



## PSHE CURRICULUM MAPPING EYFS - Y6

Dear teams,

Please refer to your year group below - all units have now been updated by County and units for the current term (Autumn 2021) have been dropped into your planning folders on the Drive. If you need more guidance or access to resources, please ask the member of your team who was in the PSHE working group last year (Anna Carter, Kate Godfrey, Mabel Williams, Rosa Sanchez, Kate Barham (Rep for Y5/6)).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <b>Nursery</b>	<ul style="list-style-type: none"> <li>-Can select and use activities and resources with help.</li> <li>-Welcomes and values praise for what they have done.</li> <li>-Enjoys responsibility of carrying out small tasks.</li> <li>-Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>-Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>-Shows confidence in asking adults for help.</li>   <li>-Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>-Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>-Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>					

	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> <li>- Initiates play, offering cues to peers to join them.</li> <li>-Keeps play going by responding to what others are saying or doing.</li> <li>-Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>					
<p><b>EYFS Reception</b></p>	<p><b>Beginning and Belonging</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Personal, social and emotional development</b> <b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others</p>	<p><b>Family and Friends</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Personal, social and emotional development</b> <b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and</p>	<p><b>Identities &amp; Diversity</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Personal, Social and Emotional Development</b> <b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and</p>	<p><b>My Body &amp; Growing Up</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Physical Development</b> <b>Health and self-care:</b> children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Communication and</b></p>	<p><b>Keeping Safe incl Drug Educ</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Physical Development</b> <b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Personal, Social and Emotional Development</b> <b>Self confidence and self-awareness:</b> children are confident to try new</p>	<p><b>Healthy Lifestyles</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related <b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Physical Development</b> <b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Personal, Social and emotional</b></p>

	<p>show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Communication and language</b> <b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners'</p>	<p>know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. 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They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>The Specific Areas</p>	<p>activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Communication and language</b> <b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><b>development</b> <b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Communication and language</b> <b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. 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	<p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p> <p><b>The Specific Areas</b></p> <p><b>Understanding the world</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p> <p><b>The Specific Areas</b></p> <p><b>Understanding the world</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>My Emotions</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related</p> <p><b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Personal, Social and Emotional Development</b></p>	<p>connecting ideas or events.</p> <p><b>The Specific Areas</b></p> <p><b>Understanding the World</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Me and My World</b></p> <p><b>Learning Expectations</b> This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related</p> <p><b>Early Learning Goals:</b></p> <p><b>The Prime Areas</b></p> <p><b>Personal, Social and Emotional Development</b></p> <p><b>Self confidence and</b></p>	<p><b>Understanding The World</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
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<b>Year 1</b>	<p><b>Beginning and Belonging</b> MMR4 BB12</p> <p>At the end of this unit most pupils will: • be able to take part in discussions about behaviour that helps make the</p>	<p><b>Family and Friends</b> MMR6 FF12</p> <p>At the end of this unit most pupils will: • be able to describe some of the qualities of friendship and to demonstrate skills</p>	<p><b>Diversity and Communities</b> Cit4 DC12</p> <p>At the end of this unit most pupils will: • be able to describe aspects of their identity, and recognise some similarities</p>	<p><b>Sex and relationships education</b> HSL6 SR1</p> <p>At the end of this unit most pupils will: • be able to recognise names for the main external parts of</p>	<p><b>Personal Safety</b> HSL9 PS12</p> <p>At the end of this unit most pupils will: • be able to contribute to discussions about personal safety and take an active part in</p>	<p><b>Managing change</b> MMR8 MC12</p> <p>At the end of this unit most pupils will: • be able to talk about ways in which they have changed since they were babies</p>

	<p>classroom a safe and happy place to learn. • understand the agreed ground rules. • be able to name the other children in their class and to take part in relationship building activities. • be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome. • be able to identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help. • be able to show some simple strategies for helping other</p>	<p>in making friends. • have developed some strategies for coping when they have friendship problems. • understand that friendships change. • recognise some similarities and differences between them and other children, and understand that difference is positive. • understand that there are different family patterns. • be able to describe what is special about their own family and its members, and about other people they know. • know who they can talk to if they need help and how to ask for it. Some pupils will</p>	<p>and differences between themselves and others. • know about some similarities and differences in people's lifestyles, including different groups they and other people belong to. • be able to describe places in their community, how they and others might use them, and who is available to help them. • understand how they can help look after the school environment, and make a contribution to doing so. • know what animals and plants need to survive, and how they can help look after them.</p>	<p>the body. • be able to name the sexual parts using colloquial and occasionally scientific words. • be able to describe what their bodies can do and understand how amazing their body is. • show some understanding that their body belongs to them. • be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. Some pupils will not have made so much progress and will: • show a limited knowledge of external body parts and may be uncertain about</p>	<p>class activities. • be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling. • be able to identify safer places to work and play and know what to do if they get lost. • be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle. Some pupils will not have made so much progress and will: • be able, with</p>	<p>as well as identifying recent achievements • know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't • identify changes that they or other children might experience in their lives • name some emotions they or others might feel at particular times of change • suggest some strategies they might use to cope with times of change, including approaching others for help • know that change can be positive and something to look forward to Some pupils will not have made so much progress and will: • with</p>
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	<p>people who need support. Some pupils will not have made so much progress and will: • need support to contribute simple ideas about behaviour that helps to make the classroom a safe and happy place to learn. • need reminders to understand the agreed ground rules. • be able to name the other children in their class and to take part in relationship building activities. • be able to describe how they feel if they are new in a situation, and what might help them to feel welcome. • need support to identify people in their</p>	<p>not have made so much progress and will: • be able to describe what they would look for in a friend, and how to begin to make friends. • need support to identify and practise ways of coping with some friendship problems, including changes in friendships. • recognise some basic similarities and differences between them and other children. • understand that people's families are different. • be able to describe some features that make their family and its members special to them. • know who they can talk to if they need help and, with</p>	<p>Some pupils will not have made so much progress and will: • be able to describe some aspects of their identity, and, with support, to recognise simple similarities and differences between themselves and others. • know some of the groups they belong to, in and out of school, and understand that people have different lifestyles. • be able to recognise different places in their community, know what key places are for, and who some of the people are who can help them. • know how they can help to look after the school</p>	<p>naming sexual parts. • show a limited understanding of what their bodies can do and will need prompting to describe familiar actions. • need support in understanding their responsibility for their body's actions. • be able to answer simple questions about basic hygiene routines. Some pupils will have progressed further and will: • have a secure understanding of the main external body parts. • be able to name sexual parts and will often use the scientific names. • be able to describe their body's capabilities and will understand</p>	<p>support, to include in their Safety Circle some people in their lives who they have chosen go to if they have worry, or a 'no' or 'I'm not sure' feeling. • be able, with support, to identify safer places to work and play and will have practised what to do if they get lost. • have a basic understanding of the difference between good and bad secrets as well as 'yes' and 'no' touches. • have practised saying 'no' using different strengths of voice. Some pupils will have progressed further and will: • be able to identify people at home, at school and in</p>	<p>support, be able to identify changes in their own lives since they were babies • understand the difference between changes we choose and those we don't • be able to suggest an emotion they might feel if a particular change happened to them • say something they could do to help themselves cope with a change • identify an adult who might help them at a time of change Some pupils will have progressed further and will: • identify a range of ways in which they have changed over time as well as ways they might</p>
