

Knowledge and Skills Progression: PSHE and Relationships Education

Y1

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	Why we have classroom rules
<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	
Children will be able to:	Thinking about feelings
<ul style="list-style-type: none"> 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.) 	
Children will be able to:	Our feelings
<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	
Children will be able to:	Feelings and bodies
<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. 	
Children will be able to:	Our special people balloons
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Good friends
<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. 	
Children will be able to:	How are you listening?
<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. 	
Valuing Difference	
Children will be able to:	Same or different?
<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	
Children will be able to:	Unkind, tease or bully?
<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. 	
Children will be able to:	Harold's school rules
<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe. 	
Children will be able to:	Who are our special people?
<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	
Children will be able to:	It's not fair!
<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	
Keeping Myself Safe	
Children will be able to:	Healthy me
<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. 	
Children will be able to:	Super sleep
<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	
Children will be able to:	Who can help? (1)
<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. 	
Children will be able to:	Harold loses Geoffrey
<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	
Children will be able to:	What could Harold do?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Good or bad touches?
<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. 	
Rights and Responsibilities	
Children will be able to:	Harold's wash and brush up
<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 	
Children will be able to:	Around and about the school
<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. 	
Children will be able to:	Taking care of something
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold's money
<ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. 	
Children will be able to:	How should we look after our money?
<ul style="list-style-type: none"> 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 place and adding to it). 	

Being My Best	
Children will be able to:	I can eat a rainbow
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Eat well
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Catch it! Bin it! Kill it!
<ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. 	
Children will be able to:	Harold learns to ride his bike
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Pass on the praise!
<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. 	
Children will be able to:	Harold has a bad day
<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. 	
Growing and Changing	
Children will be able to:	Inside my wonderful body!
<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. 	
Children will be able to:	Taking care of a baby
<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. 	
Children will be able to:	Then and now
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Who can help? (2)
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Surprises and secrets
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Keeping privates private
<ul style="list-style-type: none"> 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. 	

Knowledge and Skills Progression: PSHE and Relationships Education

Y2

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	Our ideal classroom (1)
<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. 	
Children will be able to:	Our ideal classroom (2)
<ul style="list-style-type: none"> Take part in creating and agreeing classroom rules. 	
Children will be able to:	How are you feeling today?
<ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. 	
Children will be able to:	Bullying or teasing?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Don't do that!
<ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. 	
Children will be able to:	Types of bullying
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Being a good friend
<ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. 	
Children will be able to:	Let's all be happy!
<ul style="list-style-type: none"> 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. 	
Valuing Difference	
Children will be able to:	What makes us who we are?
<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. 	
Children will be able to:	My special people
<ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. 	
Children will be able to:	How do we make others feel?
<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people. 	
Children will be able to:	When someone is feeling left out
<ul style="list-style-type: none"> 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. 	
Children will be able to:	An act of kindness
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Solve the problem
<ul style="list-style-type: none"> 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. 	
Keeping Myself Safe	
Children will be able to:	Harold's picnic
<ul style="list-style-type: none"> 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. 	
Children will be able to:	How safe would you feel?
<ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. 	
Children will be able to:	What should Harold say?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	I don't like that!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Fun or not?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Should I tell?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Some secrets should never be kept
<ul style="list-style-type: none"> 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. 	

Rights and Responsibilities	
Children will be able to:	Getting on with others
Describe and record strategies for getting on with others in the classroom.	
Children will be able to:	When I feel like erupting
<ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. 	
Children will be able to:	Feeling safe
<ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. 	
Children will be able to:	How can we look after our environment?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold saves for something special
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold goes camping
<ul style="list-style-type: none"> 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. 	
Being My Best	
Children will be able to:	You can do it!
<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 	
Children will be able to:	My day
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold's postcard - helping us to keep clean and healthy
<ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. 	
Children will be able to:	Harold's bathroom
<ul style="list-style-type: none"> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. 	
Children will be able to:	My body needs...
<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health 	
Children will be able to:	What does my body do?
<ul style="list-style-type: none"> 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. 	
Growing and Changing	
Children will be able to:	A helping hand
<ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. 	
Children will be able to:	Sam moves house
<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	
Children will be able to:	Haven't you grown!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	My body, your body
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Respecting privacy
<ul style="list-style-type: none"> 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. 	

