



St. John's PSHE Whole School Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

PSHE Domains:

Mindfulness approach to Personal, Social, Health and Emotional Education					
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Children will learn about: personal qualities, attitudes, skills, attributes and achievements and what influences these.	Children will learn about: and discuss showing respect for people/things with similarities and differences. Understanding bullying, anti-bullying and being unique.	Children will discuss: Aspirations and hopes for the future. With emphasis on how to reach goals and if goals aren't met.	Children will learn about: Understanding health; physically, emotionally and socially. Including a balanced lifestyle (relationships, work-life, exercise and rest, spending and saving and diet)	Children will learn about different types of relationships and in different settings.	Children will think about how we all change and how we can manage change. Building up resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance). NSPCC PANTS approach used across all age groups to aid teaching.

Relationship and Sex Education (RSE) are taught as part of this subject in order to safeguard all children throughout their time at St John's Primary. This document has been created in consultation with parents, carers, staff and governors. DfE, Kirklees, Jigsaw and Diocese guidance has been taken on board. For more information see the RSE Policy.

PSHE Curriculum Narrative

EYFS

- ✓ **Being me in my world:** Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.
- ✓ **Celebrating differences:** children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.
- ✓ **Dreams and Goals:** children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.
- ✓ **Healthy Me:** children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.
- ✓ **Relationships:** Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.
- ✓ **Changing me:** Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Key Stage 1

Key stage 1 Pupils should be taught:

- ✓ **Being me in my world:** As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.
- ✓ **Celebrating Differences:** the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.
- ✓ **Dreams and goals:** the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.
- ✓ **Healthy me:** the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.
- ✓ **Relationships:** Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.
- ✓ **Changing me:** children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. The NSPCC PANTS approach is used to educate the children about everyone's right to maintain modesty and dignity as part of safeguarding ourselves from a young age. They are reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Key Stage 2

Pupils should be taught to

- ✓ **Being me in my world:** the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.

- ✓ **Celebrating differences:** the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.
- ✓ **Dreams and goals:** the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations - whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.
- ✓ **Healthy me:** the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.
- ✓ **Relationships:** the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way
- ✓ **Changing me:** the class learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.

St John's PSHE Medium Term Planning (using Jigsaw resources)

Yr group, Unit Title	SC	Previous Learning	Jigsaw National Curriculum - Learning Questions	Tier 2 Vocabulary	T 3 V
Reception Autumn 1 Being Me in My World		Age 3-4 (lower Foundation) Talk confidently about how they are feeling and what makes them happy in pre-school and at home. Remember that others have feelings too. Children know that when they all listen and take turns this helps everyone to be happy in pre-school.	Self identity Understanding feelings Being in a classroom Being Gentle Rights and responsibilities <ul style="list-style-type: none"> - Children can talk freely about the things and people that make them happy in class and at home. - Children can usually remember to take turns and share with everyone in their class. - Children know how to be a good listener. 	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	
Reception Autumn 2 Celebrating Differences		Talk about themselves and the things they like, and they know that others might also like the same things. Children talk about some of the things they don't like and say why. Children can use words to stand up for themselves. Children can say what it feels like when they don't like things.	Identify talents Being Special Families Where we live Making Friends Standing up for yourself <ul style="list-style-type: none"> - Children are confident when they talk about the things they like and are interested in, as well as what they don't like and why. - Children know how to be kind to others and can use words to stand up for themselves. 	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	
Reception Spring 1 Dreams and Goals		Children talk about being proud of something that was not easy for them to do and they did not give up.	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	

		Children can explain to others how they encourage themselves to keep trying and not give up when things get tricky.	Jobs Achieving goals <ul style="list-style-type: none"> - Children know what to do so that they can persevere with things that are a bit difficult. - Children can talk about what makes them proud. - Children regularly encourage themselves and others to keep trying and not give up when things get tricky. 		
Reception Spring 2 Healthy Me		Children talk about the things that help them to be healthy and safe when they are away from home. Children manage their own self-care needs during the day and night.	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety <ul style="list-style-type: none"> - Children can talk about what they do to stay healthy and safe and they know why these things are important. - Children know what they need to do to stay healthy and safe. - Children can talk about these things with their friends in class. 	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	
Reception Summer 1 Relationships Taught by teaching staff only with another adult in the		Children talk about their favourite people. Children know who to talk to about things that upset them. Children know how to share fairly and can take turns with their chosen friends. Children do not always need an adult to remind them of what	Friendships Breaking friendships Falling out Dealing with bullying Being a good friend <ul style="list-style-type: none"> - Children know how to be a kind friend and know what to do if they need a friend to help them play and/or learn. 	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	