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	<p>Safety Circle who can help them if they are worried or need support, and to practise asking for help. Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to take a lead in discussions about how to make the classroom a safe and happy place to learn.</li> <li>• understand and help others to understand the agreed ground rules.</li> <li>• be able to name the other children in their class, and to take a lead in relationship building activities.</li> <li>• be able to describe emotions someone might feel in a range of new situations, and be able to</li> </ul>	<p>support, how to ask for it. Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to describe more qualities of friendship.</li> <li>• be able to demonstrate skills in making friends and in helping others to develop friendships.</li> <li>• recognise a range of similarities and differences between themselves and others, and demonstrate that they value diversity.</li> <li>• understand and be able to describe a range of family patterns</li> <li>• be able to describe what is special about their own family and its members, and aspects of</li> </ul>	<p>environment.</p> <ul style="list-style-type: none"> <li>• understand some basic needs of animals and plants, and, with support, have some ideas about how they can help look after them.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to describe a variety of aspects of their identity and differences between themselves and others.</li> <li>• know about and be able to describe similarities and differences in people's lifestyles, including a range of groups they and others belong to, both in and out of school.</li> <li>• be able to describe places in their</li> </ul>	<p>about the different capabilities of others.</p> <ul style="list-style-type: none"> <li>• have a secure understanding of their own responsibility for their physical actions and will be starting to understand that their body belongs to them and therefore they have rights over their body.</li> <li>• have a clear idea of private body parts and want more privacy now they are older.</li> <li>• be able to describe the personal hygiene routines they carry out and some that are less familiar.</li> <li>• be able to describe some common illnesses and how the spread of these can be prevented.</li> </ul>	<p>other contexts of their lives to include in their Safety Circle.</p> <ul style="list-style-type: none"> <li>• have demonstrated how they would tell someone if they had a worry, or a 'no' or 'I'm not sure' feeling.</li> <li>• be able to identify and describe the difference between good and bad secrets as well as 'yes' and 'no' touches.</li> <li>• have demonstrated how they would say 'no' and tell someone on their Safety Circle.</li> </ul> <p><b>Drug Education</b> HSL8 DE12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• have a basic understanding of how things can</li> </ul>	<p>change in the future</p> <ul style="list-style-type: none"> <li>• identify changes they can choose, those which others choose for them and those which just happen</li> <li>• name several emotions they or others might feel before, during and after a change</li> <li>• be able to suggest a range of strategies for coping with change to others</li> <li>• describe positive and negative aspects of change.</li> </ul>
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	<p>describe and demonstrate how to make new people feel welcome. • identify with confidence people in their Safety Circle and understand the criteria for including them, and know and be able to demonstrate how to ask for help. • be able to show a range of strategies for helping other people in different situations.</p>	<p>their own contribution to the family. • know who they can talk to if they need help in different contexts, and be able to offer help to others</p> <p><b>Anti Bullying</b> MMR7 AB12</p> <p>At the end of this unit most pupils will: • Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying. • Be starting to understand that sometimes people are bullied because they may be different in some way from others. • Be able to describe how it feels to be bullied or see someone</p>	<p>community and their functions, the people who work there and their roles, and how these people can help them. • understand what is needed to care for the school environment, contribute ideas for how they can help, and carry them out. • know what animals and plants need to survive, and what they and others can do to look after them.</p>		<p>get in the body and that some can be helpful and some can be harmful. • be aware of safety rules concerning medicines and be able to name people who could help them take them safely. • understand that there can be alternatives to medicine use to feel better. • be able to recognise simple risks and suggest ways of managing given scenarios. Some pupils will not have made so much progress and will: • identify, with support, a range of substances that go into the body. • be able to name people at home and school who could help them</p>	
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		<p>else being bullied.</p> <ul style="list-style-type: none"> <li>• Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</li> <li>• Be able to demonstrate how to be kind to bullied children.</li> <li>• Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur. Some pupils will not have made so much progress and will:</li> <li>• Be beginning to understand that bullying is deliberately hurtful behaviour and why bullying</li> </ul>			<p>with medicines but need further work to recognise why this is necessary.</p> <ul style="list-style-type: none"> <li>• have just begun to understand non-medical ways to feel better.</li> <li>• be able to give simple suggestions to characters requiring help, but will need support to identify the risks. Some pupils will have progressed further and will:</li> <li>• be able to explain how substances can get into the blood through the stomach, lungs and skin.</li> <li>• understand that all medicines are drugs, but that not all drugs are medicines.</li> <li>• have clear safety messages concerning</li> </ul>	
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		<p>happens. • Need support to be able to describe how it may feel to be bullied or see someone else being bullied. • Also need support to understand simple ways of responding to bullying and how to be kind to bullied children. • Be starting to identify safe and unsafe places where bullying may occur at school. Some pupils will have progressed further and will: • Be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. • Understand that sometimes people are bullied</p>			<p>medicines and be able to explain the reasons. • recognise a range of non-medical strategies for feeling better. • be able to suggest further scenarios where there might be an element of risk and describe a number of ways of managing them.</p>	
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		<p>because of issues relating to their identity. • Be able to describe the feelings of those involved in bullying including those who bully others. • Be able to confidently describe and demonstrate a number of assertiveness techniques when responding to bullying and will be starting to show that they can support others</p>				
<p><b>Year 2</b></p>	<p><b>Right, Rules and responsibilities</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>-be able to name some adults in school who look after them and describe their responsibilities.</li> <li>- be able to describe some of the responsibilities they have in the classroom and towards family and</li> </ul>	<p><b>My Emotions</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>- • be able to recognise feelings in others.</li> <li>- have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.</li> <li>-know that there is a link between thoughts, feelings and behaviour.</li> </ul>	<p><b>Working Together</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>-be able to name some of their own strengths and skills.</li> <li>• be able to identify a new skill to develop.</li> <li>• understand and practise listening skills, take turns and make</li> </ul>	<p><b>Sex &amp; Relationship</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>-be able to recognise babies, children and adults of different ages and put them into age order</li> <li>- understand that human babies grow inside their mothers</li> <li>-be able to describe the main physical developments which</li> </ul>	<p><b>Managing Risks</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to name a risky situation and suggest ways of reducing risk.</li> <li>• be able to name some emotions people might feel in a risky situation.</li> <li>• be able to say their full name and address and</li> </ul>	<p><b>Healthy Lifestyles</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>-• be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</li> <li>• be able to explain why healthy eating and physical activity are both important.</li> <li>• know the difference between being active and inactive and know how to</li> </ul>

	<p>friends.</p> <ul style="list-style-type: none"> <li>- be able to state classroom ground rules and explain how they have been made.</li> <li>- understand why we have classroom rules and describe what the classroom would be like without them.</li> <li>- be able to explain what is meant by voting and be able to name some people who make decisions at school.</li> <li>- share information, opinions and feelings and listen to those of others, as part of a class discussion.</li> </ul> <p>-Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>- be able to name some adults in school who look after them.</li> <li>- be able to describe some classroom jobs, and jobs they do at home.</li> <li>- with support, be able to state the classroom ground rules. • with support, be able to explain why we have classroom rules and describe what the classroom would be like without them.</li> <li>- be able to take part in voting in the classroom..</li> </ul> <p>Some pupils will have progressed further and will:</p>	<ul style="list-style-type: none"> <li>- begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</li> <li>- have developed some understanding of the difference between behaviour which is impulsive and that which is thought through. • be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</li> <li>- know what it feels and looks like to be assertive.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>- be able to give names to some of their feelings.</li> <li>- be able to recognise some feelings in others.</li> <li>-be able, with support, to use calming and relaxing strategies to help them manage strong feelings.</li> <li>- know that how you feel affects what you do.</li> <li>- have some understanding of what it means to behave impulsively and understand that thinking things through before acting can be helpful.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>-be able to communicate</li> </ul>	<p>clear explanations.</p> <ul style="list-style-type: none"> <li>• understand and practise group work skills, including discussion, negotiation and co-operation.</li> <li>• be aware of how their strengths and skills can be useful in a group.</li> <li>• be able to evaluate a group work task.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• need support to identify their own strengths and skills</li> <li>. • know that listening skills and turn taking are important and begin to develop these with support.</li> <li>• be able to participate in a group work task with support.</li> <li>• be able to evaluate their own contribution to a group work task.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to recognise some of their own and others' strengths, skills and emotions.</li> <li>• be able to talk about</li> </ul>	<p>take place in early childhood</p> <ul style="list-style-type: none"> <li>- be able to describe some of the changes in responsibilities and expectations during early childhood</li> <li>- understand a baby's basic needs</li> <li>- understand how dependent a baby is on parents/carers to provide its basic needs.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>-be able to recognise most stages of the human life cycle and put them in age order with support</li> <li>- understand that humans and animals produce babies which become like the adults</li> <li>-be able to name a few physical developments which take place in early childhood</li> <li>- be able to name some new responsibilities they have</li> <li>• have a basic understanding of the needs of babies and their reliance on parents.</li> </ul> <p>Some pupils will have progressed further</p>	<p>know when this might be useful.</p> <ul style="list-style-type: none"> <li>• be able to suggest some people who might help them in a risky situation.</li> <li>• understand what is meant by an emergency and know ways they and others might help in one.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able, with support, to suggest ways of reducing risk.</li> <li>• be able to describe how they feel when in a risky situation.</li> <li>• say their full name and where they live and suggest when this might be useful.</li> <li>• know who they could ask for help in an emergency.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to name some risky</li> </ul>	<p>maintain health.</p> <ul style="list-style-type: none"> <li>• be able to say what changes physical and emotionally when they are active.</li> <li>• be able to talk about food likes and dislikes and give reasons. <ul style="list-style-type: none"> <li>• understand that food can be divided into different groups and know that for good health we need a balanced diet.</li> </ul> </li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to talk about how to be healthy, including healthy eating and physical activity .</li> <li>• be able to give examples of activities where their bodies are active, explaining what this feels like.</li> <li>• be able to say which foods they like and dislike.</li> <li>• be able to identify some or all of the food groups and know that we need to eat a range of different foods to stay healthy.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to encourage others to make choices which will keep them healthy.</li> <li>• be able to set themselves a challenge in terms of physical</li> </ul>
