

Personal, Social, Health, Education (PSHE) and wellbeing

Lower School Scheme of Work

What is PSHE?

PSHE helps pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

This scheme of work aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.



This scheme of work was developed by the Healthy Schools Partnership and Health Education Partnership (HEP).



Summary of Scheme of work

It is essential to determine the stage of development and understanding that pupils have reached, together with their experience and perceptions and using this information to decide upon teaching contents that are relevant. This scheme of work was developed by the Healthy Schools Partnership and Health Education Partnership (HEP). The scheme runs on a three year cycle.

Establishing a group agreement

In order to involve and empower pupils in making health-related decisions about their behaviour and lifestyles, it is important first to discuss, negotiate and establish ground rules. Some suggestions for the agreements could be: *Listen to what other people say, be kind to each other and give support, everyone's contribution is valuable, if people don't want to say anything they don't have to, everyone in the group has a right to privacy*

Assessment

Due to the personal nature of PSHE it means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. The model of assessment we advocate at Westhaven is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity.

In addition to this our Social Emotional and Behaviour (SEB) tracking data can help teacher's recognise any gaps in specific areas and use this to inform their planning if appropriate within a group.

National curriculum links

This scheme of work has colour coded links within each section for where the scheme fits nicely in with the National curriculum target links for: Healthy and safe, emotional health, anti-bullying, citizenship/British values, values – including diversity and equal opportunity as well as contributions to safe guarding throughout.

Resources

In a separate document there is a list of books and organisations along with website links to support the teaching and learning throughout the scheme.

Sex and Relationships Education

The schools policy is published on our website, content from our scheme of work will be shared with parents, and letters sent out for consent to participate will go home at the start of the year.

CYCLE ONE

Cycle one	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Health and wellbeing	<p>Lower:</p> <ul style="list-style-type: none"> - Be able to show some self-awareness - Know what privacy means - Recognise what they like and dislike - Recognise that choices can have good and not so good consequences <p>Where and how to report concerns and get support with issues online</p> <p>Middle:</p> <ul style="list-style-type: none"> - Risks they may face - How to deal with feelings and cope with pressure - Who to turn to for help - Why social media, some computer games and online gaming, for 	<p>Lower:</p> <ul style="list-style-type: none"> - personal hygiene and germs including bacteria and viruses - experience handwashing and know the importance - experience teeth brushing <p>Middle:</p> <ul style="list-style-type: none"> - Bacteria and viruses can affect health and that following simple routines can reduce their spread - Good oral hygiene <p>Higher:</p> <ul style="list-style-type: none"> - Be able to describe what risk is and how this may affect decisions - about dental health and the benefits of good oral hygiene and 	<p>Lower:</p> <ul style="list-style-type: none"> - About their bodies and how they work - About the similarities and differences between boys and girls - Be able to name the main parts of the body (including external genitalia) <p>Middle:</p> <ul style="list-style-type: none"> - be able to show understanding of key bodily functions <p>Higher:</p> <ul style="list-style-type: none"> - About development from birth and specific body parts - Be able to name these parts and understand their function 	<p>Lower:</p> <ul style="list-style-type: none"> - Be able to describe some elements of the growth cycle - Learn about exercise and what makes places healthy <p>Middle:</p> <ul style="list-style-type: none"> - Plan and carry out a programme of exercise <p>Higher:</p> <ul style="list-style-type: none"> - Begin to learn how to make real, informed choices that improve their physical and emotional health 	<p>Lower:</p> <ul style="list-style-type: none"> - Be able to give examples of right and wrong - About feeling worried - Knowing who can help them <p>Middle:</p> <ul style="list-style-type: none"> - Know what is meant by privacy and about the importance of keeping things certain things 'private' and what not to keep private - Respecting others privacy <p>Higher:</p> <ul style="list-style-type: none"> - About situations which could cause them personal risk - develop strategies for keeping physically and emotionally safe including road safety, safety 	<p>Lower:</p> <ul style="list-style-type: none"> - What food is healthy - Discuss transition and change <p>Middle:</p> <ul style="list-style-type: none"> - Have a range of coping strategies for change and transition - Use their learning to plan a healthy lunchbox <p>Higher:</p> <ul style="list-style-type: none"> - about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement - How their own lifestyle contributes to health

