

An over view of the termly objectives covered in the PHSE and RSE curriculums:

Reception		
Autumn Term	Spring Term	Summer Term
<p>In this term pupils learn to:</p> <ul style="list-style-type: none"> • Identify a range of feelings • understand and explain our emotions • Understand that emotions can create a physical reaction • Understand the principles and benefits of having a 'growth mindset' • Understand that there are different kinds of families and that they are a loving unit. • Identify the people who are special to us and understand why this is so • Understand the importance of friendships and the characteristics of healthy ones. • Understand that healthy friendships are positive and welcoming towards each other, and do not make others feel lonely or excluded • Begin to take practical steps in a range of different contexts to improve or support respectful relationships • To learn more about the conventions of courtesy and manners. • Understand the importance or self-respect and of showing respect to others • The importance of respecting others, even when they are very different from them in terms (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>In this term pupils learn to:</p> <ul style="list-style-type: none"> • Understand the importance or self-respect and of showing respect to others • The importance of respecting others, even when they are very different from them in terms (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • The conventions of courtesy and manners. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • Understand that there are different kinds of families and that they are important for children growing up because they can give love, security and stability. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Understand appropriate and inappropriate touch – NSCPP Pants • Name external body parts including private parts • Understand that boys and girls have different private parts and that they are needed for reproduction later in life. 	<p>In this term pupils learn to:</p> <ul style="list-style-type: none"> • Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. • Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Understand the importance of permission-seeking and giving in relationships with friends, peers and adults. • Ask for advice or help for themselves or others, and to keep trying until they are heard • Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • Know where to get advice e.g. family, school and/or other sources.

<ul style="list-style-type: none"> • To identify features of the indoor and outdoor environment in terms of Why is special them, think about and try out ways we can care for it and improve it. • Understand how to ask for help and support and know the people who we can go to • Know the sort of things can we do to help us stay healthy E.g. Wash our hands before eating; cleaning our teeth and brush our hair; eating lots of different healthy foods; exercising and getting a good night's sleep. 	<ul style="list-style-type: none"> • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • Understand that they must Listening to their feelings and know when something doesn't feel right. • That there is a normal range of emotions that all humans experience in relation to different experiences and situations. • Use some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Understand that solation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Know who they can turn to if they have a problem - if something or someone is upsetting them, or making them feel worried or scared • To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • To keep asking for help until they are heard. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 	<ul style="list-style-type: none"> • Understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • Understand the importance or self-respect • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • Understand that families are important for children growing up because they can give love, security and stability. • How to recognise and report feelings of being unsafe or feeling bad about any adult • To be able to spot hazards and dangers indoors and out of doors • Find ways to stay safe in a number of contexts. • To know how to recognise and report feelings of being unsafe • To know how to ask for advice or help for themselves or others • Sort the different life stages into the correct order from young to old • Understand that we may need different kinds and amounts of support during the different life stages and why this is so
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- Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- Know that they must start to be more
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- understand that they can do things for themselves to keep safe from harm
- responsible for looking after themselves (in addition to the adults in their life).
- Know that regular hygiene routines, exercise and a balanced diet help us stay healthy and fit and that clothes keep us warm
- Know what constitutes a healthy diet and how to use this knowledge to plan and prepare healthy meals.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- Begin to understand where babies come from and understand the need for a pregnancy and explore babies need

- Explore some of the challenges of growing up - e.g. starting school - and how we cope with these.
- Think about how we can care for each other and who are finding it hard to cope with changes.
- Understand the value of Resilience in relation to learning new things.
- Value achievement and resilience – in animals and humans as they grow and change.
- Celebrate each person's resilience and achievement, reflecting on something that they used to need help with but that they can now do for themselves.

	<ul style="list-style-type: none"> • Understand how human's grow and change and have different needs that enable them to do so • Begin to recognise coins and know their value • Understand where money comes from and that it can be spent or saved but must be kept safe. • Explain that it's important to look after money so that we can look after our feelings. 	
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Year 1		
Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain some of their school rules and how those rules help to keep everybody safe. • Explain their classroom rules and be able to contribute to making these. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • 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. • 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><u>Valuing Difference</u> In this unit, pupils learn to: Identify some of the people who are special to them;</p>	<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p><u>Valuing Difference</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • On going reinforcement of learning <p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> • On going reinforcement of learning <p><u>Keeping Myself Safe</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.

- Recognise and name some of the qualities that make a person special to them.
- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

Keeping Myself Safe

In this unit, pupils learn to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.

Being My Best

In this unit, pupils learn to:

- 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 fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- 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.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

- Suggest ways they can show kindness to others
- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

Keeping Myself Safe

In this unit, pupils learn to:

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

Rights and Responsibilities

In this unit, pupils learn to:

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.
- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.
- Recognise the importance of regular hygiene routines;

- Understand why basic first Aid is important & basics on what to do in an emergency

Rights and Responsibilities

In this unit, pupils learn to:

- 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.