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	<ul style="list-style-type: none"> <li>- be able to distinguish between responsibilities they have and responsibilities adults have at school.</li> <li>- be able to explain some of the consequences of not taking responsibility.</li> <li>- be able to name some responsibilities they may take on when they are older.</li> <li>- be able to explain who is involved in making classroom and school rules.</li> <li>- be able to describe what helps us to keep the rules and some of the benefits of keeping them.</li> <li>- be able to describe the consequences of failing to follow the rules</li> <li>- ask and answer appropriate questions during a class discussion.</li> <li>- listen to someone else's views and tell others about those views.</li> </ul>	<p>effectively how they are feeling to others, including reasons for that feeling.</p> <ul style="list-style-type: none"> <li>- use some strategies for managing their feelings, including calming and relaxing themselves.</li> <li>- understand the link between thoughts, feelings and behaviour and be able to relate this to their own and others' behaviour.</li> <li>- understand that how they feel has an impact on how they tackle things and, with support, be able to regain a more positive outlook if necessary.</li> <li>- understand why behaving impulsively may cause difficulties and have some strategies for stopping and thinking.</li> <li>- be able to use a simple problem solving process, knowing when to ask for help.</li> <li>- know what it feels and looks like to be assertive and, with support, be able to use this skill in problem solving.</li> </ul> <p><b>Anti-bullying</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>- Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</li> </ul>	<p>the process of developing a new skill.</p> <ul style="list-style-type: none"> <li>• be able to evaluate their own and others' communication skills.</li> <li>• understand the need for compromise in group work</li> <li>• be aware of how others' strengths and skills can be useful in a group.</li> </ul> <p><b>Financial Capability</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>- understand that we can receive and spend money in many ways.</li> <li>- know how to save and look after their money and why we might do so.</li> <li>- begin to understand the difference between wants and needs and the need for informed choices.</li> <li>- begin to understand family spending and the impact of choices.</li> <li>- begin to understand and manage some of the changing feelings associated with money.</li> <li>- have a simple</li> </ul>	<p>and will:</p> <ul style="list-style-type: none"> <li>- have a clear understanding that babies grow into children and then into adults</li> <li>- understand basic life cycles of humans and some animals</li> <li>- have a clear understanding that babies grow inside their mother and that they are born</li> <li>- may also understand that some groups or animals reproduce differently e.g. birds, reptiles</li> <li>- have a good understanding of the physical developments which occur during early childhood and may have knowledge of physical development beyond childhood into adulthood and old age</li> <li>- be able to describe a broad range of responsibilities they now have and describe a little of how these might change again in the future</li> <li>- be able to describe, with examples, the needs of babies and understand the responsibilities of looking after a baby.</li> </ul>	<p>situations and suggest a range of possible ways of reducing risk.</p> <ul style="list-style-type: none"> <li>• be able to name some emotions people might feel in a risky situation and how these might affect the person's body and their reaction to the situation.</li> <li>• be able to say their full name, address and telephone number and know when this might be useful.</li> <li>• be able to suggest several people who might help in a risky situation and how each might help.</li> <li>• in an emergency situation, be able to decide what they can do to help and what they will need adult help for.</li> </ul> <p><b>Safety Contexts</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• recognise dangers that</li> </ul>	<p>activity. • be able to give reasons for their food choices based on their five senses.</p> <ul style="list-style-type: none"> <li>• be able to say which food group a food belongs to and understand the food portions we need.</li> <li>• be able to plan meals which contribute to achieving five portions of fruit and vegetables every day.</li> <li>• be able to decide where changes could be made to their own lifestyle to become even healthier and describe healthy choices persuasively to others.</li> <li>• understand that being healthy includes emotional health as well as physical and that the two are linked.</li> </ul> <p><b>Drug Education</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful • be aware of safety rules concerning medicines and be able to name people who could help them take them safely</li> </ul>
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		<p>- Also need support to understand simple ways of responding to bullying and how to be kind to bullied children.</p> <p>-Be starting to identify safe and unsafe places where bullying may occur at school.</p> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>- Be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.</li> </ul> <p>-Understand that sometimes people are bullied because of issues relating to their identity.</p> <p>-Be able to describe the feelings of those involved in bullying including those who bully others.</p> <p>- Be able to confidently describe and demonstrate a number of assertiveness techniques when responding to bullying and will be starting to show that they can support others.</p>	<p>individuals may choose to spend their money differently according to needs, values, beliefs etc.</p> <p>-understand how feelings about money can change and affect our behaviour.</p> <p>- begin to understand poverty and how charities might support people locally and globally.</p>		<p>two ways they might keep themselves safe in a familiar playground.</p> <ul style="list-style-type: none"> <li>• be able to explain one or two causes of accidents that have happened to them and describe how these could have been prevented.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to identify accidents that might happen to children and adults as car passengers and pedestrians.</li> <li>• name safe places to cross the road in the local area and elsewhere.</li> <li>• know that wearing suitable clothing, a hat and sun cream are ways to keep safe in the sun and give the reasons these are effective.</li> <li>• suggest strategies for action if they are lost in a range of different places.</li> <li>• be able to explain ways to keep themselves and others safe in playgrounds.</li> <li>• be able to explain ways to prevent</li> </ul>	
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					common accidents in school and on the playground and suggest ways to prevent accidents in other places.	
<b>Year 3</b>	<p><b>Beginning and Belonging</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class.</li> <li>• be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school.</li> <li>• be able to identify people at home, at school and in other contexts of their lives to include in their support networks.</li> <li>• know how they can access support and some ways they can help other people.</li> </ul> <p>Some pupils will not have made so much progress and will:</p>	<p><b>Family and Friends</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</li> <li>• understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</li> <li>• be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</li> <li>• be able to identify special people in their support networks, and know from whom and how to access support.</li> <li>• be able to recognise that people live in different family patterns. Some</li> </ul>	<p><b>Diversity &amp; Community</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</li> <li>• recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</li> <li>• know about groups and communities that exist locally, and the roles some people play in the community.</li> <li>• understand some different forms the media can take and some of what it does.</li> <li>• understand some of the needs of and how to care for the local environment.</li> <li>• know about the needs of animals, including pets, and the responsibilities of humans towards</li> </ul>	<p><b>Relationships and Sex Education</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female</li> <li>• be able to give several examples of the capabilities of their own bodies</li> <li>• be able to describe familiar hygiene routines and understand the reasons for doing these things</li> <li>• be able to anticipate new responsibilities for their personal hygiene</li> <li>• be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to identify some parts which are male</li> </ul>	<p><b>Personal Safety</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to contribute to discussions and listen to other view points about personal safety and take an active part in class activities including using assertive voice and body language</li> <li>• be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</li> <li>• be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.</li> <li>• be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able, with support, to contribute to discussions</li> </ul>	<p><b>Management Change</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to identify changes that they and other children may experience in their lives.</li> <li>• be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</li> <li>• know what helps or hinders when they are experiencing difficult emotions.</li> <li>• understand how someone who experiences bereavement might feel.</li> <li>• know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</li> <li>• be able to plan to make a chosen change happen.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to identify some</li> </ul>

	<ul style="list-style-type: none"> <li>• be able, with support, to contribute ideas to discussions about ground rules for the class, and to join in relationship building activities.</li> <li>• be able to identify emotions that they might feel in a new situation, and know how to welcome someone else who is new.</li> <li>• be able, with support, to identify people at home and at school who can help them when they need it.</li> <li>• know how to ask someone in their support network for help.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to take a lead in discussions about class ground rules, and in activities to help build cooperative relationships in the class.</li> <li>• be able to identify emotions that they and others might feel in a new situation, and also support other people to identify emotions for themselves.</li> <li>• know and put into practice approaches to helping someone who is</li> </ul>	<p>pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to describe some of the qualities of a good friend, and, with support, have developed strategies for making and keeping friends.</li> <li>• recognise some changes in their friendship patterns, and be able, with support, to talk about some ways to cope with these and with friendship problems.</li> <li>• be able to describe some similarities and differences between themselves and some of their peers, and some different family situations that people live in.</li> <li>• be able, with support, to identify special people in their support networks, and know from whom and how to ask for help. Some pupils will have progressed further and will:</li> <li>• be able to describe the qualities of a good friend, and reflect on these in relation to themselves and their own friendships.</li> <li>• have developed and put into practice strategies for making friends and coping with friendship changes and problems (including conflict), and be able to support others with their friendship issues.</li> </ul>	<p>them.</p> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to share some aspects of their identity and, with support, to recognise simple similarities and differences between themselves and others.</li> <li>• recognise and respect difference, and have a basic understanding of stereotyping behaviour and why it should be challenged.</li> <li>• know about some groups in the community, and know who are some of the key people in those groups.</li> <li>• know some examples of the media with which they come into contact.</li> <li>• understand some of the needs of the local environment and, with support, how they can help care for it.</li> <li>• know about the needs of some animals, including how to care for pets.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to describe aspects of their identity, and to discuss similarities and differences between themselves and others.</li> <li>• understand how to value difference and respect diversity, including being able to recognise and</li> </ul>	<p>and some which are female</p> <ul style="list-style-type: none"> <li>• be able to give a few examples of the capabilities of their own bodies</li> <li>• have some knowledge of basic hygiene routines, but may be unsure of the reasons these activities are necessary</li> <li>• have some understanding of areas of personal hygiene for which they are now responsible, but will have limited understanding of areas they will be expected to take charge of in the future.