Knowledge and Skills Progression: PSHE and Relationships Education

Y3

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	As a rule
<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. 	
Children will be able to:	My special pet
<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. 	
Children will be able to:	Tangram team challenge
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Looking after our special people
<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. 	
Children will be able to:	How can we solve this problem?
<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. 	
Children will be able to:	Dan's dare
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Thanks
<ul style="list-style-type: none"> Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. 	
Children will be able to:	Friends are special
<ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	
Valuing Difference	
Children will be able to:	Family and friends
<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	
Children will be able to:	My community
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Respect and challenge
<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. 	
Children will be able to:	Our friends and neighbours
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Let's celebrate our differences
<ul style="list-style-type: none"> 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). 	
Children will be able to:	Zeb
<ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	
Keeping Myself Safe	
Children will be able to:	Safe or unsafe?
<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. 	
Children will be able to:	Danger or risk?
<ul style="list-style-type: none"> Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. 	
Children will be able to:	Alcohol and cigarettes: the facts
<ul style="list-style-type: none"> 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. 	
Children will be able to:	The Risk Robot
<ul style="list-style-type: none"> Identify risk factors in given situations; Suggest ways of reducing or managing those risks. 	
Children will be able to:	Super Searcher
<ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. 	
Children will be able to:	None of your business!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Raisin challenge (1)
<ul style="list-style-type: none"> Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. 	
Children will be able to:	Help or harm?
<ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	

Rights and Responsibilities	
Children will be able to:	Our helpful volunteers
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Helping each other to stay safe
<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. 	
Children will be able to:	Recount task
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold's environment project
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Can Harold afford it?
<ul style="list-style-type: none"> 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.) 	
Children will be able to:	Can Harold afford it? Earning money
<ul style="list-style-type: none"> 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	
Children will be able to:	Derek cooks dinner! (healthy eating)
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Poorly Harold
<ul style="list-style-type: none"> 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. 	
Children will be able to:	For or against?
<ul style="list-style-type: none"> Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Emphise with different view points; Make recommendations, based on their research. 	
Children will be able to:	I am fantastic!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Getting on with your nerves!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Body team work
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Top talents
<ul style="list-style-type: none"> 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. 	
Growing and Changing	
Children will be able to:	Relationship Tree
<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. 	
Children will be able to:	Body space
<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. 	
Children will be able to:	Secret or surprise?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	My changing body
<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. 	
Cross-curricular project	
Children will be able to:	Let's have a tidy up!
<ul style="list-style-type: none"> Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment. 	

Knowledge and Skills Progression: PSHE and Relationships Education

Y4

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	An email from Harold!
<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. 	
Children will be able to:	Ok or not ok? (part 1)
<ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. 	
Children will be able to:	Ok or not ok? (part 2)
<ul style="list-style-type: none"> Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. 	
Children will be able to:	Human machines
<ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. 	
Children will be able to:	Different feelings
<ul style="list-style-type: none"> 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. 	
Children will be able to:	When feelings change
<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. 	
Children will be able to:	Under pressure
<ul style="list-style-type: none"> 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. 	
Valuing Difference	
Children will be able to:	Can you sort it?
<ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 	
Children will be able to:	Islands
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Friend or acquaintance?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	What would I do?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	The people we share our world with
<ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. 	
Children will be able to:	That is such a stereotype!
<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. 	
Keeping Myself Safe	
Children will be able to:	Danger, risk or hazard?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Picture Wise
<ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. 	
Children will be able to:	How dare you!
<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. 	
Children will be able to:	Medicines: check the label
<ul style="list-style-type: none"> 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). 	
Children will be able to:	Know the norms (formerly Tell Ed6)
<ul style="list-style-type: none"> 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). 	
Children will be able to:	Keeping ourselves safe
<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. 	
Children will be able to:	Raisin challenge (2)
<ul style="list-style-type: none"> 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	
Children will be able to:	Who helps us stay healthy and safe?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	It's your right
<ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. 	
Children will be able to:	How do we make a difference?
<ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. 	
Children will be able to:	In the news!
<ul style="list-style-type: none"> Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	
Children will be able to:	Safety in numbers
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Logo quiz
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Harold's expenses
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Why pay taxes?
<ul style="list-style-type: none"> 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. 	
Being My Best	