Being My Best

Ongoing reinforcement of learning

Growing and Changing

In this unit, pupils learn to:

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.
- 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.
- 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.

<p><u>Growing and Changing</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding • 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. 	<ul style="list-style-type: none"> • Sequence personal hygiene routines into a logical order. <p><u>Being My Best</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. <p><u>Growing and Changing</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. 	
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Year 2		
Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u> <i>In this unit, pupils learn to:</i></p> <ul style="list-style-type: none"> • <i>Suggest actions that will contribute positively to the life of the classroom;</i> • <i>Make and undertake pledges based on those actions.</i> • <i>Take part in creating and agreeing classroom rules.</i> • <i>Explain the difference between bullying and isolated unkind behaviour;</i> 	<p><u>Keeping Myself Safe</u> <i>In this unit, pupils learn to:</i></p> <ul style="list-style-type: none"> • <i>Identify situations in which they would feel safe or unsafe;</i> • <i>Suggest actions for dealing with unsafe situations including who they could ask for help.</i> • <i>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.</i> 	<p><u>Valuing Difference</u> <i>In this unit, pupils learn to:</i></p> <ul style="list-style-type: none"> • <i>Recognise and describe acts of kindness, explain it's impact on others feelings, suggest kind words and gestures they can show others, show acts of kindness.</i> • <i>Identify some of the physical and non-physical differences and similarities between people;</i> • <i>Know and use words and phrases that show respect for other people.</i>

- 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.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.
- 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.
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other
- 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.

Being My Best

In this unit, pupils learn to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.
- Explain the stages of the learning line showing an understanding of the learning process;

- 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.
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- 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.
- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Growing and changing

In this unit, pupils learn to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);

- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Recognise and explain how a person's behaviour can affect other people.
- 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.
- 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.

Rights and Responsibilities

In this unit, pupils learn to:

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.
- 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 they all have a responsibility for helping to look after the school environment.

- *Help themselves and others develop a positive attitude that support their wellbeing;*
- *Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.*
- *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.*
- *Understand that the body gets energy from food, water and oxygen;*
- *Recognise that exercise and sleep are important to health*
- *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.*

Valuing Difference

In this unit, pupils learn to:

- *Recognise and describe acts of kindness and unkindness;*
- *Explain how these impact on other people's feelings;*
- *Suggest kind words and actions they can show to others;*
- *Show acts of kindness to others in school.*
- *Describe how food, water and air get into the body and blood.*
- *Recognise that exercise and sleep are important to health*
- *Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);*

- *Understand and describe some of the things that people are capable of at these different stages.*
- *Identify which parts of the human body are private;*
- *Explain that a person's genitals help them to make babies when they are grown up;*
- *Understand that humans mostly have the same body parts but that they can look different from person to person.*
- *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.*

- *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.*
- *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.*

<ul style="list-style-type: none"> • Describe how food, water and air get into the body and blood. <p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • In this unit, pupils learn to: • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. 		
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Year 3		
Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Define the words 'danger' and 'risk' and explain the differences between the two. • Demonstrate strategies for dealing with tricky situations.

- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.
- Identify people who they have a special relationship with;

Valuing Difference

In this unit, pupils learn to:

- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.
- 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.
- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.

Keeping Myself Safe

In this unit, pupils learn to:

- 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;

- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.

Valuing Difference

In this unit, pupils learn to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- 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 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.

Keeping Myself Safe

In this unit, pupils learn to:

- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation

Rights and Responsibilities

In this unit, pupils learn to:

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;

- 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.
- Identify risk factors in given situations;

Rights and Responsibilities

In this unit, pupils learn to:

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

Being My Best

In this unit, pupils learn to:

- 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.
- Develop skills in discussion and debating an issue;

- 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.
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
- 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.
- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.

Rights and Responsibilities

In this unit, pupils learn to:

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

Growing and changing

- Plan, draft and publish a recount using the appropriate language.
- 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.
- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.
- 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.)

Being My Best

In this unit, pupils learn to:

- 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.

Cross- Curricular Project

- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.

Growing and changing

Ongoing reinforcement of learning

<p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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; • Rehearse strategies for when someone is inappropriately in their body space. • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • 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. 		
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Year 4		
Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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). <p><u>Valuing Difference</u> In this unit, pupils learn to:</p>	<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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; 	<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend;

- 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.

