

## Subject Overview and Objectives LTP: **KS1- 4**

Subject: PSHE/ Living Skills	Subject Lead teacher: Amy Holman/ Sophie Nelson		Class and Year group(s):		Teacher:		Academic Year: 2026	
Whole school theme:								
Term:								
Class theme:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>Outcomes drawn from:</b> [The PSHE Association PSHE SEND Framework <b>KS 1-2</b> ]	<b>Self-awareness</b> SA1 – Things we are good at SA2/ SA3/ SA5 – Kindness and working together SA4 – People who are special to us	<b>Managing feelings</b> MF1 – Identifying and expressing feelings MF2 – Managing strong feelings	<b>Self-care, support &amp; safety</b> SSS1/ SSS2/ SSS3 – Keeping yourself safe <b>NSPCC Keeping Safe curriculum (6 week)</b> SSS4/ SSS5 – Online safety	<b>Healthy lifestyles</b> HL1 – Healthy eating HL2 – Physical health HL3 – Keeping well	<b>World I live in</b> WIL1 – Difference between people WIL2 – Jobs WIL3 – Rules & law WIL4 – Environment WIL5 – Community WIL6 - Money	<b>Changing and growing</b> CG1/ CG2 – Baby to adulthood/ puberty CG3/ CG4 – Touch and different relationships		
	<b>Self-awareness</b> SA1/ SA2 – Personal strengths and skills for learning SA3 - Prejudice & discrimination SA4 – Managing pressure	<b>Managing feelings/ Self-care, support &amp; safety</b> MF1 – Self esteem MF2 – Strong feelings MF3 – Romantic feelings and sexual attraction SSS1/ SSS2 – Feeling unwell, frightened or worried	<b>Self-care, support &amp; safety/ World I live in</b> SSS3/ SSS5 – Accidents & emergencies <b>NSPCC Keeping Safe curriculum (6 week)</b> SSS4/ SSS6/ SSS7 – Online safety & gambling WIL1 2 – Managing online information	<b>Healthy lifestyles</b> HL1 – Healthy lifestyles HL2 – Mental wellbeing HL3 – Physical health HL4/ HL5 – Healthy eating and body image HL6/ HL7 – Drugs, alcohol & smoking	<b>World I live in</b> WIL1 – Diversity, rights & responsibilities WIL1 3 – Environment WIL4 – Preparing for adulthood WIL5 – Managing finances	<b>Changing and growing</b> CG1 – Puberty CG2/ CG3 – Friendships and healthy relationships CG4/ CG5 – Intimate relationships, consent and parenthood		
<b>Objectives of unit:</b> [Knowledge/ Coverage]  *Taken from Scheme of work: PSHE SoW, PSHE Association PSHE SEND Framework KS1-2 and KS3-4.	<b>The pupils will learn about and experience:</b> 1. Personal strengths and things we can learn 2. Working together and managing people's differences 3. People who are special to us and relationships 4. Prejudice and bullying	<b>The pupils will learn about and experience:</b> 1. Identifying different emotions and feelings of their own 2. Expressing their own emotions in a positive way 3. Managing their emotions 4. Different types of relationships and appropriate behaviours	<b>The pupils will learn about and experience:</b> 1. Keeping safe online 2. Keeping safe in the community 3. Keeping safe in the home 4. Accident awareness and emergency responses	<b>The pupils will learn about and experience:</b> 1. Making healthy choices: food, lifestyle, fitness 2. Mental health and wellbeing 3. How to look after themselves, i.e. doctors, health, wellbeing 4. Affects of alcohol, drugs and tobacco on their body 5. Self-esteem, confidence and body image	<b>The pupils will learn about and experience:</b> 1. Diversity 2. Rights, responsibilities and the law 3. Looking after the environment 4. Exploring your local community and accessing leisure facilities 5. Money and budgets	<b>The pupils will learn about and experience:</b> 1. The lifecycle of a human 2. Changes during puberty 3. Consent and healthy relationships 4. Intimate/ romantic relationships and appropriate behaviours 5. Contraception and parenthood  [See RSHE training presentation from Nov 25]		
<b>Suggested teaching activities:</b>  <i>Please only chose the objectives and examples most relevant to your students' abilities, for personalised learning.</i>	<b>Baseline assessment</b> KWL grid  • Identify personal strengths and areas to improve – IEP pupil choice targets/ reviewing targets/ EHCP – what is this and how does it affect our learning?	<b>Baseline assessment</b> KWL grid  • Explore the Zones of Regulation – match colours to feelings • Discuss mental health – what is it? How does it affect us in daily life? Ways to maintain positive wellbeing – create a poster	<b>Baseline assessment</b> KWL grid  • Explore and experience basic first aid – first aider to lead the session/ do demonstrations of basic of first aid on yourself • Learn about resuscitation and role play on a resus-dummy, if available	<b>Baseline assessment</b> KWL grid  • Healthy plate sort – design a healthy packed lunch from selection • Prepare and cook a healthy meal • Design a healthy smoothie and evaluate	<b>Baseline assessment</b> KWL grid  • UN Children's charter – Rights and responsibilities – review and debate: which are most important, why? • Sort rights and responsibilities statements/ pictures	<b>Baseline assessment</b> KWL grid  • Role play – saying yes or no to a friend, making informed choices, healthy/ unhealthy relationships • Peer pressure – drama, role play, sort activity of kind/ unkind behaviours		

