



PSHE Curriculum Overview

Silverdale St John's CE Primary School



YWAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1/2	Me and My Relationships valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing & Changing
Bitterns Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Harriers Year 5/6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1/2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Bitterns Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Harriers Year 5/6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing

PSHE - Year A

2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1/2	Me and My Relationships valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing & Changing
<p>*pic outcomes</p>	<p>Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify the differences and similarities between people; Empathise with those who are different from them; Appreciate the positive aspects of these differences. Begin to Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p>	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Know age-appropriate ways to stay safe online.</p> <p>Recognise how a person's behaviour (including their own) can affect other people. Explain, and be able to use, strategies for dealing with impulsive behaviour. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. Explain where people get money from; List some of the things that money may be spent on in a family home. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p>	<p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>
<p>*pic outcomes</p>	<p>Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p>	<p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times when we can buy items we want and times when we need to save for items;</p>	<p>Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). Give examples of choices they make for themselves and choices others make for them;</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space;</p>

		Give examples of features of these different types of relationships, including how they influence what is shared.		Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	Rehearse strategies for when someone is inappropriately in their body space. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Harriers Year 5/6	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
*pic outcomes	<p>Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.</p>	<p>Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills. Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community /other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice;</p>	<p>Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.</p>	<p>Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p>	<p>Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Identify aspirational goals; Describe the actions needed to set and achieve these. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>

PSHE - Year B

2022/2023 2024/2025	Autumn – Happy, Healthy Me!	Spring – Time Travel	Summer – Here, There and Everywhere			
Curlews Year R/1/2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing			
*pic outcomes	<p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies.</p>	<p>Explain some of their school rules and how those rules help to keep everybody safe. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. Recognise and explain how a person's behaviour can affect other people. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. Be sensitive towards others and celebrate what makes each person unique.</p>	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Recognise the range of feelings that are associated with loss. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Basic first aid. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment. Recognise how a person's behaviour (including their own) can affect other people. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Describe how food, water and air get into the body and blood. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. Demonstrate simple ways of giving positive feedback to others.</p>
Bitterns Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing			
*pic outcomes	<p>Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p>	<p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. Understand and identify stereotypes, including those promoted in the media.</p>	<p>Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p>	<p>Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payroll is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment.</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves. Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Basic first aid. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>

Harriers Year 5/6	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
<p>*pic outcomes</p>	<p>Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p>	<p>Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>	<p>Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. Democracy in Britain. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>	<p>Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Basic first aid, including Sepsis Awareness.</p>	<p>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>