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to use the scientific terms penis, vagina, testicle and breast confidently</li> <li>• be able to explain which parts are male and which are female and may be able to explain elements of their functions</li> <li>• be able to explain a wide range of their own body's capabilities and they will have a positive attitude towards different body shapes and sizes</li> <li>• be able to describe familiar and unfamiliar hygiene routines and</li> </ul>	<p>about Personal Safety and take part in class activities, including using assertive voice and body language.</p> <ul style="list-style-type: none"> <li>• be able, with support, to identify some people in their lives to include in their Network of Support who they have been told they should go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</li> <li>• be able to, with support, begin to understand what their 'sixth sense' is and that they should listen to this and tell someone on their Network of Support if they have a 'no' or 'I'm not sure' feeling.</li> <li>• have a basic understanding of the difference between good and bad secrets and tricks as well as as 'yes' and 'no' touches.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to contribute confidently to discussions, listen to other view points about personal safety and take an active and supportive lead in class activities.</li> <li>• be able to identify trusted adults, including national helpline numbers and website addresses to include in their Network of Support.</li> <li>• be able to explain confidently how they use their senses to assess different levels of risk.</li> <li>• be able to describe confidently and give</li> </ul>	<p>of the changes they have experienced in their lives.</p> <ul style="list-style-type: none"> <li>• be able to name some emotions involved in loss and change situations, and know what might help when they feel like that.</li> <li>• with support, have developed some strategies for coping with loss and change situations.</li> <li>• have identified, from their network of support, some people they can talk to if they are experiencing difficult emotions.</li> <li>• with support, be able to begin to plan for a change they would like to make happen.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to talk about changes that they and other children may experience, and aspects of their impact.</li> <li>• have developed a wider range of strategies for coping with the emotions involved in loss and change situations.</li> <li>• know what might help or hinder when they or others are experiencing difficult emotions.</li> <li>• understand how someone who experiences bereavement or other life</li> </ul>
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	<p>new to the class and the school.</p> <ul style="list-style-type: none"> <li>• recognise how their support network progresses over time, and be able to adapt it to changing circumstances.</li> <li>• be confident in knowing how they can access support, and in offering support to others.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to identify and recognise the value of similarities and differences between themselves and their peers and recognise and cope with different points of view in a situation.</li> <li>• be able to recognise how their network of special people has changed and developed, be able to seek support for themselves and also to offer support to others.</li> <li>• recognise a range of diverse family situations that people live in.</li> </ul> <p><b>Anti bullying</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.</li> <li>• understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.</li> <li>• be able to describe the feelings of those involved in bullying including those who bully others.</li> <li>• be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that</li> </ul>	<p>challenge stereotypes.</p> <ul style="list-style-type: none"> <li>• know about a wide range of groups and communities that exist locally and be able to describe the roles some people play.</li> <li>• be able to talk about different forms the media takes, and aspects of its role.</li> <li>• know about the needs of a wide range of animals, the responsibilities of humans, and their own possible contribution to their care.</li> </ul>	<p>explain the reasons for these</p> <ul style="list-style-type: none"> <li>• have a broad understanding of their own responsibilities for personal hygiene now and in the future</li> <li>• be able to reflect on how their responsibilities for personal hygiene have changed during their lifetimes</li> <li>• be able to explain the way a variety of illnesses, including some less common illnesses, are spread and understand how to prevent this.</li> </ul>	<p>examples of the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches.</p> <p><b>Drugs</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to name some medical and legal recreational drugs</li> <li>• have a basic understanding of how a drug can enter the body and the bloodstream</li> <li>• be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them</li> <li>• have clear ideas about medicine safety and have some ideas for keeping safe and asking for help</li> <li>• know that nicotine and alcohol are drugs and describe some of their effects</li> <li>• have begun to consider why some people choose to use nicotine and alcohol</li> <li>• have thought about influence and persuasion and will demonstrate some skills to counter these.</li> </ul> <p>Some pupils will not have made so much progress and will: • classify, with support, different types of</p>	<p>changes might feel.</p> <ul style="list-style-type: none"> <li>• know who and how to ask for help and have some ideas about how they can help others.</li> <li>• be able to plan to make a change happen, and to support others to do the same.</li> </ul>
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		<p>they can support a child in a bullying situation.</p> <ul style="list-style-type: none"> <li>• be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</li> <li>• be starting to understand that sometimes people are bullied because they are different in some way.</li> <li>• be able to describe how it may feel to be bullied or see someone else being bullied.</li> <li>• be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</li> <li>• be able to demonstrate how to be kind to bullied children.</li> <li>• be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</li> </ul> <p>Some pupils will have progressed further and will:</p>			<p>drugs and consider how they get into the body</p> <ul style="list-style-type: none"> <li>• have some ideas about how medicines are used, including as immunisations and professionals involved with them</li> <li>• have some ideas for keeping safe but need support to explain why these procedures are important</li> <li>• need to develop more realistic ideas about who and how to tell</li> <li>• be aware of nicotine and alcohol and will know their basic effects</li> <li>• start to consider why people choose to use nicotine and alcohol</li> <li>• have recognised persuasion in advertising and begun to develop basic assertive skills.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to name and classify a broader list of drugs</li> <li>• be able to explain a number of different ways that drugs can enter the body and blood stream and affect different parts</li> <li>• be able to explain a variety of ways in which medicines are used, including as immunisations and by whom</li> <li>• be able to give detailed guidelines for medicine safety and procedures for other harmful items</li> </ul>	
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		<ul style="list-style-type: none"> <li>• be able to talk about personal reasons for why someone may engage in bullying such as emotional upset.</li> <li>• be beginning to identify and describe specific types of identity based/ prejudice driven bullying e.g. homophobic /racist bullying.</li> <li>• be starting to describe the different roles of those involved in a bullying situation and will also be beginning to understand that there are often mismatches between thoughts /feelings and the ways in which people actually behave in a bullying situation.</li> <li>• be starting to describe how a bystander's behaviour can improve or worsen a situation and suggest and model simple strategies to intervene in a bullying situation and defend a person who is being bullied.</li> </ul>			<ul style="list-style-type: none"> <li>• be able to explain how to carry these out and why they are so important • know that nicotine and alcohol are drugs and describe a range of physical and behavioural effects</li> <li>• be able to discuss a number of reasons why people may or may not choose to use nicotine and alcohol</li> <li>• be able to recognise influence and persuasion and have begun to consider subtle differences between them</li> <li>• have a range of strategies for countering persuasion and be able to demonstrate these confidently.</li> </ul>	
<p><b>Year 4</b></p>	<p><b>Rights, Rules and Responsibilities</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to explain the difference between wants and needs.</li> <li>• be able to explain why rights are important.</li> <li>• be able to explain that</li> </ul>	<p><b>My emotions</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to give an example of a physical, a social and an emotional risk.</li> <li>• be able to give an example of how their friends might affect their decisions about</li> </ul>	<p><b>Working together</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to identify their own strengths and skills and those of others.</li> <li>• be able to identify skills they would like to develop.</li> </ul>	<p><b>Managing risk</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to give an example of a physical, a social and an emotional risk.</li> <li>• be able to give an example of how their friends might affect their decisions about</li> </ul>	<p><b>Sex &amp; Relationships Education</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy</li> <li>• be able to explain</li> </ul>	<p><b>Healthy Lifestyles</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</li> <li>• know that eating healthily, being active and sleeping</li> </ul>

	<p>rights come with responsibilities and explain how these responsibilities affect their actions.</p> <ul style="list-style-type: none"> <li>• be able to explain why rules are needed and be able to identify those which are necessary and useful.</li> <li>• participate in making class ground rules and show or explain what following the rules looks like.</li> <li>• suggest different ways of making a decision and ways they can influence decision making in school.</li> <li>• be able to describe what a representative does.</li> <li>• take part in simple debating and voting.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• with support, be able to explain the difference between wants and needs.</li> <li>• be able to state some rights that children have.</li> <li>• with support, remember the class ground rules and know how to follow them.</li> </ul>	<p>risky situations.</p> <ul style="list-style-type: none"> <li>• be able to name some emotions they might feel in a risky situation and how these might affect their body.</li> <li>• be able to explain a strategy they could use for decision making in risky situations.</li> <li>• be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</li> <li>• be able to name some people they could ask for help in a risky situation.</li> <li>• be able to recognise an emergency and suggest suitable action.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• understand that there are different kinds of risky situations.</li> <li>• be able to say how they might feel in a risky situation.</li> <li>• be able to suggest action they might take in a risky situation or to</li> </ul>	<ul style="list-style-type: none"> <li>• take part in a class learning challenge.</li> <li>• know how to show they are listening using their body, express opinions confidently and ask open questions.</li> <li>• be able to work as a group to make decisions and solve a problem.</li> <li>• know how different people can contribute to a group task</li> <li>• be able to persevere at a task.</li> <li>• be able to evaluate a group task, including giving and receiving feedback.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to identify their own strengths and skills and need support to identify those of others.</li> <li>• understand the need for good listening skills, express opinions and ask appropriate questions with support.</li> </ul>	<p>risky situations.</p> <ul style="list-style-type: none"> <li>• be able to name some emotions they might feel in a risky situation and how these might affect their body.</li> <li>• be able to explain a strategy they could use for decision making in risky situations.</li> <li>• be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</li> <li>• be able to name some people they could ask for help in a risky situation.</li> <li>• be able to recognise an emergency and suggest suitable action.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• understand that there are different kinds of risky situations.</li> <li>• be able to say how they might feel in a risky situation.</li> <li>• be able to suggest action they might take in a risky situation or to</li> </ul>	<p>that a baby grows from a male seed and a female egg</p> <ul style="list-style-type: none"> <li>• be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood</li> <li>• be able to identify an area for which they can take more responsibility</li> <li>• be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age</li> <li>• be able to explain that a baby grows inside its mother</li> <li>• be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I</li> </ul>	<p>all contribute to a healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• understand some of the reasons people sometimes make unhealthy choices.</li> <li>• be able to talk about some of the physical and mental benefits of exercise.</li> <li>• know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</li> <li>• be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</li> <li>• understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.</li> <li>• be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</li> <li>• know why dental hygiene is important and how they can look after their teeth.</li> </ul> <p>Some pupils will not have made so much progress and will: know and suggest some choices which are healthy or</p>