	<p>example, are age restricted</p> <p>Higher:</p> <ul style="list-style-type: none"> - How to take care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. - Understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted 	<p>dental flossing, including regular check-ups at the dentist</p>			<p>in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <ul style="list-style-type: none"> - - 	
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Relationships	<p>Lower:</p> <ul style="list-style-type: none"> - be able to talk about friends - who are your friends <p>Middle:</p> <ul style="list-style-type: none"> - different types of friends, including grown ups - be able to show what constitutes a good friend <p>Higher:</p> <ul style="list-style-type: none"> - Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings 	<p>Lower:</p> <ul style="list-style-type: none"> - Who keeps them safe and how - Understand that there are a variety of relationships <p>Middle:</p> <ul style="list-style-type: none"> - about different types of relationships including friends and families, civil partnerships and marriage - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous <p>Higher:</p> <ul style="list-style-type: none"> - that civil partnerships and marriage are examples of 	<p>Lower:</p> <ul style="list-style-type: none"> - What happens when things get lost or change - Be able to express how they feel when they lose something <p>Middle:</p> <ul style="list-style-type: none"> - How it might feel to lose someone - Who can help them in difficult situations <p>Higher:</p> <ul style="list-style-type: none"> - Bereavement and grief - Who can help 	<p>Lower:</p> <ul style="list-style-type: none"> - What is a secret? - That their actions affect themselves and others <p>Middle:</p> <ul style="list-style-type: none"> - When it is right to 'break a confidence' or 'share a secret' <p>Higher:</p> <ul style="list-style-type: none"> - Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond - Be able to demonstrate some basic techniques for resisting pressure 	<p>Lower:</p> <ul style="list-style-type: none"> - What is a memory? - Sharing special memories verbally <p>Middle:</p> <ul style="list-style-type: none"> - Creating a memory box <p>Higher:</p> <ul style="list-style-type: none"> - Be able to learn from their experiences - Be able to recognise and celebrate their strengths 	<p>Lower:</p> <ul style="list-style-type: none"> - Be able to describe how it feels to be left out - What is bullying? <p>Middle:</p> <ul style="list-style-type: none"> - How it feels to be excluded or discriminated against - How to deal with bullies <p>Higher:</p> <ul style="list-style-type: none"> - The responsible use of mobile phones: safe keeping and who to talk to if they feel uncomfortable or concerned by requests for personal images, or images of others.
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		<p>stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and</p> <ul style="list-style-type: none"> - Legal age to make commitment - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online 				
Living in the wider world	<p>Lower:</p> <ul style="list-style-type: none"> - To help construct, and agree to follow, group and class rules and to understand how these rules help them - British values 	<p>Lower:</p> <ul style="list-style-type: none"> - Be able to role-play simple financial transactions - About money and spending <p>Middle:</p>	<p>Lower:</p> <ul style="list-style-type: none"> - What is recycling? - How can we help the environment? <p>Middle:</p> <ul style="list-style-type: none"> - The environment and how to protect it 	<p>Lower/Middle:</p> <ul style="list-style-type: none"> - What is diversity? - How is our community diverse? - About the lives of people living in other places, 	<p>Lower:</p> <ul style="list-style-type: none"> - That they belong to various groups and communities such as family and school 	<p>Lower:</p> <ul style="list-style-type: none"> - How they can work together to bring about change - Listen and respond respectfully to a wide range of