	<ul style="list-style-type: none"> <li>Sorting skills we have/ want to learn – photos, symbols, statements</li> <li>Soft skills for employability, i.e. active listening, communication – role play, watch a video of good/ bad leadership in jobs</li> <li>Being a good friend sort and build activity</li> <li>Anti- bullying work (Link to Anti- bullying week in November for consolidation)</li> </ul>	<p>of things that make them feel happy</p> <ul style="list-style-type: none"> <li>Role play showing and identifying different options</li> <li>Explore different types of relationships – sort appropriate behaviours into each category</li> <li>Who can help us? Investigating people who help when we are feeling unsafe or ill – role play, exploring related uniform or job roles etc</li> </ul>	<p>(British Heart Foundation video tutorials)</p> <ul style="list-style-type: none"> <li>Hazard awareness online ID quiz</li> <li>Kahoot Quiz online with the iPads on keeping safe online</li> <li>Design an online safety poster</li> <li>Explore personal safety – stranger danger, visit from local police, road safety – accessing the community</li> <li>Emergency services – role play, explore uniforms, read texts related to emergencies, discuss 999 options</li> </ul>	<p>taste/ how it looks/ what could be better?</p> <ul style="list-style-type: none"> <li>Investigate the term Mental Health – watch a video (NSPCC/ Anna Freud) and discuss</li> <li>Design a poster of strategies to support positive mental health</li> <li>Engage in some fitness activities: team sports, Zumba, yoga, guided meditation etc</li> <li>Explore people and facilities who help us stay healthy – medical services, fitness coaches, gyms – visit in local community</li> </ul>	<ul style="list-style-type: none"> <li>Needs and wants sort of pictures</li> <li>Explore photographs of people from different religions/ ethnicities/ cultures – along with related artefacts/ traditional dress or music, foods</li> <li>Investigate British law – link to Christianity and the 10 Commandments</li> <li>Explore democracy and how it looks in school – student council, eco-council, pupil voice, enterprise</li> <li>Litter picking</li> <li>Visiting a café in the community to buy food</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify different types of relationships and sort appropriate behaviours</li> <li>Life cycle of a human from conception to adulthood</li> <li>Explore the effects of puberty on a girl and a boy – changes and hormones, menstrual cycle for girls, wet dreams for boys</li> <li>Using appropriate equipment/ resources to represent types of contraception – explore different options for contraception, how they are used</li> <li>Nurse visit to discuss STIs and safe sex</li> </ul>
	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>Can identify skills they have and something they want to improve</li> <li>Can identify an appropriate target for their IEP choice</li> </ul>	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>Can use the Zones of Regulation to identify their mood/ feelings consistently</li> <li>Create a 'Regulation toolbox' of things that help them feel happy when upset or angry</li> </ul>	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>From reduced choice of visuals, can choose healthy/ unhealthy options: food, activity etc</li> <li>Can ID hazards on a picture and explain how to keep safe</li> </ul>	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>Poster conveying ways to maintain a healthy lifestyle</li> <li>Quiz to identify effects of drugs, alcohol and smoking on the body</li> </ul>	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>Students can sort needs/ wants - budgets</li> <li>Students can match rights with appropriate responsibilities</li> </ul>	<p><b>End point assessment</b></p> <ul style="list-style-type: none"> <li>Sequence the life cycle of a human – baby to adulthood</li> <li>Label a boy/ girl body outline identifying changes during puberty</li> </ul>
<p><b>Cross-curriculum Links:</b></p>	<ul style="list-style-type: none"> <li>Careers – skills for employment, personal progress</li> <li>Speaking &amp; listening – role play, discussion, debate</li> <li>Wellbeing – mental health and self- regulation</li> <li>Art – posters, building a 'Good friend' – different mediums used</li> </ul>	<ul style="list-style-type: none"> <li>PE – fitness and sports activities, mental health and healthy lifestyles</li> <li>Independent living skills – preparing, choosing and making own food, keeping themselves safe and healthy, making informed choices</li> <li>ICT – online quizzes, sort activities</li> </ul>	<ul style="list-style-type: none"> <li>Speaking &amp; listening – role play, discussion, debate</li> <li>British values – judicial system, law and democracy</li> <li>RE – religions and beliefs, cultures and traditions</li> <li>Living skills – looking after your environment, exploring local community</li> </ul>			
<p><b>RSHE</b> (Primary DfE guidance for end of year primary pupils should know) <b>links:</b></p>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of</li> </ul>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>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.</li> </ul>			

	<p>emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help..</li> </ul>	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice (e.g. family, school and/or other sources).</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<p><b>RSHE</b> (Secondary) DfE guidance for end of year Secondary pupils should know) <b>links:</b></p>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• life-saving skills, including how to administer CPR (partly).</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the similarities and differences between the online world and the physical world, including:</li> </ul>	<ul style="list-style-type: none"> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

		<ul style="list-style-type: none"> <li>the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.</li> </ul>	<ul style="list-style-type: none"> <li>that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</li> <li>what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).</li> <li>the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li> </ul>			
<b>British Values coverage</b> Non- statutory (highlight)	<ul style="list-style-type: none"> <li>Democracy</li> <li>The rule of law</li> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance of different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Democracy</li> <li>The rule of law</li> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance of different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Democracy</li> <li>The rule of law</li> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance of different faiths and beliefs</li> </ul>			
<b>Preparation for adulthood:</b> [Highlight skills focused on]	<ol style="list-style-type: none"> <li>Developing Independent Living Skills.</li> <li>Good Health and Wellbeing.</li> <li>Friendships, Relationships and Community.</li> <li>Life/Employment Skills (including Access to Employment)</li> </ol>	<ol style="list-style-type: none"> <li>Developing Independent Living Skills.</li> <li>Good Health and Wellbeing.</li> <li>Friendships, Relationships and Community.</li> <li>Life/Employment Skills (including Access to Employment)</li> </ol>	<ol style="list-style-type: none"> <li>Developing Independent Living Skills.</li> <li>Good Health and Wellbeing.</li> <li>Friendships, Relationships and Community.</li> <li>Life/Employment Skills (including Access to Employment)</li> </ol>			
<b>Skills builder skills:</b> [Highlight skills focused on – Min 2/ Max. 4]	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership

**Skills progression/ outcomes sought:** [Outcomes taken from: The PSHE Association's PSHE SEND Framework Key stage 1-2]

*Students will be able to...*

<b>Encountering</b>	Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. Respond to an adult modelling how we can show we are ready to participate in an activity.	Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings. Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.	Respond to stimuli about the people who look after us. Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about	Respond to different stimuli about what it means to be 'healthy'. Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who	Respond to stimuli with awareness and curiosity about the physical differences between people. Respond to stimuli about the different jobs adults in school do. Respond to stimuli or adult modelling about the things we are allowed to do in school. Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. Respond with curiosity to adult prompting of the names for body parts and changes of puberty Respond with interest to stimuli about different kinds of daily physical contact we experience.
	<b>Key Vocabulary</b> Friend, share, listen, special, family, feelings, school, money, coins,					

<p>notes, babies, adults, body, help</p>	<p>Respond with curiosity to modelling of 'good listening'. Respond to 'taking turns' as modelled by both adults and peers. Respond with anticipation to stimuli depicting people who are special to us. Respond to stimuli about different feelings we or others may experience.</p>		<p>what we mean by keeping a secret and what we mean by a surprise. Respond with curiosity to adult modelling of different ways that people communicate with each other. Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own.</p>	<p>help us when we are feeling unwell.</p>	<p>Respond to stimuli about the different pets people have and ways of caring for them. Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money</p>	<p>Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. Respond to stimuli about some of the different kinds of relationships there are within families.</p>
<p style="text-align: center;"><b>Foundation</b></p>	<p>Describe ourselves — recognising that there is self and there are others. Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong. Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school. Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling</p>	<p>Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. Identify some different ways of communicating feelings and needs to others.</p>	<p>Identify people who look after us and help us to take care of ourselves. Describe some simple ways we can help keep ourselves physically safe in school. Identify trusted adults in school. Recognise things we would call 'personal' and things we would call 'private'. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried. Describe some ways that we use to communicate, including online. Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.</p>	<p>Identify foods that we like and dislike to eat. Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	<p>Identify simple differences and similarities between people. Identify some different jobs that people we know do. Give some simple examples of things we are allowed/not allowed to do in school (rules). Identify simple ways in which we may take care of people and/or animals. Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).</p>	<p>Identify some of the differences between a baby, child and adult. Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. Give examples of different types of relationships. Identify the people who make up our family.</p>
<p style="text-align: center;"><b>Core</b></p>	<p>Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt.</p>	<p>Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/unhappy. Identify signs, actions, facial expressions,</p>	<p>Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). Give simple reasons why it is important to help keep</p>	<p>Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might</p>	<p>Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Identify some of the ways in which different adults who</p>	<p>Describe how our needs have changed since we were a baby. Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).</p>

<p>Key Vocabulary Courteous, cooperatively, communication, body language, facial expression, physical, communicate, uncomfortable/ comfortable, money skills, safety, medical treatment, chemical, harmful, substances</p>	<p>Describe how this may make us feel angry, worried or upset. Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by 'being fair' to one another. Describe what makes our family, friends, teachers, carers special to us. Identify the people who make up our family. Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out.</p>	<p>body language which can help us identify how others might be feeling. Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p>ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Explain why 'trust' is not the same as 'like'. Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened. Give examples of how people might use technology to communicate with others. Identify some risks of communicating online. Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/situations which we or others would expect to be 'private'.</p>	<p>make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.</p>	<p>work in school contribute to school life. Explain how rules help us; rules we have in the classroom and at home. Give reasons why it is important to take care of people, animals and all living things. Describe things we do in the groups we belong to. Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe.</p>	<p>Identify whom we can talk to about growing and changing. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. Identify different types of family. Recognise others' families in school may be different from their family</p>
<p><b>Development</b></p>	<p>Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.</p>	<p>Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and</p>	<p>Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify</p>	<p>Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much. Give reasons why it is important to take care of personal hygiene.</p>	<p>Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. Explain that we should never make assumptions about people because they belong to a</p>	<p>Describe some of the things we can do now that we couldn't do when we were younger. Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p>

<p>Key Vocabulary masturbation, uncomfortable, consent, anxious, strategies, trust, passwords, routines, money planning, romantic, prescribed medication, social media</p>	<p>Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind. Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don't wait for our turn. Describe positive feelings we may have when we spend time with friends and family. Identify whom to tell if something in our family life makes us unhappy or worried. Identify how to treat ourselves and others with respect.</p>	<p>the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p>trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire. Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. Identify things that we should never share online without checking with a trusted adult first. Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).</p>	<p>Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep. Identify some symptoms we may experience when we are not feeling well. Explain the decisions we (or an adult who takes care of us) might make about how to keep us well. Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. Explain why we should never take someone else's medication.</p>	<p>particular group or share a particular characteristic. Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future. Identify particular rules in school that help to keep us safe and how they do this. Describe our own home and explain how we and family members may take care of it. Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups. Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others.</p>	<p>Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell. Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>
<p><b>Enrichment</b></p>	<p>Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion). Recognise that this can happen online.</p>	<p>Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling. Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling. Give simple reasons why it is important that others know how we are feeling. Describe some simple ways we can help others to feel</p>	<p>Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread. Identify some different responsibilities we may have to help keep ourselves and others safe. Identify when someone might need first aid because they are hurt/ injured.</p>	<p>Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</p>	<p>Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we</p>	<p>Identify stages of the human life cycle. Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty,</p>
<p>Key Vocabulary Bullying, collaboratively, overexposure, allergies, online, unhealthy/ healthy</p>						