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	<ul style="list-style-type: none"> <li>• know how they can have a say in school decision making.</li> <li>• with support, take part in simple debating and voting. Some pupils will have progressed further and will:</li> <li>• explain the difference between wants and needs, understanding that there may be a range of views on this.</li> <li>• state some of the rights in the UN Convention on the Rights of the Child.</li> <li>• understand why some rights seem more important than others at different times and in different places.</li> <li>• explain some of the rights of others at home and explain how their own behaviour might help to protect others' rights.</li> <li>• be able to explain why rules are important, and participate in forming useful, positive classroom ground rules.</li> <li>• suggest different ways of making a decision and understand why different methods are chosen in different situations.</li> <li>• take part in electing a suitable representative and say why they made</li> </ul>	<p>prevent an accident.</p> <ul style="list-style-type: none"> <li>• be able to name some people who might help them in an emergency.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to give a range of examples of risky situations.</li> <li>• be aware of how their friends and others might influence their behaviour in risky situations.</li> <li>• suggest a range of strategies which could help them make decisions in risky situations.</li> <li>• be able to explain the reasons why different kinds of accidents happen and suggest ways of preventing them.</li> <li>• be able to recognise a range of emergency situations and suggest some different actions they might take.</li> </ul> <p><b>Anti-bullying</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• understand that bullying is deliberately hurtful behaviour and be able to give a range</li> </ul>	<ul style="list-style-type: none"> <li>• need support to work effectively in a group.</li> <li>• know how their skills can be useful in a group task.</li> <li>• be able to say what they did well and what they could improve on when working as part of a group.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• know that learning new skills is a process, and be aware of the stage they are at in their learning.</li> <li>• be able to tell someone else about a skill they have learned, and suggest how they might tackle learning it for themselves.</li> <li>• be able to reflect on and evaluate the success of the learning process.</li> <li>• know some of the benefits of good listening and asking open questions.</li> <li>• know some different ways of managing turn taking.</li> <li>• be able to choose appropriate children to take on different tasks, based on</li> </ul>	<p>prevent an accident.</p> <ul style="list-style-type: none"> <li>• be able to name some people who might help them in an emergency.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to give a range of examples of risky situations.</li> <li>• be aware of how their friends and others might influence their behaviour in risky situations.</li> <li>• suggest a range of strategies which could help them make decisions in risky situations.</li> <li>• be able to explain the reasons why different kinds of accidents happen and suggest ways of preventing them.</li> <li>• be able to recognise a range of emergency situations and suggest some different actions they might take.</li> </ul> <p><b>Safety context</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• know the 5 elements of</li> </ul>	<p>might drive a car. (Rather than 'Adults can drive cars if they pass their driving test.')</p> <ul style="list-style-type: none"> <li>• be able to identify some responsibilities that adults have, but they may need support in identifying a new responsibility they are ready to take on now</li> <li>• be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of a the baby.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual</li> <li>• be able to explain that when male sperm and female ovum join together a baby starts to grow</li> <li>• be able to make intelligent generalisations about the responsibilities of adulthood</li> <li>• be able to identify areas</li> </ul>	<p>unhealthy.</p> <ul style="list-style-type: none"> <li>• know that eating healthy, being active and sleeping all contribute to a healthy lifestyle.</li> <li>• be able to talk about some of the physical benefits of exercise and with support talk about the mental benefits. Some pupils will have progressed further and will:</li> <li>• understand that athletes and sportspeople need to train regularly and apply it to their own lives,</li> <li>• know that a healthy lifestyle involves choosing a range of activities as well as getting sufficient rest and sleep.</li> <li>• be able to detect patterns in survey information about children's use of free time and suggest ways of increasing physical activity/rest/sleep .</li> <li>• know that school food has to meet certain standards.</li> <li>• understand that our bodies need more of some food groups and less of others and why, including the</li> </ul>
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	<p>their choice.</p> <ul style="list-style-type: none"> <li>• contribute to class debates and consider the contributions of others.</li> </ul>	<p>of examples of different forms of bullying including simple forms of cyberbullying.</p> <ul style="list-style-type: none"> <li>• understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.</li> <li>• be able to describe the feelings of those involved in bullying including those who bully others.</li> <li>• be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</li> <li>• be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</li> <li>• be starting to understand that sometimes people are bullied because they are different in some way.</li> <li>• be able to describe how it may feel to be bullied or see someone else being bullied.</li> <li>• be starting to</li> </ul>	<p>knowledge of their skills.</p> <ul style="list-style-type: none"> <li>• know what might help themselves and others to persevere at a task.</li> </ul> <h3>Financial Capability</h3> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• know that we receive money through a variety of means, including paid work.</li> <li>• know ways to keep money safe, including saving it.</li> <li>• understand that some of the ways we use money can make it grow or involve risk.</li> <li>• understand that we make choices about spending for many different reasons.</li> <li>• begin to understand that the choices we make affect us, our communities and the wider world.</li> <li>• begin to understand and manage the sometimes uncomfortable and changing feelings we have about money.</li> <li>• begin to understand that money may have different value and meaning to different people at different times and in different cultures.</li> <li>• know about the work of a</li> </ul>	<p>the Green Cross Code and describe the types of clothing which make them easily visible to traffic.</p> <ul style="list-style-type: none"> <li>• understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take.</li> <li>• know some safety rules for beaches and inland waterways.</li> <li>• be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip.</li> <li>• be able to describe preventable and unintentional accidents.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to explain what 'Stop, Look and Listen' mean in the context of road safety and describe some bright clothes they have.</li> <li>• know some of the dangers of fire, what happens and what they should do if there is a fire at school.</li> <li>• know some safety rules for a watery place they have been.</li> </ul>	<p>of new responsibilities they can take up now and in the near future as they approach the teenage years</p> <ul style="list-style-type: none"> <li>• be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.</li> </ul> <h3>Drug Education</h3> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to name some medical and legal recreational drugs</li> <li>• have a basic understanding of how a drug can enter the body and the bloodstream</li> <li>• be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them</li> <li>• have clear ideas about medicine safety and have some ideas for keeping safe and asking for help</li> <li>• know that nicotine and alcohol are drugs and describe some of their effects</li> <li>• have begun to consider why some people choose to use nicotine and alcohol</li> <li>• have thought about influence and</li> </ul>	<p>consequences of an imbalance.</p> <ul style="list-style-type: none"> <li>• use this knowledge to persuade others to make healthy choices.</li> <li>• understand that they have some responsibility for themselves but that others can also help them maintain a healthy lifestyle.</li> </ul>
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		<p>demonstrate simple ways of responding to bullying including the need to be assertive.</p> <ul style="list-style-type: none"> <li>• be able to demonstrate how to be kind to bullied children.</li> <li>• be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur. Some pupils will have progressed further and will:</li> <li>• be able to talk about personal reasons for why someone may engage in bullying such as emotional upset.</li> <li>• be beginning to identify and describe specific types of identity based/ prejudice driven bullying e.g. homophobic /racist bullying. • be starting to describe the different roles of those involved in a bullying situation and will also be beginning to understand that there are often mismatches between thoughts /feelings and the ways in which people actually behave in a bullying situation.</li> <li>• be starting to describe</li> </ul>	<p>charity and why we might need it.</p> <ul style="list-style-type: none"> <li>• be able to manage money effectively in real life situations. Some pupils will not have made so much progress and will:</li> <li>• know that we receive money through a variety of means.</li> <li>• know ways to keep money safe, including saving it.</li> <li>• understand there are many ways to pay for things, some involving borrowing.</li> <li>• understand that we make choices about spending for many different reasons and that those choices have an impact.</li> <li>• know that sometimes money makes us feel uncomfortable and have some strategies for managing that.</li> <li>• know about the work of a charity.</li> <li>• begin to manage money effectively in real life situations. Some pupils will have progressed</li> </ul>	<ul style="list-style-type: none"> <li>• be able to describe at least one way they can keep safe on a school trip.</li> <li>• be able to describe an accident that could have been prevented. Some pupils will have progressed further and will:</li> <li>• know the 5 elements of the Green Cross Code and explain them.</li> <li>• be able to describe the types of clothing which make them easily visible to traffic, using words like fluorescent and reflective.</li> <li>• be able to explain the dangers of fire and how these dangers can be reduced.</li> <li>• list sequentially the action they should take if there is fire.</li> <li>• know safety rules for beaches, inland waterways and other watery places or activities.</li> </ul>	<p>persuasion and will demonstrate some skills to counter these.</p> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• classify, with support, different types of drugs and consider how they get into the body</li> <li>• have some ideas about how medicines are used, including as immunisations and professionals involved with them</li> <li>• have some ideas for keeping safe but need support to explain why these procedures are important</li> <li>• need to develop more realistic ideas about who and how to tell</li> <li>• be aware of nicotine and alcohol and will know their basic effects</li> <li>• start to consider why people choose to use nicotine and alcohol</li> <li>• have recognised persuasion in advertising and begun to develop basic assertive skills.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>• be able to name and classify a broader list of drugs</li> <li>• be able to explain a number of different ways that drugs can enter the body and blood stream and affect different parts</li> <li>• be able to explain a</li> </ul>	