	<ul style="list-style-type: none"> - What is community? <p>Middle:</p> <ul style="list-style-type: none"> - More about other people's opinions and views - Be able to construct a simple survey <p>Higher:</p> <ul style="list-style-type: none"> - That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability 	<ul style="list-style-type: none"> - About saving and spending - About bank accounts <p>Higher:</p> <ul style="list-style-type: none"> - Run a simple marketing project in teams 	<ul style="list-style-type: none"> - Take part in a class recycling activity <p>Higher:</p> <ul style="list-style-type: none"> - Who is the secretary of state for Environment and what is their job role 	<p>and people with different values and customs</p> <p>Higher:</p> <ul style="list-style-type: none"> - Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 	<ul style="list-style-type: none"> - About the people who are responsible for helping them stay healthy and safe <p>Middle:</p> <ul style="list-style-type: none"> - About how community facilities work <p>Children should:</p> <p>Higher:</p> <ul style="list-style-type: none"> - Produce a map of the community 	<p>people, to feel confident to raise their own concerns</p> <ul style="list-style-type: none"> - Bullying <p>Middle:</p> <ul style="list-style-type: none"> - To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view - Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying) <p>Higher:</p> <ul style="list-style-type: none"> - To work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise - To give constructive feedback and
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						support to benefit others as well as themselves
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CYCLE TWO

Cycle two	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Health and wellbeing	<p>Lower:</p> <ul style="list-style-type: none"> - Know how to keep themselves clean - How to brush their teeth effectively - Be able to describe the components of a healthy day - About what healthy people do. This should include learning about the benefits of rest and exercise <p>Middle:</p> <ul style="list-style-type: none"> - How some diseases are spread and can be controlled - About the responsibilities they have for their own health and that of others - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, 	<p>Lower:</p> <ul style="list-style-type: none"> - How to tell how people are feeling - What 'privacy' means - Be able to show some self-awareness <p>Middle:</p> <ul style="list-style-type: none"> - Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences - How their body will change as they approach and move through puberty <p>Higher:</p> <ul style="list-style-type: none"> - Be able to recognise changes to their own bodies 	<p>Lower:</p> <ul style="list-style-type: none"> - Learn about basic feelings and goals - That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) <p>Middle:</p> <ul style="list-style-type: none"> - Be able to write about feelings - About strong feelings - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	<p>Lower:</p> <ul style="list-style-type: none"> - Begin to understand the concept of a 'balanced lifestyle' - How to make a clear and efficient call to emergency services if necessary <p>Middle:</p> <ul style="list-style-type: none"> - About critical thinking and decision making - How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) - Concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<p>Lower:</p> <ul style="list-style-type: none"> - About how they are improving - Be able to talk about growing - About the process of growing from young to old <p>Middle:</p> <ul style="list-style-type: none"> - About babies and birth - How people's needs change and responsibilities that increasing independence may bring - What do we mean by love? <p>Higher:</p> <ul style="list-style-type: none"> - Explore questions about RSE - That there is nothing that they should be afraid to ask about 	<p>Lower:</p> <ul style="list-style-type: none"> - About medicines and everyday drugs and how to deal with unhelpful pressure - School rules about health and safety, basic emergency aid procedures, where and how to get help - Be able to ask for help or assistance <p>Middle/Higher:</p> <ul style="list-style-type: none"> - Effects and risks of drugs and the consequences of use - Be able to describe effects and risks, understand consequences of drug use and know where to go for help

	<p>including skin cancer</p> <p>Higher:</p> <ul style="list-style-type: none"> - About how their own lifestyle contributes to health . - What is meant by the term 'habit' and why habits can be hard to change - About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact - Understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers 	<ul style="list-style-type: none"> - Be able to manage requests for images of themselves or others and realise what is appropriate and inappropriate 	<p>Higher:</p> <ul style="list-style-type: none"> - About strong feelings and mood swings - Be able to express these feelings in writing - Simple self-care techniques 	<p>Higher:</p> <ul style="list-style-type: none"> - Be able to describe the effects of smoking and how to make safe decisions - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available 	<ul style="list-style-type: none"> - Identify safe and trusted adults to talk to 	<ul style="list-style-type: none"> -
Relationships	<p>Lower:</p> <ul style="list-style-type: none"> - Diversity 	<p>Lower:</p> <ul style="list-style-type: none"> - What is teasing? 	<p>Lower:</p>	<p>Lower:</p>	<p>Lower:</p> <ul style="list-style-type: none"> - Who are special people and that 	<p>Lower:</p>