Rights and Responsibilities

In this unit, pupils learn to:

- Define the word influence;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.
- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.
- 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

Being My Best

In this unit, pupils learn to:

- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);

- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Valuing Difference

In this unit, pupils learn to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

Keeping Myself Safe

In this unit, pupils learn to:

- 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 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).
- 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).
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Identify images that are safe/unsafe to share online;

- Describe appropriate assertive strategies for saying 'no' to a friend.
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- 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.

Valuing Difference

In this unit, pupils learn to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)
- Give examples of features of these different types of relationships, including how they influence what is shared.
- 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.
- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- 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;
- Understand and identify stereotypes, including those promoted in the media.

- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community.
- 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.
- 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).

Cross-curricular project

In this unit, pupils learn to:

- Define what a volunteer is;
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

- Know and explain strategies for safe online sharing;
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand and explain the implications of sharing images online without consent.
- 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

Rights and Responsibilities

In this unit, pupils learn to:

- 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.
- 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 payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

Keeping Myself Safe

Ongoing reinforcement of learning

Rights and Responsibilities

Ongoing reinforcement of learning

Being My Best

In this unit, pupils learn to:

- 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.

Growing and changing

In this unit, pupils learn to:

- 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 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.
- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;

		<ul style="list-style-type: none"> • Identify some of the ways to cope better with periods. • 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. • 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.
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Year 5		
Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Explain what collaboration means; • Give examples of how they have worked collaboratively; 	<p><u>Me and My Relationships</u></p> <p>Ongoing reinforcement of learning</p> <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills: 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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.

- Describe the attributes needed to work collaboratively.
- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.

Valuing Difference

In this unit, pupils learn to:

- 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.

Keeping Myself Safe

In this unit, pupils learn to:

- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;

- 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 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.

Keeping Myself Safe

Ongoing reinforcement of learning

Rights and Responsibilities

In this unit, pupils learn to:

- 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.

Being My Best

In this unit, pupils learn to:

- Know two harmful effects each of smoking/drinking alcohol.
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.

- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.

Valuing Difference

Ongoing reinforcement of learning

Keeping Myself Safe

In this unit, pupils learn to:

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.
- Understand the actual norms around smoking and the reasons for common misperceptions of these;
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- 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.
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Understand some of the complexities of categorising drugs;

- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.

Rights and Responsibilities

In this unit, pupils learn to:

- 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.
- 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.

Being My Best

In this unit, pupils learn to:

- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community.
- 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.

Growing and changing

- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- 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.
- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.
- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

Growing and changing

In this unit, pupils learn to:

- 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.
- Explain how someone might feel when they are separated from someone or something they like;

- 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.
- 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.

Rights and Responsibilities

In this unit, pupils learn to:

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.
- 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.

Being My Best

In this unit, pupils learn to:

<p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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 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. • 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. • Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped 	<ul style="list-style-type: none"> • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. 	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
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Year 6		
Autumn Term	Spring Term	Summer Term *FGM if felt appropriate for cohort
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Recognise some of the challenges that arise from friendships; 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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'; 	<p><u>Me and My Relationships</u></p> <p>Ongoing reinforcement of learning</p> <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us;

- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Valuing Difference

In this unit, pupils learn to:

- 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).
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- 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.
- Understand and explain the term prejudice;
- 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.

Keeping Myself Safe

Ongoing reinforcement of learning

Rights and Responsibilities

Ongoing reinforcement of learning

- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- 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.
- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;
- Understand that everyone has the right to be free to choose who and whether to marry.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.

Valuing Difference

Ongoing reinforcement of learning

Keeping Myself Safe

Ongoing reinforcement of learning

- 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.

Keeping Myself Safe

In this unit, pupils learn to:

- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- 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.
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;

<p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. • 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. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. <p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. <p><u>Growing and changing</u></p> <p>Ongoing reinforcement of learning</p>	<ul style="list-style-type: none"> • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • 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 and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. • 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><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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;
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- 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.
- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services;
- Evaluate the different public services and compare their value.

Being My Best

In this unit, pupils learn to:

- 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.
- Identify aspirational goals;

Describe the actions needed to set and achieve these

Growing and changing

In this unit, pupils learn to:

- Understand the risks of sharing images online and how these are hard to control, once shared;

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| | | <ul style="list-style-type: none">• 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.
• 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.• 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.• Explain how HIV affects the body's immune system;• Understand that HIV is difficult to transmit;• Know how a person can protect them self from HIV.• Define what is meant by the term stereotype;• Recognise how the media can sometimes reinforce gender stereotypes; |
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		<ul style="list-style-type: none">• Recognise that people fall into a wide range of what is seen as normal;• Challenge stereotypical gender portrayals of people.• Identify the changes that happen through puberty to allow sexual reproduction to occur;• Know a variety of ways in which the sperm can fertilise the egg to create a baby;• Know the legal age of consent and what it means.
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