Being My Best	
Children will be able to:	What makes me ME!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Making choices (formerly Ed6 Learns to be human)
<ul style="list-style-type: none"> 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. 	
Children will be able to:	SCARF Hotel
<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 <i>Eatwell Guide</i> (formerly Eatwell Plate). 	
Children will be able to:	Harold's Seven Rs
<ul style="list-style-type: none"> 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. 	
Children will be able to:	My school community (1)
<ul style="list-style-type: none"> 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. 	
Growing and Changing	
Children will be able to:	Moving house
<ul style="list-style-type: none"> 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. 	
Children will be able to:	My feelings are all over the place!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	All change!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Period positive
<ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. 	
Children will be able to:	Secret or surprise?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Together
<ul style="list-style-type: none"> 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. 	
Cross-curricular project	
Children will be able to:	Volunteering is cool
<ul style="list-style-type: none"> Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. 	

Knowledge and Skills Progression: PSHE and Relationships Education

Y5

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	Collaboration Challenge!
<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. 	
Children will be able to:	Give and take
<ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. 	
Children will be able to:	How good a friend are you?
<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. 	
Children will be able to:	Relationship cake recipe
<ul style="list-style-type: none"> Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. 	
Children will be able to:	Being assertive
<ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. 	
Children will be able to:	Our emotional needs
<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. 	
Children will be able to:	Communication
<ul style="list-style-type: none"> 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. 	
Valuing Difference	
Children will be able to:	Qualities of friendship
<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. 	
Children will be able to:	Kind conversations
<ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. 	
Children will be able to:	The land of the Red People
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Is it true?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	It could happen to anyone
<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. 	
Keeping Myself Safe	
Children will be able to:	'Thinking' about habits
<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. 	
Children will be able to:	Jay's dilemma
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Spot bullying
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Ella's diary dilemma
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Decision dilemmas
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Play, like, share
<ul style="list-style-type: none"> 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; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. 	
Children will be able to:	Drugs: true or false?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Smoking: what is normal?
<ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these. 	
Children will be able to:	Would you risk it?
<ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	

Rights and Responsibilities	
Children will be able to:	What's the story?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Fact or opinion?
<ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. 	
Children will be able to:	Rights, responsibilities and duties
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Mo makes a difference
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Spending wisely
<ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. 	
Children will be able to:	Lend us a fiver!
<ul style="list-style-type: none"> Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. 	
Children will be able to:	Local councils
<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	
Being My Best	
Children will be able to:	Getting fit
<ul style="list-style-type: none"> 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. Understand the actual norms around smoking and the reasons for common misperceptions of these. 	
Children will be able to:	It all adds up!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Different skills
<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. 	
Children will be able to:	My school community (2)
<ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. 	
Children will be able to:	Independence and responsibility
<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. 	
Children will be able to:	Star qualities?
<ul style="list-style-type: none"> 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	
Children will be able to:	How are they feeling?
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Taking notice of our feelings
<ul style="list-style-type: none"> 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. 	
Children will be able to:	Dear Hetty
<ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. 	
Children will be able to:	Changing bodies and feelings
<ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. 	
Children will be able to:	Growing up and changing bodies
<ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 	
Children will be able to:	Help! I'm a teenager - get me out of here!
<ul style="list-style-type: none"> 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. 	
Children will be able to:	It could happen to anyone
<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. 	
Children will be able to:	Dear Ash
<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. 	
Children will be able to:	Stop, start, stereotypes
<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	

