationship abuse (coercive control) PSHE- Finance- Money</p> <p>LEAPS</p> <p>I can ...</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; • Describe the different ways 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 a variety of items, taking into account a range of factors; • Explain what is meant by the term <i>interest</i>. 	<p>Managing risk Safeguarding link Drugs education Gang violence Sexting RSE Caring Friendship/ Respectful Relationship/ Being safe PSHE Health- Drugs, Alcohol and Tobacco./ Basic First Aid Science</p> <p>LEAPS</p> <p>I can...</p> <ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe. <p>Vocabulary:</p>	<p>RSE Respectful Relationships / Being Safe PSHE Health- Changing Adolescent body Body image Safeguarding link Sexting CSE Relationship abuse Bullying RSE Families and people who care for me / Respectful Relationships PSHE Health- Mental Wellbeing / E-Safety Self-esteem. Safeguarding link Relationship abuse CSE Bullying Cyberbullying RSE Families and people who care for me / Respectful Relationships PSHE Health- Mental Wellbeing *Non- Statutory* Making Babies Safeguarding CSE Relationship abuse RSE Families and people who care for me / Being Safe PSHE Changing Adolescent body / Health and prevention/ Hygiene Science (animals including humans)</p> <p>LEAPS</p> <p>I can...</p> <ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect;
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<ul style="list-style-type: none"> • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • 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 a more environmentally sustainable way. <p>Vocabulary: Media influence, stereotypes, fact, opinion, biased, unbiased, self –esteem, emotional needs, friendship media, influence, social norms, internet safety, peer influence , relationships, money, saving, interest, tax, VAT, voluntary, community, pressure, action groups, community, citizenship, responsibility, environmentally sustainable, democracy, elections, council,</p>	<p>Well-being, healthy lifestyles, physical activity, mental health, achievement, aspirations, self esteem, growth mindset, decisions, responsibility, risk-taking, safety, first aid,</p>	<ul style="list-style-type: none"> • Identify qualities that people have, as well as their looks. • 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 • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby;
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- Know the legal age of consent and what it means.

Vocabulary:

Responsibility, change, family, emotional, physical, positivity, feelings, strategies, body image, bullying, growing, changing, media, peers, relationships, society, qualities, stereotypes, gender, internet safety, pressure online, puberty, menstruation, periods, FGM, safe/unsafe secrets, communication, sexual reproduction, conception, IVF, adoption, surrogacy, pregnancy, birth, consent, STI, HIV, stigma