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		<p>how a bystander's behaviour can improve or worsen a situation and suggest and model simple strategies to intervene in a bullying situation and defend a person who is being bullied.</p>	<p>further and will:</p> <ul style="list-style-type: none"> <li>• understand that there are many ways to gain money including earning it.</li> <li>• understand how to plan for spending and saving money.</li> <li>• understand that we make choices for many reasons, including our values, beliefs and lifestyles and what we can afford.</li> <li>• understand some of the ways that the choices we make affect us, our communities and the wider world.</li> <li>• begin to understand why we need charities.</li> <li>• know that many changing emotions can be linked with money and may affect our choices.</li> <li>• understand that money may have different value and meaning to different people at different times and in different cultures.</li> <li>• be able to plan and manage money effectively in real life situations.</li> </ul>		<p>variety of ways in which medicines are used, including as immunisations and by whom</p> <ul style="list-style-type: none"> <li>• be able to give detailed guidelines for medicine safety and procedures for other harmful items</li> <li>• be able to explain how to carry these out and why they are so important</li> <li>• know that nicotine and alcohol are drugs and describe a range of physical and behavioural effects</li> <li>• be able to discuss a number of reasons why people may or may not choose to use nicotine and alcohol</li> <li>• be able to recognise influence and persuasion and have begun to consider subtle differences between them</li> </ul> <p>• have a range of strategies for countering persuasion and be able to demonstrate these confidently</p>	
<p><b>Year 5</b></p>	<p><b>Beginning and Belonging</b></p> <p>At the end of this unit most pupils will:</p>	<p><b>Family and Friends</b></p> <p>At the end of this unit most pupils will:</p> <p>*be able to identify the special people in their networks and to</p>	<p><b>Diversity and Communities</b></p> <p>At the end of this unit most pupils will:</p> <p>*be able to recognise aspects of their identity</p>	<p><b>Relationship and Sex Education</b></p> <p>At the end of this unit most pupils will:</p> <p>*know and understand the appropriate scientific names for the</p>	<p><b>Personal Safety</b></p> <p>At the end of this unit most pupils will:</p> <p>*be able to contribute to discussions about personal safety by</p>	<p><b>Managing Change</b></p> <p>At the end of this unit most pupils will:</p>

	<p>*be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</p> <p>*know the names of everyone in their class and be able to build new relationships.</p> <p>*know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.</p> <p>*be able to identify a range of people in their Support Networks, and know how to access help and support.</p> <p>*have ideas for making new people feel welcome, and be able to offer support to others who need help.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able, with support, to contribute ideas about what makes the classroom a safe and happy place to learn.</p> <p>*know the names of everyone in their class, and have some strategies for building new relationships.</p> <p>*be able to identify some emotions they might feel in a new situation, and may need support to develop some strategies for managing those emotions.</p>	<p>recognise how their networks have changed and developed.</p> <p>*have developed ways of beginning new friendships and of maintaining existing ones during times of change.</p> <p>*recognise and value differences between people and how that can be a positive aspect of their friendships.</p> <p>*have strategies for managing some of the pressures in relationships.</p> <p>*understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</p> <p>*know how to get support from people they trust and how they can support other people.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able to identify special people in their network, and, with support, to recognise how their networks have changed.</p> <p>*know some ways to make new friends and have some strategies for maintaining existing friendships.</p> <p>*recognise differences between people and know that they can</p>	<p>and understand how other people can influence their perception of themselves.</p> <p>*be able to describe the ethnic make up of their community and different groups that live in Britain.</p> <p>*recognise the negative effects of stereotyping and prejudice.</p> <p>*know about how they and others, including volunteers, contribute to the community.</p> <p>*understand about the role of the media and its possible influences.</p> <p>*understand some ways of caring for the environment and the contribution they can make.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able to describe aspects of their identity, and understand that their perceptions of themselves can change.</p> <p>*be able, with support, to describe aspects of the ethnic make up of their community and of Britain.</p> <p>*recognise aspects of</p>	<p>external and internal sexual parts of the body, and be able to explain basic functions.</p> <p>*understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.</p> <p>*have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</p> <p>*understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</p> <p>*understand ways they can prevent the spread of some bacterial and viral diseases.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*know scientific names and basic functions of some of the external and internal sexual parts of the body.</p> <p>*understand that some words for sexual parts are not appropriate to use in some circumstances.</p>	<p>listening to other view points and looking beneath the surface</p> <p>* be able to review trusted adults on their Network of Support;</p> <p>*be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.</p> <p>*be able to define what risk and peer group pressure are and how to respond to them using safety planning.</p> <p>* be able to contribute to discussions around problem solving.</p> <p>*be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able, with support, to contribute to discussions about personal safety by</p>	<p>* be able to identify a range of situations which involve loss and change.</p> <p>* recognise emotions associated with loss and change, and understand how these feelings can change.</p> <p>*be able to identify what might help when experiencing difficult emotions.</p> <p>*know how they can access support and how they can support other people.</p> <p>*be able to reflect on their own experiences of change and describe some ways they have affected them.</p> <p>*have developed strategies for coping with future changes, including transition to secondary school</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able, with support, to identify some examples of situations which involve loss and change.</p> <p>*be able to name some emotions associated with</p>
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	<p>*be able to identify people in their support network, and have learned some approaches they can use to ask for help.</p> <p>*have some ideas for making new people feel welcome. Some pupils will have progressed further and will:</p> <p>*be able to collaborate with others and sometimes lead discussions about what makes the classroom a safe and happy place to learn. • know everyone in their class, be able to build new relationships, and support others in doing so.</p> <p>*know how it feels to be in a new situation in a wide range of different contexts, and have a range of strategies for managing those emotions.</p> <p>*be able to identify a range of people in their support networks, and know how to access help and support in different ways, depending on the source of support.</p> <p>* know how to make new people feel welcome, and how best to support those who might need help.</p>	<p>enhance relationships.</p> <p>*understand that groups play an important role in friendship and that there are sometimes challenges in group situations.</p> <p>*know who is on their Network of Support, how to ask someone on it for support and how they might support someone else. Some pupils will have progressed further and will:</p> <p>*be able to recognise how their networks of special people are developing, and what they can do to influence that.</p> <p>*be confident in building new relationships and maintaining existing ones, and be able to support others to do the same.</p> <p>*value difference within relationships, and be able to express the benefits of diversity within friendships.</p> <p>*understand the role that groups play in relationships, and the positive role that they can play in managing group relationships.</p> <p>*know how to get support from people they trust, and how they can support a range of other people in different contexts</p> <p><b>Anti-bullying</b></p>	<p>stereotyping and prejudice. • understand they have a role in their community, to which many people make a contribution.</p> <p>*recognise different forms of the media and that it can influence people.</p> <p>*understand, with support, some ways of caring for the environment.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to describe confidently a range of aspects of their identity, and how their and other people's perceptions of themselves are influenced by others.</p> <p>*be able to describe the make up of their community and the range of nationalities, cultures and ethnic groups that live in Britain.</p> <p>*recognise and know how to challenge stereotyping and prejudice, and support others to</p>	<p>*understand the main changes that happen at puberty and, with support, explain some ways to manage these, including hygiene routines.</p> <p>*understand that people can feel hurt when others say unkind things about their appearance.</p> <p>*understand simple actions to prevent the spread of common diseases.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to use scientific names for the external and internal sexual parts of the body appropriately and confidently and be able to explain basic functions.</p> <p>*understand how to manage the changes that happen at puberty, including the need for hygiene routines, and how it affects people differently.</p> <p>*reflect on their own body image and understand some ways to support a positive self-image for themselves and others.</p> <p>*understand ways they</p>	<p>beginning to listen to other view points.</p> <p>*be able, with support, to review trusted adults on their Network of Support who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling</p> <p>*be beginning to understand what honesty is and, with support, take part in exploring dilemmas involving honesty and dishonesty.</p> <p>*be able, with support, to begin to understand what risk and peer group pressure are and how safety planning can help to keep them safer</p> <p>*be beginning to understand and contribute to discussions around problem solving.</p> <p>*be able, with support, to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.</p> <p>Some pupils will have progressed further and will: • be able to contribute actively to</p>	<p>loss and change. • be able to answer questions about what might help when they are experiencing difficult emotions.</p> <p>*know who is on their Network of Support and how to ask them for help.</p> <p>*be able to describe an experience of change and how they felt when it happened.</p> <p>*have developed, with support, some strategies for coping with transition to secondary school.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to identify a wide range of situations, from their own and others' experience, which involve loss and change.</p> <p>* recognise emotions associated with loss and change, and understand how feelings can change and overlap.</p> <p>*be able to identify what might help when experiencing difficult emotions, and to</p>