<p>relationships, devices, privacy, balanced lifestyle, wellbeing, mental health, vaccination, smoking, alcohol, needs Vs wants, inappropriate</p>	<p>Describe and/or demonstrate what we can say or do if we or someone else is being bullied. Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied. Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family. Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</p>	<p>better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy.</p>	<p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. Give examples of how others may put us under pressure to do something. Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. Give examples of how others may put us under pressure to do something. Identify some basic strategies for saying 'no' to pressure or dares. Identify whom to tell in different situations and what we could say. Explain how other people's identity online can be different to what it actually is in real life. Explain how to respond if we're not sure if someone online is who they say they are. Identify some benefits of balancing time on electronic devices with other activities. Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others.</p>	<p>Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun. Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people's health. Identify whom we can talk to if we are worried about health.</p>	<p>experienced or observed this. Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do. Explain how rules and laws help us to live and work with other people outside of school. Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets. Describe what it means to be part of a community. Identify different groups that make up our community. Identify what is meant by a 'need' and a 'want' in relation to spending money. Give some simple examples of what might be a 'need' and a 'want'. Explain what it means to save money and why we might do it.</p>	<p>some people enjoy masturbating, and this should be done in private. Explain that we have the right to protect our bodies from inappropriate/ unwanted touching. Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children. Identify some of the roles and responsibilities of parents and carers.</p>
<p><b>Enhancement</b></p>	<p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them. Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable</p>	<p>Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. Describe or demonstrate how to respond appropriately to others' feelings.</p>	<p>Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important. Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations when we might feel afraid. Recognise when a situation is an emergency and explain or demonstrate how to get</p>	<p>Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative. Explain why it is important to take care of our bodies both now and in the future. Explain some things that can stop us sleeping well, and suggest ways to manage these. Recognise how spending excessive time on electronic</p>	<p>Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them. Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how</p>	<p>Explain how the needs of babies, children, adults and older people differ. Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing. Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if</p>