classroom supporting.		they need to do to be a good friend.	<ul style="list-style-type: none"> - Children know how to co-operate with others their class and understand the importance for everyone to feel included. - Children make sure they use their words to help friends to understand them 		
<p>Reception</p> <p>Summer 2</p> <p>Changing me</p> <p>Taught by teaching staff only with another adult in the classroom supporting.</p>		<p>Children to Talk about how they have changed since they were babies and the things that change around them.</p> <p>Know that they are in charge of their body and that some parts of my body are private. Talk about how others have changed over time and notice differences around me.</p>	<p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p> <ul style="list-style-type: none"> - Children can describe and ask questions about things that feel or look different about them now and about the things that will happen around them soon - Children can use strategies they've been taught to stay calm and to behave kindly towards others. - Children know who to speak to and how to talk about things that might be worrying or sad as well as the things that they want to know more about. - Children can describe to others how they thought about a problem or feeling and how I dealt with it. 	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	

Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T3V
<p>Year 1</p> <p>Autumn 1</p> <p>Being Me in My World</p>		<ul style="list-style-type: none"> - Children can talk freely about the things and people that make them happy in class and at home. - Children can usually remember to take turns and share with everyone in their class. 	<p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	

		<ul style="list-style-type: none"> - Children know how to be a good listener. 	<ul style="list-style-type: none"> - Children can explain why their class is a happy and safe place to learn. - Children can give different examples where they or others make their class happy and safe. 		
Year 1 Autumn 2 Celebrating Differences		<ul style="list-style-type: none"> - Children are confident when they talk about the things They like and are interested in, as well as what they don't like and why. - Children know how to be kind to others and can use words to stand up for themselves. 	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <ul style="list-style-type: none"> - Children can tell someone some ways that they are different and similar to other people in their class, and why this makes them all special. - Children can explain what bullying is and how being bullied might make somebody feel. 	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	
Year 1 Spring 1 Dreams and Goals		<ul style="list-style-type: none"> - Children know what to do so that they can persevere with things that are a bit difficult. - Children can talk about what makes them proud. - Children regularly encourage themselves and others to keep trying and not give up when things get tricky. 	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <ul style="list-style-type: none"> - Children can explain how they feel when they are successful and how this can be celebrated positively. - Children can say why their internal treasure chest is an important place to store positive feelings. 	<p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	

<p>Year 1</p> <p>Spring 2</p> <p>Healthy Me</p>		<ul style="list-style-type: none"> - Children can talk about what they do to stay healthy and safe and they know why these things are important. - Children know what they need to do to stay healthy and safe. - Children can talk about these things with their friends in class. 	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p> <ul style="list-style-type: none"> - Children can explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. - Children can give examples of when being healthy can help them feel happy 	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	
<p>Year 1</p> <p>Summer 1</p> <p>Relationships</p> <p>Taught by teaching staff only with another adult in the classroom supporting.</p>		<ul style="list-style-type: none"> - Children know how to be a kind friend and know what to do if they need a friend to help them play and/or learn. - Children know how to co-operate with others their class and understand the importance for everyone to feel included. - Children make sure they use their words to help friends to understand them 	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p> <ul style="list-style-type: none"> - Children can explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves. - Children can also explain how their qualities help these relationships. - Children can give examples of behaviour in other people that they appreciate and behaviours that they don't like. 	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	