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		<p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>*be able to describe the key characteristics and forms of bullying.</li> <li>*be able to talk about personal reasons why someone may engage in bullying.</li> <li>*be beginning to identify and describe specific types of prejudice driven bullying.</li> <li>*be able to describe the different roles of those involved in a bullying situation.</li> <li>*be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</li> <li>*be able to describe confidently and demonstrate a number of assertiveness techniques.</li> <li>*be beginning to identify places where bullying may take place in the community.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>*be able to describe the different forms of bullying but will need support to describe the key characteristics of</li> </ul>	<p>do so.</p> <ul style="list-style-type: none"> <li>*know about their own role in the community, and also about the contribution made by others, including voluntary organisations and volunteers.</li> <li>*know about the media and its possible influences on themselves and their community.</li> <li>*understand the needs of the environment and ways in which they and others can care for it.</li> </ul>	<p>can prevent the spread of common bacterial and viral diseases, and a variety of methods of transmission.</p> <p>n.</p>	<p>discussions about personal safety by listening to other viewpoints and looking beneath the surface.</p> <ul style="list-style-type: none"> <li>• be able to review trusted adults, national helpline numbers and websites on their Network of Support, who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</li> <li>• be able to define honesty accurately and take a lead in exploring dilemmas involving honesty and dishonesty.</li> <li>• be able to demonstrate an understanding of what risk and peer group pressure are and how to respond to them using safety planning.</li> <li>• be able to contribute actively and lead discussions around problem solving.</li> <li>• be able to clearly identify touches which break personal boundaries, both theirs and others,</li> </ul>	<p>support others to do the same.</p> <ul style="list-style-type: none"> <li>*know how they can access support differently in a range of situations, and be able to describe and demonstrate ways they can support their peers.</li> <li>* be able to reflect on their experiences of change, and describe some ways they have been affected by and have learned from them.</li> <li>* have developed strategies for coping with a range of future changes, including transition to secondary school</li> </ul> <p style="text-align: center;"><b>Drug Education</b></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>*be able to categorise drugs as medical, non-medical, legal and illegal</li> <li>*understand the possible physical and psychological effects of some drugs</li> <li>*understand the roles of medicines and immunisations</li> <li>*recognise some reasons why people use and misuse drugs and be able to suggest some alternatives</li> <li>*understand some of the laws relating to drugs</li> <li>*have begun to recognise influence and pressure and have related this to</li> </ul>
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		<p>bullying.</p> <p>*need support to describe the nature of specific types of identity based or prejudice driven bullying.</p> <p>* need support to use more advanced assertiveness techniques.</p> <p>*be starting to describe the different roles of those involved in a bullying situation.</p> <p>*need support to understand how peer pressure can affect a bullying situation and how to use simple strategies to intervene and defend a person who is being bullied.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to identify the imbalance of power in a bullying situation.</p> <p>*be able to compare and contrast the different ways in which girls and boys have a tendency to bully.</p> <p>*be starting to understand the role of stereotyping in identity based / prejudice driven bullying.</p> <p>*be able to suggest simple strategies to make the local community a safer place where bullying is less likely to occur.</p>			<p>and understand that no one should touch the intimate parts of their bodies.</p>	<p>peers and the media</p> <p>*be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p> <p>Some pupils will not have made so much progress and will:</p> <p>* be able to categorise key drugs as medical, non-medical, legal and illegal</p> <p>* have a basic understanding of the possible physical and psychological effects of some drugs</p> <p>*have a basic understanding of the roles of medicines and immunisations</p> <p>*show a basic understanding of some of the laws relating to drugs.</p> <p>*with support, share a couple of reasons why some people use and misuse drugs and suggest alternatives</p> <p>*have begun to understand how they can be influenced and persuaded by others</p> <p>*be able to identify clear risks and choose simple risk management strategies knowing where they can get trusted</p>
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						<p>support. Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>* be able to categorise, with confidence, a wide variety of drugs as medical, non-medical, legal and illegal</li> <li>*show understanding of the possible physical and psychological effects and harm caused by a number of drugs on users and others in society</li> <li>*be able to explain multiple uses of medicines and immunisations</li> <li>* have a more detailed knowledge of the laws relating to drugs</li> <li>* have a broad understanding of the range of reasons why some people use and misuse drugs and share a number of alternatives</li> <li>* understand influence and pressure and have related this to peers and the media</li> <li>*be able to identify risk and risk management strategies and know where they can get support and reliable, accurate information</li> </ul>
<p><b>Year 6</b></p>	<p><b>Rights, Rules and Responsibilities</b> At the end of this unit most pupils will: *be able to state some of the rights in the</p>	<p><b>My Emotions</b> At the end of this unit most pupils will: *be able to recognise and</p>	<p><b>Working Together</b> At the end of this unit most pupils will:</p>	<p><b>Relationships and Sex Education</b> At the end of this unit most pupils will: At the end of this unit</p>	<p><b>Managing Risk</b>At the end of this unit most pupils will: *be able to describe a positive and negative</p>	<p><b>Financial Capability</b> At the end of this unit</p>

	<p>United Nations Convention on the Rights of the Child and explain why they are important.</p> <p>*identify some of the links between rights, rules and responsibilities.</p> <p>* be able to suggest useful ground rules and give examples of what following the rules looks like.</p> <p>* understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.</p> <p>* know why rules and laws.</p> <p>*know the different roles of parliament, MPs and local councils and know how they can contact these to present their views.</p> <p>*be able to research and take part in a debate about a local issue. we are needed in society and explain some reasons why people sometimes break them.</p> <p>* understand the role of parliament, MPs, local councils and councillors and link this with school councils.</p>	<p>describe feelings in themselves and others, including mixed emotions and moods.</p> <p>*be able to communicate effectively how they are feeling, including reasons for that feeling.</p> <p>*regularly use some strategies to manage their feelings, including calming and relaxing themselves.</p> <p>* begin to develop strategies for understanding and responding sensitively to others' emotions.</p> <p>*use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</p> <p>*understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.</p> <p>* be able to use a simple problem solving process and sometimes support others to do so too.</p> <p>* know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</p> <p>Some pupils will not have</p>	<p>*be able to identify their own strengths and skills, those of others and know how these can complement each other.</p> <p>*be able to talk about skills they would like to develop and hopes for the future.</p> <p>*understand that the ability to learn is a valuable skill.</p> <p>* know some skills which might be useful in a range of jobs.</p> <p>* communicate effectively, using listening, negotiation, debating and chairing skills.</p> <p>*recognise influences on their decision making, including the media.</p> <p>*know how to persevere.</p> <p>*use evaluation and feedback to inform future work.</p> <p>Some pupils will not have made so much progress</p>	<p>most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to describe the main stages of sexual reproduction, using some scientific vocabulary</li> <li>• be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively</li> <li>• understand that puberty affects people in different ways, both physically and emotionally</li> <li>• understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt</li> <li>• describe some characteristics of loving, trusting relationships</li> <li>• understand a few reasons a couple might choose to have children</li> <li>• show awareness of some family arrangements which are different from their own.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• be able to describe some aspects of sexual reproduction, and may need support to use scientific vocabulary and to order the stages</li> <li>• have a solely negative or solely positive view of</li> </ul>	<p>consequence of taking a risk.</p> <p>*be able to give an example of a physical, social and emotional risk.</p> <p>*be able to evaluate how risky something is and explain their reasoning.</p> <p>*be able to describe a situation where they are responsible for their own safety and talk about the influence of others.</p> <p>*understand and use the 'Stop, Decide, Do' strategy.</p> <p>*be able to name some people in their network they would approach for help and describe how they might do this.</p> <p>*be able to name some organisations where people can get help and support.</p> <p>*know how to respond supportively when someone shares a problem with them.</p> <p>*know how to put</p>	<p>most pupils will:</p> <ul style="list-style-type: none"> <li>• have a broad view of what money is, including history, trade and currencies.</li> <li>• understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</li> <li>• know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</li> <li>• understand how our choices can have an impact on the local and wider communities.</li> <li>• understand that managing money is complex and may involve risk but there are people who can help.</li> <li>• have a broad view of what we mean by poverty and know something of its links with trade and charities.</li> <li>• understand that feelings around money can be complex, difficult and changeable.</li> <li>• be able to manage money effectively in real life situations, making informed choices, tracking</li> </ul>
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	<p>*be able to express their views on a moral or social question and listen to the views of others.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*with support, be able to state some of the rights in the United Nations Convention on the Rights of the Child.</p> <p>*be able to explain a link between a right or a responsibility and a ground rule.</p> <p>*be able to take part in forming ground rules and explain what following the rules looks like.</p> <p>*understand that laws in society are to keep people safe and explain some reasons why people might break them.</p> <p>*with support, be able to talk about the role of parliament, MPs, local councils and councillors.</p> <p>* be able to express their view on a moral or social question.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to explain</p>	<p>made so much progress and will:</p> <p>*be able to recognise and communicate how they are feeling, including how strong that feeling is and whether it is comfortable or uncomfortable.</p> <p>*be able to recognise and describe feelings in others and have some ideas for how to respond sensitively.</p> <p>* have developed some strategies to deal with their own strong, changeable or mixed emotions and with feeling overwhelmed.</p> <p>* understand that how they feel can affect how they approach relationships and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind where this is helpful.</p> <p>* begin to use a simple problem solving process, sometimes without support, and have some strategies to calm themselves down to be ready to solve a problem.</p> <p>*know what it feels and looks like to be assertive and when being assertive might be appropriate.</p> <p>Some pupils will have progressed further and will:</p> <p>*be able to communicate</p>	<p>and will:</p> <p>*need support to identify others' skills and how these complement their own.</p> <p>*understand that learning is a process and that some factors will help them and others will hinder them in their learning.