<p>Key Vocabulary Substances, abuse, budget, gender, marriage/ civil partnerships, illegal, rights/ responsibilities, pressured/ peer pressure, vandalism, community, consequences</p>	<p>behaviour and that a trusted adult needs to be told about it. Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying. Explain why listening and respecting others' points of view helps us to get on with others. Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. Describe ways in which families can be different. Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</p>		<p>help, including how to call 999. Explain or demonstrate strategies to resist pressure to behave in inappropriate ways. Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky. Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. Explain how what we post online might affect ourselves or others Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. Identify basic rules for using social media, including age restrictions and why they exist. Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable. Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. Explain why we should tell a trusted adult even if someone has told us not to.</p>	<p>devices can affect sleep, mental and physical wellbeing. Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.</p>	<p>strengths, qualities and things we learn in school might link to possible future jobs. Identify what might happen if we did not have rules and laws or if people ignored them. Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution). Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to. Explain what is meant by the term 'afford' (in the context of money). Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>	<p>some adults think it is necessary. Identify someone we could safely go to for help if we are worried about ourselves or someone else. Explain the features of a healthy and positive friendship or family relationship. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>
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Skills progression/ outcomes sought:		[Outcomes taken from: The PSHE Association's PSHE SEND Framework Key stage 3-4]				
Students will be able to...						
<p><b>Sensory</b> [Encountering]</p>	<p>SA1.1.1 Respond to stimuli about what we are good at and/ or enjoy. SA2.1.1 Respond to stimuli about what we enjoy learning about in school. SA3.1.1 Respond to stimuli about people who are different to us in different ways. SA4.1.1 Respond to stimuli which depict kindness and unkindness.</p>	<p>MF1.1.1 Respond with curiosity to stimuli about all the different ways in which we are special. MF2.1.1 Respond to stimuli about different feelings we might experience. MF2.1.2 Respond to stimuli about how different feelings may be expressed. MF3.1.1 Respond with interest to stimuli about people we like or know.</p>	<p>Sss34567 wili2 SSS3.1.1 Respond with curiosity to stimuli about what is meant by keeping safe. SSS4.1.1 Respond with curiosity to stimuli about different ways of keeping safe online. SSS5.1.1 Respond with curiosity to stimuli about people who keep us safe at school and at home. SSS6.1.1 Respond to stimuli about things that are public and things that are private. SSS7.1.1 Respond with curiosity to stimuli about risk and chance.</p>	<p>HL1.1.1 Respond to stimuli showing different aspects of a healthy lifestyle. HL2.1.1 Respond to stimuli about things we like to do which make us feel calm and relaxed. HL3.1.1 Respond to stimuli about different kinds of physical activity and exercise. HL4.1.1 Respond to stimuli about different kinds of food and drinks. HL5.1.1 Respond to stimuli showing different images of young people. HL6.1.1 Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us. HL7.1.1 Respond to stimuli about taking care of our body.</p>	<p>WIL11.1.1 Respond with interest to stimuli about the ways in which people can be the same and also be different. WIL11.2 Respond with interest to stimuli about rules and routines there are in school. WIL13.1.1 Respond with curiosity to stimuli about the natural environment. WIL14.1.1 Respond to stimuli about adult life. WIL14.2 Respond to stimuli about the different jobs adults do in school. WIL15.1.1 Respond with curiosity to adult modelling of the uses of money.</p>	<p>CG1.1.1 Respond with curiosity to stimuli about the ways in which we change as we get older. CG2.1.1 Respond to stimuli about different kinds of friendship. CG3.1.1 Respond with curiosity to stimuli about different positive relationships we have in our lives. CG4.1.1 Respond to stimuli about romantic relationships. CG5.1.1 Respond to stimuli about different kinds of families and different kinds of relationships in families. CG5.1.2 Respond to stimuli about parenthood.</p>
<p><b>Key Vocabulary</b> Good at, people who keep us safe, health, body, help, money, family, friends, older, babies, adults, kind/ unkind, feelings</p>		<p>SSS1.1.1 Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. SSS2.1.1 Respond to stimuli about feeling frightened or worried. SSS2.1.2 Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). SSS2.1.3 Respond to adult modelling about ways to indicate to others that we need help.</p>	<p>WIL12.1.1 Respond with curiosity to stimuli about online advertising.</p>			
<p><b>Pre- entry</b> [Foundation]</p>	<p>SA1.2.1 Describe what we are good at and/or enjoy. SA2.2.1 Identify some things that make us special and unique as learners. SA2.2.2 Describe what we like and dislike doing as learners. SA2.2.3 Describe our own learning targets or goals. SA3.2.1 Describe what it means to treat others in a kind and fair way. SA4.2.1 Describe and give examples of what it means to be kind and unkind. SA4.2.2 Identify some of the ways of telling a trusted adult if someone is being unkind to us.</p>	<p>MF1.2.1 Identify feelings associated with feeling good about ourselves. MF2.2.1 Describe how we might feel, look and sound when we are happy or unhappy. MF2.2.2 Identify a range of feelings, where we might feel them in our body, and how they might make us behave. MF3.2.1 Identify what it means to like someone.</p>	<p>SSS3.2.1 Describe what is meant by personal safety. SSS3.2.2 Explain what is meant by something being an accident. SSS4.2.1 Describe what keeping safe online means. SSS5.2.1 Identify rules and procedures in school that help keep us safe. SSS6.2.1 Explain what is meant by private and what is meant by public. SSS6.2.2 Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. SSS7.2.1 Recognise simple examples of 'taking a chance'.</p>	<p>HL1.2.1 Recognise what is meant by a healthy lifestyle. HL2.2.1 Identify things we can do to help ourselves when we feel worried or stressed. HL3.2.1 Identify different kinds of physical activity and exercise. HL4.2.1 Identify our favourite foods and drinks. HL5.2.1 Identify and describe some different images of young people in pictures, magazines, TV programmes and social media. HL6.2.1 Recognise what is meant by a 'medicine'. HL7.2.1 Identify some substances people might swallow, drink or inhale that</p>	<p>WIL11.2.1 Identify some of the similarities and differences between young people of our age. WIL11.2.2 Identify what is meant by having rules in school, at home and in the wider world. WIL13.2.1 Identify living things that people can care for (e.g. house plants, pets, gardens). WIL14.2.1 Recognise different types of living arrangement, including adult care, residential care and living independently. WIL14.2.2 Explain what is meant by having a 'job'. WIL15.2.1 Describe in simple terms what money is and how it is used.</p>	<p>CG1.2.1 Identify some of the different ways we have changed as we have grown older. CG2.2.1 Describe what having or being a friend means. CG2.2.2 Identify different kinds of friendship and ways in which friendship is important. CG3.2.1 Identify some key features of positive friendships/ relationships, and how they can make us feel. CG3.2.2 Identify times when we might feel angry or sad because of someone's behaviour towards us. CG4.2.1 Identify instances in or out of school when we</p>
<p><b>Key Vocabulary</b> Private/ public, unique, targets, strengths, trust, emotions, medicine, substances, harmful, alcohol, real/ true/ fake/ false, job, supported living, residential care, similarities, permission, consent</p>		<p>SSS1.2.1 Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.</p>				