<p>Year 1</p> <p>Summer 2</p> <p>Changing Me</p> <p>Taught by teaching staff only with another adult in the classroom supporting.</p>		<ul style="list-style-type: none"> - Children can describe and ask questions about things that feel or look different about them now and about the things that will happen around them soon - Children can use strategies they've been taught to stay calm and to behave kindly towards others. - Children know who to speak to and how to talk about things that might be worrying or sad as well as the things that they want to know more about. - Children can describe to others how they thought about a problem or feeling and how I dealt with it. 	<p>Life cycles - animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Linking growing and learning</p> <p>Coping with change - if children feel sensitive about changing in front of other, with parental involvement, school will make suitable adaptations. This is the same across all subsequent year groups.</p> <p>The NSPCC PANTS approach will be the main focus in lessons. Children will learn about touch and what is right and wrong. Children will learn the importance of getting changed in a private area.</p> <p>Transition</p> <ul style="list-style-type: none"> - Children can compare how they are now to when they were babies and explain some of the changes that will happen to them as they get older. I - Children can explain why some changes they might experience might feel better than others. 	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p> <p>Vagina, Penis, Testicles, Vulva, Anus - these words will not be taught in school but will be shared with parents if children use and voice other words for these body parts.</p>	
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Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T3
<p>Year 2</p> <p>Autumn 1</p> <p>Being me in my world</p>		<ul style="list-style-type: none"> - Children can explain why their class is a happy and safe place to learn. - Children can give different examples where they or others make their class happy and safe. 	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	

			<ul style="list-style-type: none"> - Children can explain why their behaviour can impact other people in their class. - Children can compare their own and friends' choices and can express why some choices are better than others. 		
Year 2 Autumn 2 Celebrating differences		<ul style="list-style-type: none"> - Children can tell someone some ways that they are different and similar to other people in their class, and why this makes them all special. - Children can explain what bullying is and how being bullied might make somebody feel. 	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <ul style="list-style-type: none"> - Children can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. - Children can explain how it feels to have a friend and be a friend. - Children can also explain why it is OK to be different from their friends. 	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	
Year 2 Spring 1 Dreams and goals		<ul style="list-style-type: none"> - Children can explain how they feel when they are successful and how this can be celebrated positively. - Children can say why their internal treasure chest is an important place to store positive feelings. 	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	

			<ul style="list-style-type: none"> - Children can explain how they played part in a group and the parts other people played to create an end product. - Children can explain how skills complemented each other. - Children can explain how it feels to be part of a group and can identify a range of feelings about group work. 		
Year 2 Spring 2 Healthy me		<ul style="list-style-type: none"> - Children can explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. - Children can give examples of when being healthy can help them feel happy 	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <ul style="list-style-type: none"> - Children can explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices. - Children can compare their own and friends' choices and can express how it feels to make healthy and safe choices. 	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	
Year 2 Summer 1 Relationships Taught by teaching staff only with another adult in the		<ul style="list-style-type: none"> - Children can explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves. - Children can also explain how their qualities help these relationships. - Children can give examples of behaviour in other people that 	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <ul style="list-style-type: none"> - Children can explain why some things might make them feel uncomfortable in a relationship and compare this with 	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust,</p>	

classroom supporting.		they appreciate and behaviours that they don't like.	relationships that make them feel safe and special. - Children can give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.	Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	
Year 2 Summer 2 Changing me Taught by teaching staff only with another adult in the classroom supporting.		<ul style="list-style-type: none"> - Children can compare how they are now to when they were babies and explain some of the changes that will happen to them as they get older. - Children can explain why some changes they might experience might feel better than others. 	<p>Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition</p> <ul style="list-style-type: none"> - Children can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. - Children can explain why some types of touches feel OK and others don't. - Children can say what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them. <p>The NSPCC PANTS approach will be the main focus in lessons. Children will learn about touch and what is right and wrong. Children will learn the importance of getting changed in a private area.</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, , Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p> <p>Vagina, Penis, Testicles, Vulva, Anus - these words will not be taught in school but will be shared with parents if children use and voice other words for these body parts.</p>	

Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T 3
Year 3 Autumn 1 Being me in my world		<ul style="list-style-type: none"> - Children can explain why their behaviour can impact other people in their class. - Children can compare their own and friends' choices and can express why some choices are better than others. 	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <ul style="list-style-type: none"> - Children can explain how their behaviour can affect how others feel and behave. - Children can explain why it is important to have rules and how that helps them and others in their class learn. - Children can explain why it is important to feel valued 	<p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	
Year 3 Autumn 2 Celebrating differences		<ul style="list-style-type: none"> - Children can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. - Children can explain how it feels to have a friend and be a friend. - Children can also explain why it is OK to be different from their friends. 	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <ul style="list-style-type: none"> - Children can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. - Children can tell you how being involved with a conflict makes them feel and can offer 	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	