	<ul style="list-style-type: none"> - What is meant by truth and lies? - What is bullying? - Recognise what is fair and unfair, kind and unkind, what is right and wrong <p>Middle:</p> <ul style="list-style-type: none"> - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - Be able to show what constitutes a good friend <p>Higher:</p> <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or 	<ul style="list-style-type: none"> - Affect bullying can have? - What is a bystander? - Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <p>Middle:</p> <ul style="list-style-type: none"> - The consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities - Know that bullying is wrong and where they can go to get help <p>Higher:</p> <ul style="list-style-type: none"> - How to resist teasing or bullying, if they experience or witness it, whom 	<ul style="list-style-type: none"> - About people who look after them, their family networks, who to go to if they are worried and how to attract their attention - Ways that pupils can help these people to look after them - To identify their special people (family, friends, carers), what makes them special and how special people should care for one another <p>Middle/Higher:</p> <ul style="list-style-type: none"> - Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' - That families are important 	<ul style="list-style-type: none"> - What constitutes a positive, healthy relationship - Who do they have positive relationships with <p>Middle:</p> <ul style="list-style-type: none"> - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Develop the skills to form and maintain positive and healthy relationships <p>Higher:</p> <ul style="list-style-type: none"> - Recognise ways in which a relationship can be unhealthy and who to talk to if they need support 	<p>everyone's are different</p> <ul style="list-style-type: none"> - More about how people feel - To be able to set themselves goals and targets <p>Middle:</p> <ul style="list-style-type: none"> - To set simple but challenging goals - Be able to learn from their experiences - Be able to recognise and celebrate their strengths <p>Higher:</p> <ul style="list-style-type: none"> - To identify their own personal strengths - About who to talk to if they have concerns, questions or worries - About the things they should not keep 'private' 	<ul style="list-style-type: none"> - About parenting and love - Appreciate there are different types of love e.g. parental love, partner love, friendship love etc <p>Middle:</p> <ul style="list-style-type: none"> - Be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so <p>Higher:</p> <ul style="list-style-type: none"> - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
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	<p>make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> - Practical steps they can take in a range of different contexts to improve or support respectful relationships 	<p>to go to and how to get help</p>	<p>for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <ul style="list-style-type: none"> - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other 			<ul style="list-style-type: none"> - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
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			children's families are also characterised by love and care			
Living in the wider world	<p>Lower:</p> <ul style="list-style-type: none"> - Take part in a class vote - That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment <p>Middle:</p> <ul style="list-style-type: none"> - Councillors - what do they do? - About school and local democracy - Show an understanding of the role of a school councillor <p>Higher:</p> <ul style="list-style-type: none"> - Why and how rules and laws that protect themselves and others are made and enforced - resolve differences by looking at alternatives, seeing and respecting others' points of view, making 	<p>Lower:</p> <ul style="list-style-type: none"> - About differences between fantasy and reality - What is the media? How do we access it? <p>Middle:</p> <ul style="list-style-type: none"> - How the media influences decisions <p>Higher:</p> <ul style="list-style-type: none"> - Be able to hold a topical debate on an issue about the media 	<p>Lower/Middle:</p> <ul style="list-style-type: none"> - Rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety (through bikeability programme)) - Rules for safety in the environment (including rail, water and fire safety) - About safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets) - To listen to other people and play and work cooperatively (including strategies to 	<p>Lower:</p> <ul style="list-style-type: none"> - What is recycling? - What recycling do we do at home and school? <p>Middle/Higher:</p> <ul style="list-style-type: none"> - About sources of products and Fairtrade - Be able to explain what can be recycled in their "local" recycling bins 	<p>Lower:</p> <ul style="list-style-type: none"> - What are accidents? - Understand about safe and unsafe places to play - What 'privacy' means and about their right to keep some things 'private' - Name some key services who help us <p>Middle/Higher:</p> <ul style="list-style-type: none"> - What 'privacy' means and about their right to keep some things 'private' - Know how to protect themselves from risk - More about road safety - Understand the role of the emergency services 	<p>Lower:</p> <ul style="list-style-type: none"> - Where does food come from? - Study a famous 'food festival' <p>Middle/Higher:</p> <ul style="list-style-type: none"> - Further learning on the ethics of food supply - Study a famous 'food festival'