		<p>SSS2.2.1 Explain what being frightened or worried means.</p> <p>SSS2.2.2 Demonstrate simple ways to communicate that we are frightened or worried.</p> <p>SSS2.2.3 Describe in simple terms what it means to take care of our bodies and keep them safe.</p>	<p>WILI2.2.1 Recognise that not everything we see online is 'real' or 'true'.</p>	<p>could be harmful to their health.</p> <p>HL7.2.2 Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p>	<p>WILI5.2.2 Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.</p>	<p>might need to seek permission or receive consent.</p> <p>CG4.2.2 Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p> <p>CG4.2.3 Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p>CG4.2.4 Identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p>CG4.2.5 Identify whom we can talk to about relationships.</p> <p>CG5.2.1 Give examples of different types and features of committed, long-term relationships.</p> <p>CG5.2.2 Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p> <p>CG5.2.3 Identify what being in a family means.</p>
<p><b>Entry 1</b> [Core]</p>	<p>SA1.3.1 Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p> <p>SA2.3.1 Describe the particular ways we like to learn.</p> <p>SA2.3.2 Identify the difference between a short term target and an aspirational, long term goal.</p> <p>SA3.3.1 Recognise what prejudice means.</p> <p>SA3.3.2 Explain what it means to discriminate against someone.</p> <p>SA3.3.3 Recognise that prejudice and discrimination in any form are unacceptable.</p>	<p>MF1.3.1 Identify things we can do which help us to feel good about ourselves.</p> <p>MF2.3.1 Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p>MF2.3.2 Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p>MF3.3.1 Describe the difference between 'liking' someone and 'fancying' someone.</p> <p>SSS1.3.1 Identify how we can tell if we are unwell (including possible symptoms).</p>	<p>SSS3.3.1 Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).</p> <p>SSS3.3.2 Identify some behaviours that might be risky.</p> <p>SSS4.3.1 Explain what is meant by social media and how people use social media.</p> <p>SSS4.3.2 Recognise that not all information seen online is true.</p> <p>SSS4.3.3 Explain how other people's identity online can be different from what it actually is in real life.</p>	<p>HL1.3.1 Identify different ways that people can live a healthy lifestyle.</p> <p>HL1.3.2 Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check- ups at the dentist are important).</p> <p>HL2.3.1 Recognise what mental health and emotional wellbeing are.</p> <p>HL2.3.2 Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p> <p>HL3.3.1 Identify our favourite forms of physical activity and exercise.</p>	<p>WILI1.3.1 Describe some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p>WILI1.3.2 Describe what is meant by rights and responsibilities.</p> <p>WILI3.3.1 Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).</p> <p>WILI4.3.1 Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>WILI4.3.2 Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full</p>	<p>CG1.3.1 Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>CG1.3.2 Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>CG1.3.3 Explain why puberty happens.</p> <p>CG2.3.1 Identify occasions when we might need the support of friends.</p> <p>CG2.3.2 Give examples of how we can show support to our friends.</p> <p>CG2.3.3 Describe how we can let friends know that we need their help and support.</p>
<p><b>Key Vocabulary</b> Prejudice, discriminate, unacceptable/ acceptable, bullying, social media, online, identity, like/ fancy/ dislike/ love, unwell, germs, responsible, safety, dental hygiene, healthy lifestyle, emergency, media, compromise, sexual attraction/ relationships/ behaviour, adopted, fostered, puberty</p>						