			strategies to help the situation. e.g Solve It Together or asking for help.		
Year 3 Spring 1 Dreams and goals		<ul style="list-style-type: none"> - Children can explain how they played part in a group and the parts other people played to create an end product. - Children can explain how skills complemented each other. - Children can explain how it feels to be part of a group and can identify a range of feelings about group work. 	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <ul style="list-style-type: none"> - Children can explain the different ways that help them learn and what they need to do to improve. - Children are confident and positive when they share their success with others. - Children can explain how these feelings can be stored in their internal treasure chest and why this is important. 	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co- operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	
Year 3 Spring 2 Healthy me		<ul style="list-style-type: none"> - Children can explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices. - Children can compare their own and friends' choices and can express how it feels to make healthy and safe choices. 	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <ul style="list-style-type: none"> - Children can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves 	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	

			<p>safe and healthy including who to go to for help and how to call emergency services.</p> <ul style="list-style-type: none"> - Children can express how being anxious/ scared and unwell feels. 		
<p>Year 3</p> <p>Summer 1 Relationships</p> <p>Taught by teaching staff only with another adult in the classroom supporting.</p>		<ul style="list-style-type: none"> - Children can explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special. - Children can give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships. 	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p> <ul style="list-style-type: none"> - Children can explain how their life is influenced positively by people they know and also by people from other countries. - Children can explain why their choices might affect their family, friendships and people around the world who they don't know. 	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	
<p>Year 3</p> <p>Summer 2 Changing me</p>		<ul style="list-style-type: none"> - Children use the correct terms to describe penis, testicles, anus, vagina, vulva if required and explain why they are private. Use these in 	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes Inside body changes</p> <p>Family stereotypes</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care,</p>	

<p>Taught by teaching staff only with another adult in the classroom supporting.</p>		<p>the context of the images of the whole body and how changes are preparing for adulthood. Make the link between puberty and religious beliefs such as fasting in Islam. No reference at this point is made to Sexual/Physical Intercourse.</p> <ul style="list-style-type: none"> - Children can explain why some types of touches feel OK and others don't. - Children can say what they like about being a boy/ girl and getting older, and recognise that other people might feel differently to them. Any difference that children don't like should be addressed by children been encouraged to voice their concerns and feel supported by a safe person in school. - Children will be shown an agreed medical image of a female and male 	<p>Challenging my ideas Preparing for transition</p> <ul style="list-style-type: none"> - Children can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - Children recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings. <p>The NSPCC PANTS approach will be the main focus in lessons. Children will learn about touch and what is right and wrong. Children will learn the importance of getting changed in a private area.</p> <p>A medical image, selected by SLT, will be used showing body parts in the reproductive system as well as other organs of the body.</p>	<p>Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p> <p>Vagina, Penis, Testicles, Vulva, Anus - these words will not be taught in school but will be shared with parents if children use and voice other words for these body parts.</p>	
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Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T 3
<p>Year 4 Autumn 1 Being me in my world</p>		<ul style="list-style-type: none"> - Children can explain how their behaviour can affect how others feel and behave. - Children can explain why it is important to have rules and how that helps them and others in their class learn. 	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice</p>	<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting,</p>	

		<ul style="list-style-type: none"> - Children can explain why it is important to feel valued 	<p>What motivates behaviour</p> <ul style="list-style-type: none"> - Children can explain why being listened to and listening to others is important in their school community. - Children can explain why being democratic is important and can help them and others feel valued 	<p>Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	
<p>Year 4</p> <p>Autumn 2</p> <p>Celebrating differences</p>		<ul style="list-style-type: none"> - Children can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. - Children can tell you how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. 	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First Impressions</p> <ul style="list-style-type: none"> - Children can tell you a time when their first impression of someone changed as they got to know them. - Children can also explain why bullying might be difficult to spot and what to do about it if they are not sure. - Children can explain why it is good to accept themselves and others for who they are. 	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	
<p>Year 4</p> <p>Spring 1</p> <p>Dreams and Goals</p>		<ul style="list-style-type: none"> - Children can explain the different ways that help them learn and what they need to do to improve. - Children are confident and positive when they share their success with others. 	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p>	<p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation,</p>	