Knowledge and Skills Progression: PSHE and Relationships Education

Y6

Learning Outcomes	SCARF lesson plans
Me and My Relationships Children will be able to: <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. 	Working together
Children will be able to: <ul style="list-style-type: none"> Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. 	Let's negotiate
Children will be able to: <ul style="list-style-type: none"> 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. 	Solve the friendship problem
Children will be able to: <ul style="list-style-type: none"> List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. 	Assertiveness skills (formerly Behave yourself - 2)
Children will be able to: <ul style="list-style-type: none"> 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. 	Behave yourself
Children will be able to: <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. 	Dan's day
Children will be able to: <ul style="list-style-type: none"> 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. 	Don't force me
Children will be able to: <ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. 	Acting appropriately
Children will be able to: <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. 	It's a puzzle
Valuing Difference	
Children will be able to: <ul style="list-style-type: none"> 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. 	OK to be different
Children will be able to: <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; 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. 	We have more in common than not
Children will be able to: <ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 	Respecting differences
Children will be able to: <ul style="list-style-type: none"> 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. 	Tolerance and respect for others
Children will be able to: <ul style="list-style-type: none"> 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). 	Advertising friendships!
Children will be able to: <ul style="list-style-type: none"> 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. 	Boys will be boys? - challenging gender stereotypes
Keeping Myself Safe	
Children will be able to: <ul style="list-style-type: none"> 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. 	Think before you click!
Children will be able to: <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. 	Traffic lights
Children will be able to: <ul style="list-style-type: none"> 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. 	To share or not to share?
Children will be able to: <ul style="list-style-type: none"> 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. 	Rat Park
Children will be able to: <ul style="list-style-type: none"> 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. 	What sort of drug is...?
Children will be able to: <ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. 	Drugs: it's the law!
Children will be able to: <ul style="list-style-type: none"> 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. 	Alcohol: what is normal?
Children will be able to: <ul style="list-style-type: none"> 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. 	Joe's story (part 1)
Children will be able to: <ul style="list-style-type: none"> Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. 	Joe's story (part 2)

Rights and Responsibilities	
Children will be able to: <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. 	Two sides to every story
Children will be able to: <ul style="list-style-type: none"> 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. 	Fakebook friends
Children will be able to: <ul style="list-style-type: none"> 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 <i>interest</i>. 	What's it worth?
Children will be able to: <ul style="list-style-type: none"> 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. 	Jobs and taxes
Children will be able to: <ul style="list-style-type: none"> 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. 	Action stations!
Children will be able to: <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. 	Happy shoppers
Being My Best	
Children will be able to: <ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these. 	This will be your life!
Children will be able to: <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. 	Five Ways to Wellbeing project
Children will be able to: <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. 	Our recommendations
Children will be able to: <ul style="list-style-type: none"> Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. 	What's the risk? (1)
Children will be able to: <ul style="list-style-type: none"> 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. 	What's the risk? (2)
Growing and Changing	
Children will be able to: <ul style="list-style-type: none"> 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. 	Helpful or unhelpful? Managing change
Children will be able to: <ul style="list-style-type: none"> 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. 	I look great!
Children will be able to: <ul style="list-style-type: none"> 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. 	Media manipulation
Children will be able to: <ul style="list-style-type: none"> 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. 	Pressure online
Children will be able to: <ul style="list-style-type: none"> 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. 	Is this normal?
Children will be able to: <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. 	Dear Ash
Children will be able to: <ul style="list-style-type: none"> 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. 	Making babies
Children will be able to: <ul style="list-style-type: none"> Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV. 	What is HIV?