	<p>SA4.3.1 Explain what is meant by teasing, hurtful and bullying behaviour.</p> <p>SA4.3.2 Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us.</p> <p>SA4.3.3 Recognise what is meant by peer pressure and peer influence.</p>	<p>SSS1.3.2 Describe in simple terms how germs can be spread to others.</p> <p>SSS1.3.3 Identify whom to tell if we feel unwell.</p> <p>SSS1.3.4 Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell.</p> <p>SSS1.3.5 Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>SSS2.3.1 Demonstrate some simple strategies we can use if we are feeling frightened or worried.</p> <p>SSS2.3.2 Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p> <p>SSS2.3.3 Explain what unwanted physical contact means.</p> <p>SSS2.3.4 Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p> <p>SSS2.3.5 Demonstrate simple ways of communicating to others that we need help.</p>	<p>SSS5.3.1 Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).</p> <p>SSS5.3.2 Explain how to report an accident in school.</p> <p>SSS5.3.3 Identify examples of what is meant by an emergency.</p> <p>SSS5.3.4 Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).</p> <p>SSS6.3.1 Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p> <p>SSS6.3.2 Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</p> <p>SSS6.3.3 Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> <p>SSS7.3.1 Explain what is meant by the term 'gambling' and identify places and ways this might take place.</p> <p>SSS7.3.2 Identify what it means to 'win' or 'lose' in relation to gambling.</p> <p>WIL12.3.1 Recognise that advertising online is targeted at individuals.</p> <p>WIL12.3.2 Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p>	<p>HL3.3.2 Identify some of the benefits of being physically active, and possible consequences of inactivity.</p> <p>HL4.3.1 Describe our favourite foods and drinks, and give reasons for our choices.</p> <p>HL4.3.2 Identify foods we can eat all the time which are good for us.</p> <p>HL4.3.3 Identify foods that should only be eaten occasionally.</p> <p>HL5.3.1 Describe our thoughts and feelings about how different bodies are portrayed in the media.</p> <p>HL6.3.1 Identify the difference between over the counter medicines and those prescribed by a doctor.</p> <p>HL7.3.1 Identify some common legal drugs (e.g. nicotine and alcohol).</p> <p>HL7.3.2 Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p>HL7.3.3 Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p> <p>HL7.3.4 Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs</p>	<p>time/part time, work placements.</p> <p>WIL14.3.3 Describe different jobs that family members, friends and people in the community may do.</p> <p>WIL15.3.1 Describe different ways in which people might acquire money.</p> <p>WIL15.3.2 Identify some ways that money can be kept safe.</p> <p>WIL15.3.3 Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</p>	<p>CG3.3.1 Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests).</p> <p>CG3.3.2 Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p>CG4.3.1 Identify different types of intimate relationships including same-sex relationships.</p> <p>CG4.3.2 Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>CG4.3.3 Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>CG4.3.4 Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p>CG4.3.5 Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p>CG4.3.6 Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p>CG5.3.1 Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.</p> <p>CG5.3.2 Recognise what 'adopted', 'fostered', or</p>
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						<p>'looked after' mean in terms of families.</p> <p>CG5.3.3 Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.</p> <p>CG5.3.4 Identify whom we can talk to if we're worried about relationships changing/ ending.</p>
<p><b>Entry 2</b> [Development]</p>	<p>SA1.4.1 Demonstrate how to recognise and appreciate personal strengths in other people.</p> <p>SA2.4.1 Describe simple strategies we can use to help us be organised in our learning.</p> <p>SA2.4.2 Explain how we might achieve our targets and goals (e.g. breaking longer- term goals down into several short term targets).</p> <p>SA3.4.1 Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p> <p>SA3.4.2 Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p> <p>SA4.4.1 Identify some of the ways in which pressure might be put on us by other people, including online.</p> <p>SA4.4.2 Describe ways we might challenge peer pressure.</p> <p>SA4.4.3 Identify different types of bullying (including online) and what the impact of bullying might be.</p> <p>SA4.4.4 Identify strategies to help us if we are being bullied, including online.</p>	<p>MF1.4.1 Identify things that we may say or do that could affect how we or others feel about us.</p> <p>MF1.4.2 Identify things that others may say or do that could affect how we feel about ourselves.</p> <p>MF2.4.1 Give examples of when we might feel strong emotions.</p> <p>MF2.4.2 Describe some simple strategies we can use to feel and stay happy.</p> <p>MF2.4.3 Identify how we can help others who may be feeling unhappy.</p> <p>MF2.4.4 Identify whom to ask or tell if we are feeling unhappy and/or need help.</p> <p>MF3.4.1 Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p>SSS1.4.1 Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.</p> <p>SSS1.4.2 Describe simple things we can do if we are not feeling well.</p> <p>SSS1.4.3 Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).</p> <p>SSS1.4.4 Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed,</p>	<p>SSS3.4.1 Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p> <p>SSS3.4.2 Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.</p> <p>SSS4.4.1 Describe some ways in which social media can be used in a safe and positive way.</p> <p>SSS4.4.2 Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online.</p> <p>SSS4.4.3 Identify some possible risks of using social media.</p> <p>SSS4.4.4 Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p> <p>SSS5.4.1 Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).</p> <p>SSS5.4.2 Identify examples of what would and would not be an emergency situation and suggest some ways to respond.</p> <p>SSS5.4.3 Identify emergency services that could help us.</p> <p>SSS6.4.1 Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</p>	<p>HL1.4.1 Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>HL1.4.2 Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</p> <p>HL1.4.3 Identify some simple strategies to help make positive choices about our health and wellbeing.</p> <p>HL2.4.1 Explain the link between physical health and mental wellbeing.</p> <p>HL2.4.2 Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.</p> <p>HL2.4.3 Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).</p> <p>HL3.4.1 Describe some of the physical and mental health benefits of regular exercise.</p> <p>HL4.4.1 Explain what we mean by a healthy, balanced diet.</p> <p>HL4.4.2 Explain what makes some foods better for our health than others.</p> <p>HL5.4.1 Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.</p>	<p>WIL1.4.1 Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).</p> <p>WIL1.4.2 Identify some of the different kinds of rights and responsibilities we have in and outside school.</p> <p>WIL3.4.1 Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p> <p>WIL4.4.1 Identify our aspirations for adult life (which may or may not include employment and independent living).</p> <p>WIL4.4.2 Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>WIL4.4.3 Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p> <p>WIL5.4.1 Explain what is meant by earning, spending, and saving money.</p> <p>WIL5.4.2 Identify some ways in which we are encouraged to spend money, including online.</p> <p>WIL5.4.3 Describe the consequences of losing money or spending more than we have.</p>	<p>CG1.4.1 Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>CG1.4.2 Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p>CG2.4.1 Identify occasions when our friends might need our support.</p> <p>CG2.4.2 Explain that we might disagree with someone and still be friends.</p> <p>CG2.4.3 Demonstrate ways to manage friendship disagreements restoratively.</p> <p>CG2.4.4 Recognise that friends do not always know what is best for each other.</p> <p>CG3.4.1 Explain how we expect people to behave towards us in friendships and relationships.</p> <p>CG3.4.2 Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>CG3.4.3 Identify people we can talk to about relationships.</p> <p>CG4.4.1 Define what intimacy means.</p> <p>CG4.4.2 Identify readiness (emotional, physical and social) for a relationship that may include sex.</p>
<p>Key Vocabulary Marriage, healthy/ unhealthy relationships, intimacy, sex, personal hygiene, hormones, rights/ responsibilities, restorative, mental wellbeing, risks, emergency services, first aid, manipulated, exercise, coping strategies, positive choices, hygiene, achievement, aspirations, gangs, painkillers, drugs, transactions, body image, motives</p>						