		<ul style="list-style-type: none"> - Children can explain how these feelings can be stored in their internal treasure chest and why this is important. 	<p>Positive attitudes</p> <ul style="list-style-type: none"> - Children can plan and set new goals even after a disappointment. - Children can explain what it means to be resilient and to have a positive attitude. 	<p>Commitment, Enterprise</p>	
<p>Year 4 Spring 2 Healthy me</p>		<ul style="list-style-type: none"> - Children can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help and how to call emergency services. - Children can express how being anxious/ scared and unwell feels. 	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <ul style="list-style-type: none"> - Children can recognise when people are putting them under pressure and can explain ways to resist this when they want to. - Children can identify feelings of anxiety and fear associated with peer pressure. 	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	
<p>Year 4 Summer 1 Relationships</p>		<ul style="list-style-type: none"> - Children can explain how their life is influenced positively by people they know and also by people from other countries. - Children can explain why their choices might affect their family, friendships and people around the world who they don't know. 	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <ul style="list-style-type: none"> - Children can recognise how people are feeling when they miss a special person or animal. - Children can give ways that might help them manage their feelings when missing a special person or animal 	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal,</p>	

				Empathy, Betrayal, Amicable, Love.	
Year 4 Summer 2 Changing me		<ul style="list-style-type: none"> - Children can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - Children recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings. - Optional event will be provided for parents to attend with child. Alternative boys and girls sessions offered. These events educate attendees about the changes in the body and preparing two people in adulthood to make a baby. - Emotionally people change and everyone needs to be respectful and have a basic awareness of changes. 	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <ul style="list-style-type: none"> - Children can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. - Children can explain some of the choices they might make in the future and some of the choices that they have no control over. - Children can offer some suggestions about how they might manage my feelings when changes happen. <p>A medical image, selected by SLT, will be used showing body parts in the reproductive system as well as other organs of the body.</p>	Personal, Unique, Characteristics, Parents, Fertilise, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	

Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T3
Year 5 Autumn 1		<ul style="list-style-type: none"> - Children can explain why being listened to and listening to others 	<p>Planning the forthcoming year Being a citizen Rights and responsibilities</p>	Challenge, Goal, Attitude, Citizen,	

Being me in my world		<p>is important in their school community.</p> <ul style="list-style-type: none"> - Children can explain why being democratic is important and can help them and others feel valued 	<p>Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <ul style="list-style-type: none"> - Children can compare their lives with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. - Children can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	Views, Opinion, Collective	
Year 5 Autumn 2 Celebrating differences		<ul style="list-style-type: none"> - Children can tell you a time when their first impression of someone changed as they got to know them. - Children can also explain why bullying might be difficult to spot and what to do about it if they are not sure. - Children can explain why it is good to accept themselves and others for who they are. 	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <ul style="list-style-type: none"> - Children can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. - Children can explain why racism and other forms of discrimination are unkind. - Children can express how they feel about discriminatory behaviour. 	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	
Year 5		<ul style="list-style-type: none"> - Children can plan and set new goals even after a disappointment. 	<p>Future dreams The importance of money</p>	Feeling, Money, Grown Up, Adult,	

Spring 1 Dreams and goals		<ul style="list-style-type: none"> - Children can explain what it means to be resilient and to have a positive attitude. 	<p>Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <ul style="list-style-type: none"> - Children can compare their hopes and dreams with those of young people from different cultures. - Children can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel. 	<p>Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	
Year 5 Spring 2 Healthy me		<ul style="list-style-type: none"> - Children can recognise when people are putting them under pressure and can explain ways to resist this when they want to. - Children can identify feelings of anxiety and fear associated with peer pressure. 	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <ul style="list-style-type: none"> - Children can explain different roles that food and substances can play in people's lives. - Children can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. - Children can summarise different ways that they respect and value their body. 	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	
Year 5 Summer 1		<ul style="list-style-type: none"> - Children can recognise how people are feeling when they miss a special person or animal. 	<p>Self-recognition and self-worth Building self-esteem Safer online communities</p>	<p>Personal attributes, Qualities, Characteristics,</p>	

Relationships		<ul style="list-style-type: none"> - Children can give ways that might help them manage their feelings when missing a special person or animal 	<p>Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <ul style="list-style-type: none"> - Children can compare different types of friendships and the feelings associated with them. - Children can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for myself, negotiate and to resist peer pressure. - Children can apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others. 	<p>Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	
Year 5 Summer 2 Changing me		<ul style="list-style-type: none"> - Children can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. - Children can explain some of the choices they might make in the future and some of the choices that they have no control over. - Children can offer some suggestions about how they might manage my feelings when changes happen. 	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <ul style="list-style-type: none"> - Children can explain how boys and girls change during puberty and why looking after 	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager,</p>	