</p> <p>* be able to talk about the experience of learning a new skill.</p> <p>* suggest possible future jobs they might do, based on their likes and dislikes.</p> <p>*need support to demonstrate effective listening, negotiating, debating and chairing.</p> <p>*know what can help when they are making decisions.</p> <p>*know that it is important to persevere and that others can help us do this.</p>	<p>the emotions associated with puberty</p> <ul style="list-style-type: none"> <li>display a basic understanding of the different ways puberty affects different people</li> <li>show some understanding of how their behaviours and actions affect others, and need support to put this in practice</li> <li>have an understanding of adult relationships and emotions, based solely on personal experience</li> <li>show limited understanding that couples can choose to have children</li> <li>show an understanding of the nature of different family arrangements, based on personal experience.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>be able to describe in detail the stages of reproduction using mainly scientific vocabulary</li> <li>be able to describe a range of positive and negative emotions associated with the onset of puberty</li> <li>understand a wide range of ways that puberty affects people differently, both physically and emotionally</li> <li>understand that the way they behave, physically and socially, affects others and</li> </ul>	<p>someone in the recovery position and make an emergency call.</p> <p>Some pupils will not have made so much progress and will:</p> <p>* with support, be able to identify risks and describe possible consequences of taking them.</p> <p>* know when they are responsible for their own safety and when they might need help.</p> <p>*know that sometimes people in their network will be able to help and sometimes organisations might be useful.</p> <p>*with support, be able to respond appropriately when someone shares a problem with them.</p> <p>Some pupils will have progressed further and</p>	<p>spending and keeping within a budget</p> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>have a wider understanding of what money is.</li> <li>understand that occupations require different skills and allow for different earnings.</li> <li>know that we don't keep all that we earn and that money is used for the community.</li> <li>know that we make choices about spending because of our values, circumstances, beliefs and culture.</li> <li>know that using and managing money may include planning, saving and activities which may involve risk and debt and that there are people who can help us.</li> <li>understand that feelings around money can be complex and hard to manage.</li> <li>understand how to manage money effectively in real life situations.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>have a broad view of what money is, including history, supply and</li> </ul>
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	<p>the importance of children's rights and who is responsible for protecting these.</p> <p>*be able to prioritise rights for their class and school and suggest how ground rules can help to prevent problems in school.</p> <p>*identify how people might feel in situations where rights and/or responsibilities are in conflict with each other.</p> <p>* be able to state some of the rules and laws we have in our country, including legal ages, and know who is responsible for making and enforcing these.</p> <p>* understand and explain the role of the influence of others on choices to keep or break</p>	<p>effectively how they are feeling and why.</p> <p>* understand and be able to respond sensitively to the feelings of others.</p> <p>* use a range of strategies to help them manage difficult emotions, including feeling overwhelmed, and help others to do this too.</p> <p>* understand when and how to regain a positive frame of mind, and what to do if this is difficult.</p> <p>* understand and use a simple problem solving process and support others to do so.</p> <p>* begin to demonstrate assertiveness skills in situations when it is important to do so.</p> <p>Some children in the class may need and benefit from extended work on managing emotions. This could be provided through social skills groups or small group work using the Silver SEAL materials (see <b>Sources of Information and Support</b>).</p> <p><b>Anti-bullying</b></p> <p>At the end of this unit most pupils will:</p> <p>* be able to describe the key</p>	<p>*need support to give and receive feedback and apply it to future work.</p> <p>Some pupils will have progressed further and will:</p> <p>*understand the potential links between their likes, dislikes and skills and future work.</p> <p>*suggest some unforeseen consequences for themselves when they learn a new skill.</p> <p>*enable others to communicate effectively, using listening, negotiation, debating and chairing skills.</p> <p>*understand that there are inside and outside influences on their decision making.</p> <p>*be able to evaluate their own and others' work, giving sensitive feedback.</p>	<p>that they have a responsibility to others to make sure they are not hurt</p> <ul style="list-style-type: none"> <li>describe a wide range of characteristics of loving, trusting relationships of all sorts</li> <li>understand several reasons why a couple might choose to have children.</li> <li>show awareness of a range of different family arrangements and be able to verbalise the need to show respect.</li> </ul>	<p>will:</p> <p>*be able to describe a range of risky situations and be able to evaluate the positive and negative consequences of taking each risk.</p> <p>* be able to describe some emotions they might feel in a risky situation and how this might affect their behaviour.</p> <p>*suggest ways in which others may try to influence their decisions and suggest a range of strategies to deal with this.</p> <p>* be able to describe some ways they could be supportive when someone shares a problem with them.</p> <p>*be able to describe and use some basic first aid procedures.</p> <p>*be able to suggest ways they could help others to reduce risk.</p> <p><b>Safety Contexts</b>At the end of this unit most pupils will:</p> <p>* be able to explain</p>	<p>demand, trade and currencies.</p> <ul style="list-style-type: none"> <li>know that the skills we have may determine our jobs and possible earnings.</li> <li>understand some ways paid employment supports the community as a whole.</li> <li>understand that managing money, and our feelings about it, is complex but there are people who can help.</li> <li>understand some of the ways that the choices we make affect us, our communities and the wider world.</li> <li>understand how to and be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.</li> <li>have a broad view of what we mean by poverty, know something of its causes and how charities are involved.</li> </ul> <p><b>Drug Education</b></p> <p>At the end of this unit most pupils will:</p>
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		<p>characteristics and forms of bullying.</p> <p>*be able to talk about personal reasons why someone may engage in bullying.</p> <p>*be beginning to identify and describe specific types of prejudice driven bullying.</p> <p>*be able to describe the different roles of those involved in a bullying situation.</p> <p>*be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</p> <p>*be able to describe confidently and demonstrate a number of assertiveness techniques.</p> <p>* be beginning to identify places where bullying may take place in the community.</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able to describe the different forms of bullying but will need support to describe the key</p>			<p>basic road safety rules, e.g. Green Cross Code.</p> <ul style="list-style-type: none"> <li>• know some hazards associated with cycling and describe precautions they can take.</li> </ul> <p>*understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</p> <p>* recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</p> <p>*know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</p> <p>* be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced</p> <p>Some pupils will not have made so much progress and will:</p> <p>*be able to explain some basic road safety rules, such as Stop, Look and</p>	<ul style="list-style-type: none"> <li>* be able to categorise drugs as medical, non-medical, legal and illegal</li> <li>* understand the possible physical and psychological effects of some drugs</li> <li>* understand the roles of medicines and immunisations</li> <li>*recognise some reasons why people use and misuse drugs and be able to suggest some alternatives</li> <li>*understand some of the laws relating to drugs</li> <li>*have begun to recognise influence and pressure and have related this to peers and the media</li> <li>*be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</li> </ul> <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>*be able to categorise key drugs as medical, non-medical, legal and illegal</li> <li>* have a basic</li> </ul>
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		<p>characteristics of bullying.</p> <ul style="list-style-type: none"> <li>* need support to describe the nature of specific types of identity based or prejudice driven bullying.</li> <li>*need support to use more advanced assertiveness techniques. • be starting to describe the different roles of those involved in a bullying situation.</li> <li>*need support to understand how peer pressure can affect a bullying situation and how to use simple strategies to intervene and defend a person who is being bullied.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>* be able to identify the imbalance of power in a bullying situation.</li> <li>* be able to compare and contrast the different ways in which girls and boys have a tendency to bully.</li> <li>*be starting to understand the role of stereotyping in identity based / prejudice driven bullying.</li> <li>*be able to suggest simple strategies to make the local community a safer place</li> </ul>			<p>Listen.</p> <ul style="list-style-type: none"> <li>*know that cycling presents different dangers to car drivers and pedestrians.</li> <li>*know that sunburn is painful in the short term, but be uncertain about the long term negative effects.</li> <li>*recognise that electricity is dangerous, but need support in identifying risks with electricity.</li> <li>*understand some of the reasons why playing near trains is dangerous.</li> <li>*be able to describe some rules for maintaining safety at school and know about accident prevention.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>* be able to describe the 5 elements of the Green Cross Code, and explain why it is important to follow these.</li> <li>*know a variety of hazards to cyclists and</li> </ul>	<p>understanding of the possible physical and psychological effects of some drugs</p> <ul style="list-style-type: none"> <li>*have a basic understanding of the roles of medicines and immunisations</li> <li>* show a basic understanding of some of the laws relating to drugs.</li> <li>*with support, share a couple of reasons why some people use and misuse drugs and suggest alternatives</li> <li>* have begun to understand how they can be influenced and persuaded by others</li> <li>* be able to identify clear risks and choose simple risk management strategies knowing where they can get trusted support.</li> </ul> <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> <li>*be able to categorise, with confidence, a wide variety of drugs as medical, non-medical, legal and illegal</li> </ul>
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		<p>where bullying is less likely to occur.</p>			<p>describe precautions they can take.</p> <ul style="list-style-type: none"> <li>* understand the long and short term negative effects of sunburn and understand how to reduce this risk.</li> <li>* describe a range of electrical risks in the home and elsewhere and how to avoid these.</li> <li>* understand the dangers associated with trains and how to behave safely, alone or in a group.</li> <li>*be able to describe confidently rules for maintaining safety at school and understand something of the wider context of safety regulations.</li> </ul>	<ul style="list-style-type: none"> <li>*show understanding of the possible physical and psychological effects and harm caused by a number of drugs on users and others in society</li> <li>*be able to explain multiple uses of medicines and immunisations</li> <li>*have a more detailed knowledge of the laws relating to drugs</li> <li>* have a broad understanding of the range of reasons why some people use and misuse drugs and share a number of alternatives</li> <li>*understand influence and pressure and have related this to peers and the media</li> <li>* be able to identify risk and risk management strategies and know where they can get support and reliable, accurate information.</li> </ul>
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