



PSHE & RSE Curriculum and Progression of Skills

It is our intent that every child is equipped with the skills needed to play an active, positive and influential role in today's society.

Although personal, social, health and economic (PSHE) is a non-statutory subject, it is recognised as an important and necessary part of all pupils' education. The introduction to the national curriculum (2.5) states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education."

At Bernards Heath Junior School, we use 'Jigsaw' as our core curriculum. By following Jigsaw (a progressive and spiral scheme of learning) we can be sure that learning from previous years is revisited and extended and new concepts, knowledge and skills are added, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within each unit of work (puzzle) including the key vocabulary used in each year group.

We appreciate the flexibility allowed to us by the government and use this to provide high quality PSHE that supports the needs of our pupils. We enhance our core PSHE curriculum with quality materials taken from a wide range of sources, including the PSHE Association. Each half term our whole school focus incorporates our agreed school values and assemblies are delivered around these themes.

At BHJS the PSHE curriculum promotes the skills and attitudes for the personal and social development of all our children. We enable the children to develop an understanding of themselves and others so they become responsible, caring and successful individuals throughout their school life and beyond. Children are taught to keep themselves safe, healthy and to express their opinions and practise mindfulness for emotional awareness.

Whole School Areas of Study	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
Autumn 2: Celebrating Difference	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know there reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play apart in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>

Whole School Areas of Study	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Spring 1 Dreams and Goals	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>
Spring 2 Healthy Me	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>

Whole School Areas of Study	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Summer 1 Relationships	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screentime isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
Summer 2 Changing Me	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p>

Progression of Social and Emotional Skills

Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education KS2 Outcomes (red text indicates E-Safety link)

Autumn 1: Being Me in My World	<p>Year 3 R7, R8, R9, R12, R13, R14, R16, R19, R20, R21, R23, R25, R32, H2, H3</p>	<p>Year 4 R7-R11, R12-R14, R16,R19, R20, R22, R25, R26, R30-R32, H2-H3, H11-H17</p>	<p>Year 5 R12-R16, R19, H2, H3, H7, H9, H10</p>	<p>Year 6 R7-R11, R12-R13, R15-R16, R19, R25, R30-R32, H1-H4, H11-H13, H15-H17</p>
	<p>Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions</p>	<p>Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions</p>	<p>Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role- model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions</p>

Autumn 2: Celebrating Difference	<p>Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education</p>			
	<p>Year 3 R1-R17, R20, R21, R23, R24, R25, R30-R32, H2-H4, H7-H9, H11, H13-H16</p>	<p>Year 4 R9, R11, R12, R15-R17, R20-R23, R25, R26, R30-R32, H2-H4, H7-H9, H11-H13, H15, H17</p>	<p>Year 5 R1-R4, R6, R7-R11, R12, R13, R15-R18, R25-R27, R30-R32, H1-H4, H7-H10</p>	<p>Year 6 R7-R11, R12-R19, R20-R23, R25-R26, R30-R32, H2-H4, H7-H10, H11-H13, H15-H17, H21</p>
<p>Be able to show appreciation for their families, parents and carers Use the 'Solve It Together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different</p>	<p>Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy</p>	

Progression of Social and Emotional Skills

Progression of Social and Emotional Skills				
Spring 1 Dreams and Goals	Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education			
	Year 3 R12-R16, R19, H2, H3, H4	Year 4 R12-R14, R16, R19, H2, H3, H12, H15	Year 5 R1-R4, R7-R9, R12, R15, R16, R18, H1-H3, H5, H7	Year 6 R1-R4, R6, R7-R9, R12-R13, R15-R16, R18, H1-H3, H5, H7, H9-H10 ,
	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements
Spring 2 Healthy Me	Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education			
	Year 3 R20-R24, R25-R26, R28-32, H2, H3, H5, H6, H8, H9, H11-H17, H18-H21, H22-H24, H25, H27-H29, H32	Year 4 R7-R11, R12-R14, R15, R16, R19, R20-R24, R25, R29-R32, H1-H4, H13, H15, H17, H21, H25, H26	Year 5 R7-R11, R12-R19, R20-R24, R25-R27, R30-R32, H1-H10, H11-H17, H18, H21, H22-H24, H25, H32-H33	Year 6 R15-R16, R18-R19, R25-R32, H1, H7, H9-H10, H18-H21, H22-H24, H25, H26-H31
	Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do	Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know how to be assertive	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure

Progression of Social and Emotional Skills

Progression of Social and Emotional Skills				
Summer 1 Relationships	Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education			
	<p>Year 3 R1-R4, R7-R11, R12, R13, R16, R18, R20-R24, H2, H3, H11-H17</p>	<p>Year 4 R1,R2, R4, R7-R11, R12-R14, R16, R19, R25, R30, R32, H2-H4, H6, H7, H9, H10</p>	<p>Year 5 R7-R11, R12-R19, R20-R24, R25-R32, H1-H10, H11-H17, H20-H21, H28, H30</p>	<p>Year 6 R1-R4, R6, R7-R11, R12-R13, R15-R19, R20-R24, R25-R32, H1-H6, H9-H10, H11-H17, H18, H25, H26-H31.</p>
	<p>Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children’s rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/ social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being</p>
Summer 2 Changing Me	Related Statutory Guidance – Cross Referenced to DfE Statutory Relationships and Health Education			
	<p>Year 3 R1-R4, R18, R25- R27, R29, R32, H2, H3, H30, H34, H35</p>	<p>Year 4 R1-R4, R25-R27, R29, R32, H2-H4, H26, H30, H34-H35</p>	<p>Year 5 R1-R5, R24, R25-R27, R30-R32, H1-H3, H5, H6, H8-H10, H11, H12, H14-H17, H18-H21, H22-H24, H34-H35</p>	<p>Year 6 R1-R6, R7-R11, R12-R16, R18-R19, R20-R24, R25-R32, H1-H8, H9-H10, H11-H17, H18, H30, H34-H35</p>
	<p>Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year</p>	<p>Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change</p>	<p>Can celebrate what they like about their own and others’ self- image and body-image Can suggest ways to boost self-esteem for themselves and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification</p>	<p>Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to</p>

Progression of Social and Emotional Skills

	Can suggest ways to help them manage feelings during changes they are more anxious about	Have strategies for managing the emotions relating to change	<p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p> <p>Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team Work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p> <p>Oxygen, Energy, Calories / Kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs,</p>	<p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention On Rights Of Child.</p> <p>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On Purpose, Bystander, Witness, Bully, Problem Solve, Cyber Bullying, Text Message, Website, Troll, Special, Unique, Physical Features, Impression, Changed.</p> <p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive Attitude, Disappointment, Fears, Hurts, Positive Experiences, Plans, Cope, Help, Self-Belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p> <p>Friendship, Emotions, Healthy, Relationships, Friendship Groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice,</p>	<p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p> <p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-Calling, Racist, Homophobic, Cyber Bullying, Texting, Problem Solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p> <p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication,</p>	<p>Challenge, Goal, Attitude, Actions, Rights And Responsibilities, United Nations Convention On The Rights Of The Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p> <p>Normal, Ability, Disability, Visual Impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying Behaviour, Direct, Indirect, Argument, Recipient, Par-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</p> <p>Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning Steps, Money, Global Issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p> <p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation,</p>

	<p>Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p> <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, Celebrate.</p> <p>Changes, Birth, Animals, Babies, Mother, Growing Up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / Ova, Womb / Uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking Forward, Excited, Nervous, Anxious, Happy.</p>	<p>Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p> <p>Relationship, Close, Jealousy, Problem-Solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / Ovum, Penis, Testicles, Vagina / Vulva, Womb / Uterus, Ovaries, Making Love, Having Sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking Forward, Excited, Nervous, Anxious, Happy.</p>	<p>Support, Rallying, Team Work, Cooperation, Difference.</p> <p>Choices, Healthy Behaviour, Unhealthy Behaviour, Informed Decision, Pressure, Media, Influence, Emergency, Procedure, Recovery Position, Calm, Level- Headed, Body Image, Media, Social Media, Celebrity, Altered, Self-Respect, Comparison, Eating Problem, Eating Disorder, Respect, Debate, Opinion, Fact, Motivation.</p> <p>Personal Attributes, Qualities, Characteristics, Self-Esteem, Unique, Comparison, Negative Self-Talk, Social Media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social Network, Gaming, 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, Smartt Rules.</p> <p>Body-Image, Self-Image, Characteristics, Looks, Personality, Perception, Self-Esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet Dream, Growth Spurt, Larynx, Facial Hair, Pubic Hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having Sex, Sexual Intercourse, Making Love, Embryo, Umbilical Cord, Ivf, Foetus, Contraception, Pregnancy, Menstruation, Sanitary Products, Tampon, Pad, Towel, Liner, Hygiene, Age Appropriateness, Legal,</p>	<p>Prescribed, Unrestricted, Over-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>Mental Health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-Harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping Strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-Control, Real / Fake, True / Untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-Bullying, Abuse, Safety.</p> <p>Body-Image, Self-Image, Characteristics, Looks, Personality, Perception, Self-Esteem, Affirmation, Comparison, Negative Body-Talk, Mental Health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet Dream, Growth Spurt, Larynx, Facial Hair, Pubic Hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having Sex, Sexual Intercourse, Making Love, Embryo, Umbilical Cord, Ivf, Foetus, Contraception, Pregnancy, Midwife, Labour, Menstruation, Sanitary Products, Tampon, Pad, Towel, Liner, Hygiene, Age Appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting,</p>
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			Laws, Responsible, Teenager, Responsibilities, Rights.	Transition, Secondary, Looking Forward, Journey, Worries, Anxiety, Excitement .
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Impact Statements	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I 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>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>
Autumn 2: Celebrating Difference	<p>I 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.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve It Together or asking for help.</p>	<p>can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I 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.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

<p>Spring 1 Dreams and Goals</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
<p>Spring 2 Healthy Me</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I 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.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
<p>Summer 1 Relationships</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>

<p>Summer 2 Changing Me</p>	<p>I 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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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