		<ul style="list-style-type: none"> - Optional Yr4 event will be reoffered for parents to attend with child. Alternative boys and girls sessions offered. These events educate attendees about the changes in the body and preparing two people in adulthood to make a baby. - Emotionally people change and everyone needs to be respectful and have a basic awareness of changes. - Offer of private sex education with parent if required. 	<p>themselves physically and emotionally is important.</p> <ul style="list-style-type: none"> - Children can also summarise the process of conception. - Children can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends. 	Responsibilities, Rights	
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Yr group, Unit Title	SC	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	T3
Year 6 Autumn 1 Being me in my world		<ul style="list-style-type: none"> - Children can compare their lives with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. - Children can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <ul style="list-style-type: none"> - Children can explain how their choices can have an impact on people in their immediate community and globally. - Children can empathise with others in their community and globally and explain how this can influence the choices they make. 	<p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	

<p>Year 6</p> <p>Autumn 2</p> <p>Celebrating differences</p>		<ul style="list-style-type: none"> - Children can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. - Children can explain why racism and other forms of discrimination are unkind. - Children can express how they feel about discriminatory behaviour. 	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <ul style="list-style-type: none"> - Children can explain ways in which difference can be a source of conflict or a cause for celebration. - Children can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<p>Male, Female,</p> <p>Biological sex,</p> <p>Stereotype,</p> <p>Individuality,</p> <p>Diverse, Different,</p> <p>Equality, Fairness,</p> <p>Identity, Gender Identity,</p> <p>Transgender, Non-binary, Courage,</p> <p>Fairness, Rights</p>	
<p>Year 6</p> <p>Spring 1</p> <p>Dreams and goals</p>		<ul style="list-style-type: none"> - Children can compare their hopes and dreams with those of young people from different cultures. - Children can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel. 	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <ul style="list-style-type: none"> - Children can explain different ways to work with others to help make the world a better place. - Children can explain what motivates them to make the world a better place 	<p>Learning, Stretch,</p> <p>Personal, Realistic,</p> <p>Unrealistic, Success,</p> <p>Criteria, Learning steps,</p> <p>Global issue, Suffering,</p> <p>Concern, Hardship,</p> <p>Sponsorship, Empathy,</p> <p>Motivation, Admire,</p> <p>Respect, Praise,</p> <p>Compliment, Contribution,</p> <p>Recognition</p>	
<p>Year 6</p> <p>Spring 2</p> <p>Healthy me</p>		<ul style="list-style-type: none"> - Children can explain different roles that food and substances can play in people's lives. - Children can also explain how people can develop eating problems 	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Responsibility,</p> <p>Immunisation,</p> <p>Prevention, Drugs,</p> <p>Effects, Prescribed,</p> <p>Unrestricted, Over-</p>	

		<p>(disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <ul style="list-style-type: none"> - Children can summarise different ways that they respect and value their body. 	<ul style="list-style-type: none"> - Children can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. - Children can identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure. 	<p>the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>	
<p>Year 6 Summer 1 Relationships</p>		<ul style="list-style-type: none"> - Children can compare different types of friendships and the feelings associated with them. - Children can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for myself, negotiate and to resist peer pressure. - Children can apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others. 	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <ul style="list-style-type: none"> - Children can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. - Children can explain the feelings they might experience if they lose somebody special and 	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue,</p>	

			<p>when they need to stand up for themselves and their friends in real or online situations.</p> <ul style="list-style-type: none"> - Children can offer strategies to help them manage these feelings and situations. 	<p>Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>	
<p>Year 6 Summer 2 Changing me</p>		<ul style="list-style-type: none"> - Children can explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. - Children can also summarise the process of conception. - Children can express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends. - Yr6 event held for parents in advance of teaching the content to the children. Parents will be made aware of the vocab to be used, images to be shown and discussions to be held. - Emotionally people change and everyone needs to be respectful and have a basic awareness of changes. 	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <ul style="list-style-type: none"> - children can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - Children recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby 	<p>Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey,</p>	

				worries, anxiety, excitement	
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