	<p>decisions and explaining choices</p>		<p>resolve simple arguments through negotiation)</p> <p>Higher:</p> <ul style="list-style-type: none"> - To offer constructive support and feedback to others - Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class - Use various media to illustrate this 			
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CYCLE THREE

Cycle three	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Health and wellbeing	<p>Lower:</p> <ul style="list-style-type: none"> - About what food is healthy and why - The eatwell plate - Five a day initiative <p>Middle:</p> <ul style="list-style-type: none"> - To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours <p>Higher:</p> <ul style="list-style-type: none"> - Be able to design a series of healthy menus and compare these with each other and the food offered in school 	<p>Lower:</p> <ul style="list-style-type: none"> - Basic feelings - How to tell how people are feeling and why - what 'privacy' means <p>Middle:</p> <ul style="list-style-type: none"> - How to deal with feelings, how to cope with pressure - What positively and negatively affects their physical, mental and emotional health (including the media) <p>Higher:</p> <ul style="list-style-type: none"> - Know who they can talk to if they are beginning to feel pressured - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions 	<p>Lower:</p> <ul style="list-style-type: none"> - The effects certain drugs can have on your body - What are legal drugs and what does that mean <p>Middle:</p> <ul style="list-style-type: none"> - Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety - That some are legal, some are restricted and some are illegal to own, use and supply to others <p>Higher:</p> <ul style="list-style-type: none"> - About alcohol, attitudes to drugs and making safe decisions in situations involving drugs 	<p>Lower:</p> <ul style="list-style-type: none"> - Learn about exercise and what makes places healthy - Take part in some exercise - That mental wellbeing is a normal part of daily life, in the same way as physical health <p>Middle:</p> <ul style="list-style-type: none"> - Begin to learn how to make real, informed choices that improve their physical and emotional health - How and when to seek support including which adults to speak to in school if they are worried about their health <p>Higher:</p> <ul style="list-style-type: none"> - Plan and carry out a programme of exercise - The importance of sufficient good 	<p>Lower:</p> <ul style="list-style-type: none"> - Have strategies to protect themselves - Know who they can turn to for help <p>Middle:</p> <ul style="list-style-type: none"> - Understand how they will begin to change physically and emotionally as they grow older - About human reproduction - About menstrual wellbeing including the key facts about the menstrual cycle if appropriate <p>Higher:</p> <ul style="list-style-type: none"> - Deeper understanding of the emotional changes they may experience in puberty, including hormones - Realise that human reproduction is an adult activity - Explore questions about RSE 	<p>Lower:</p> <ul style="list-style-type: none"> - What is change? - How to cope with change - Human rights - what are these basic rights <p>Middle:</p> <ul style="list-style-type: none"> - About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement <p>Higher:</p> <ul style="list-style-type: none"> - That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

	<ul style="list-style-type: none"> - Conduct a local survey to understand more about eating habits 	<p>that all humans experience in relation to different experiences and situations</p>	<ul style="list-style-type: none"> - Be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug--related situations 	<p>quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <ul style="list-style-type: none"> - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing 		<p>Higher:</p> <ul style="list-style-type: none"> - That these universal rights are there to protect everyone and primacy over national law and family and community practices - That people sometimes behave differently online, including by pretending to be someone they are not
Relationships	<p>Lower:</p> <ul style="list-style-type: none"> - Who keeps them safe and how - About what is safe and unsafe - Be able to talk about how to keep safe <p>Middle:</p>	<p>Lower:</p> <ul style="list-style-type: none"> - Understand that there are a variety of relationships <p>Middle/Higher:</p> <ul style="list-style-type: none"> - About different types of relationships including friends 	<p>Lower:</p> <ul style="list-style-type: none"> - How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, 	<p>Lower:</p> <ul style="list-style-type: none"> - Who is in your family? - About extended families <p>Middle:</p> <ul style="list-style-type: none"> - Be able to discuss issues for families living overseas 	<p>Lower:</p> <ul style="list-style-type: none"> - Life cycle of a baby into an adult - How do we change as we grow? <p>Middle:</p> <ul style="list-style-type: none"> - That babies need care and attention (love) in order to calm them if they are upset - The role of the parents 	<p>Lower:</p> <ul style="list-style-type: none"> - About different roles in school - What is meant by the word pressure? <p>Middle:</p> <ul style="list-style-type: none"> - That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of

	<ul style="list-style-type: none"> - About behaving responsibly - The importance of respecting others' privacy <p>Higher:</p> <ul style="list-style-type: none"> - Have experience looking after a 'pet', and recorded this - Be able to talk about feelings - Recognise and respond appropriately to a wider range of feelings in others 	<p>and families, civil partnerships and marriage</p> <ul style="list-style-type: none"> - That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help 	<p>including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Middle:</p> <ul style="list-style-type: none"> - About when friendships break up, or people move away - The feelings associated with this <p>Higher:</p> <ul style="list-style-type: none"> - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	<ul style="list-style-type: none"> - About how families behave <p>Higher:</p> <ul style="list-style-type: none"> - Recognise that reaching positive solutions usually involves negotiation and compromise - Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 	<p>Higher:</p> <ul style="list-style-type: none"> - Plan a visit by a Mum and formulate questions - How to report concerns or abuse, and the vocabulary and confidence needed to do so - Where to get advice, for example family, school or other sources 	<p>sources including people they know and the media</p> <ul style="list-style-type: none"> - The responsible use of mobile phones and safe user habits (time limits, use of passcode, turning it off at night etc. <p>Higher:</p> <ul style="list-style-type: none"> - How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share - Be able to describe how to deal with unhelpful pressure - Be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
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		or advice from others, if needed	<ul style="list-style-type: none"> - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right 			
Living in the wider world	<p>Lower:</p> <ul style="list-style-type: none"> - That money comes from different sources and can be used for different purposes - Creating and making a 'savings piggy bank' <p>Middle:</p> <ul style="list-style-type: none"> - About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - That resources can be allocated in 	<p>Lower:</p> <ul style="list-style-type: none"> - About how to co-exist and be helpful - Bullying - including cyber bullying - Who can help them if they feel they are being bullied <p>Middle/Higher:</p> <ul style="list-style-type: none"> - About images and stereotypes - Be aware of the need to challenge these 	<p>Lower:</p> <ul style="list-style-type: none"> - How to contribute to the life of the classroom - Stranger danger <p>Middle/Higher:</p> <ul style="list-style-type: none"> - The importance of protecting personal information, including passwords, addresses and images - What being part of a community means, and about the varied institutions that 	<p>Lower:</p> <ul style="list-style-type: none"> - Develop an understanding of the UK Government - How do we respect others' privacy? <p>Middle/Higher:</p> <ul style="list-style-type: none"> - About how local democracy works - Use a simulation to develop understanding of democracy - Understand the importance of respecting others' privacy 	<p>Lower:</p> <ul style="list-style-type: none"> - What is risk? - How might they be at any risk? - Who can help them <p>Middle:</p> <ul style="list-style-type: none"> - Deepen their understanding of risk by recognising, predicting and assessing risks in different situations <p>Higher:</p> <ul style="list-style-type: none"> - Decide how to manage risks responsibly - Sensible road use, cycle safety - Opportunities to build resilience 	<p>Lower:</p> <ul style="list-style-type: none"> - How are we all different <p>Middle/Higher:</p> <ul style="list-style-type: none"> - What is racism? - History of racism - Equality act and the law to protect - Bullying

	<p>different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <ul style="list-style-type: none"> - About enterprise and the skills that make someone 'enterprising' <p>Higher:</p> <ul style="list-style-type: none"> - Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 		<p>support communities locally and nationally</p> <ul style="list-style-type: none"> - Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<ul style="list-style-type: none"> - Learn about Government and Parliament 		
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