	<p>SA4.4.5 Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p>	<p>disrupted sleep pattern, not wanting to eat/over-eating).  SSS1.4.5 Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.  SSS2.4.1 Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.  SSS2.4.2 Explain what is meant by 'personal space'.  SSS2.4.3 Describe ways we can safely challenge unwanted physical contact and ask for help.  SSS2.4.4 Explain or demonstrate strategies for communicating that we need help in different situations.  SSS2.4.5 Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p>SSS6.4.2 Identify what is appropriate and inappropriate to share online.  SSS6.4.3 Identify trusted adults who can help us if someone tries to pressurise us online.  SSS6.4.4 Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.  SSS7.4.1 Give some reasons why people might choose to gamble.  SSS7.4.2 Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.</p> <p>WILI2.4.1 Describe simple steps to take to check if something we see online is trustworthy.  WILI2.4.2 Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.</p>	<p>HL5.4.2 Explain why some people might want to change the way they look.  HL5.4.3 Recognise what is meant by body image.  HL6.4.1 Identify some examples of over the counter medicines.  HL6.4.2 Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).  HL7.4.1 Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.  HL7.4.2 Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.  HL7.4.3 Identify how misusing substances/alcohol might impact on relationships.  HL7.4.4 Identify when, why and how to ask for help in relation to drugs and alcohol.</p>		<p>CG4.4.3 Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.  CG4.4.4 Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.  CG4.4.5 Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.  CG4.4.6 Explain that there are laws about the legal age of consent for sexual activity.  CG4.4.7 Identify how others may manipulate/persuade us to do things we do not want to do or do not like.  CG4.4.8 Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).  CG4.4.9 Identify where and how to obtain condoms and describe how to use them safely.  CG4.4.10 Identify sources of support with relationships and sex.  CG5.4.1 Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.  CG5.4.2 Identify some of the responsibilities of being a parent.  CG5.4.3 Recognise different ways a person can become pregnant, including assisted conception, donor conception.  CG5.4.4 Identify possible reasons why people might</p>
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						choose to adopt or foster children or young people. CG5.4.5 Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. CG5.4.6 Identify what we can do and whom we could tell if we think someone is being forced to marry someone.
<b>Entry 3</b> [Enrichment]	SA1.5.1 Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. SA1.5.2 Identify some simple strategies to help manage negative opinions/ comments. SA2.5.1 Describe how it feels to achieve a target. SA2.5.2 Demonstrate ways we can develop our strengths and skills through practice. SA2.5.3 Identify some ways in which our current learning will help us in the future. SA3.5.1 Explain what stereotyping means. SA3.5.2 Demonstrate simple constructive strategies for responding to prejudice and discrimination. SA3.5.3 Give reasons why we should expect to be treated with respect by others. SA4.5.1 Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. SA4.5.2 Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.	MF1.5.1 Explain the difference between helpful/kind and unhelpful/unkind comments. MF1.5.2 Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. MF2.5.1 Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. MF2.5.2 Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. MF2.5.3 Describe how to manage strong emotions by using simple strategies to help ourselves and others. MF3.5.1 Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. MF3.5.2 Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.  SSS1.5.1 Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.	SSS3.5.1 Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. SSS3.5.2 Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road). SSS4.5.1 Explain rules for keeping safe when using different social media platforms. SSS4.5.2 Identify sources of advice and support, and ways to report online concerns. SSS4.5.3 Identify how to make safe, reliable choices from search results. SSS5.5.1 Describe how to call 999 in the case of an emergency. SSS5.5.2 Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts). SSS6.5.1 Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).	HL1.5.1 Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. HL1.5.2 Explain why it is important to have enough sleep. HL2.5.1 Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. HL2.5.2 Describe how we can help friends or family who might be feeling stressed or unhappy. HL2.5.3 Identify things that can prevent people from seeking help with mental health issues (e.g. stigma). HL3.5.1 Explain some of the long term benefits of regular physical activity and exercise. HL3.5.2 Identify and challenge common stereotypes relating to physical activity. HL4.5.1 Describe some of the long term benefits of a healthy diet. HL4.5.2 Explain some of the risks of consuming food and drinks with high sugar or caffeine content. HL5.5.1 Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.	WIL1.5.1 Explain the benefits of diversity for our friendships and our community. WIL1.5.2 Identify why stereotyping is unfair. WIL1.5.3 Recognise that everyone has 'human rights' and that the law protects these rights. WIL1.5.4 Identify some of our rights to different opportunities in both education and work. WIL3.5.1 Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). WIL4.5.1 Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). WIL4.5.2 Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. WIL4.5.3 Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). WIL4.5.4 Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview). WIL5.5.1 Explain what is meant by the terms 'afford',	CG1.5.1 Identify the functions of the reproductive organs, including how conception occurs. CG1.5.2 Describe the different stages of reproduction, pregnancy and birth. CG2.5.1 Describe ways in which friendships might change over time. CG2.5.2 Explain that sometimes friendships may end, through choice or circumstances. CG2.5.3 Demonstrate strategies for managing feelings about friendships as they change and develop. CG3.5.1 Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). CG3.5.2 Identify positive strategies to manage inappropriate behaviour towards us. CG3.5.3 Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). CG3.5.4 Identify what we can do if we are worried or concerned about an unhealthy relationship.
Key Vocabulary						

	<p>SA4.5.3 Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p>	<p>SSS1.5.2 Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).  SSS1.5.3 Identify some ways we can take increased responsibility for looking after our physical and mental health.  SSS1.5.4 Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.  SSS2.5.1 Describe how it might feel when someone encroaches on our personal space.  SSS2.5.2 Give examples of when it is or is not appropriate to be in someone else's 'personal space'.  SSS2.5.3 Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.  SSS2.5.4 Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.  SSS2.5.5 Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p>	<p>SSS6.5.2 Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.  SSS6.5.3 Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.  SSS7.5.1 Describe some influences or pressures on people to gamble (e.g. advertising, friends).  SSS7.5.2 Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p>	<p>HL5.5.2 Explain what is meant by self-esteem.  HL5.5.3 Describe some ways we can maintain self-esteem in relation to body image.  HL6.5.1 Recognise the importance of taking over the counter and prescribed medicines correctly.  HL7.5.1 Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.  HL7.5.2 Describe how pressure to use substances can come from a variety of sources, including people we know.  HL7.5.3 Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).  HL7.5.4 Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.  WIL12.5.1 Explain that information from our internet use is gathered, stored and used by external organisations.  WIL12.5.2 Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.</p>	<p>'borrow' and 'lend' (in the context of money).  WIL15.5.2 Explain the difference between essential and luxury purchases.  WIL15.5.3 Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p>	<p>CG4.5.1 Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.  CG4.5.2 Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.  CG4.5.3 Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.  CG4.5.4 Demonstrate different strategies to deal with manipulation/persuasion in relationships.  CG4.5.5 Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.  CG4.5.6 Describe some forms of contraception, their correct use and where and how they can be accessed.  CG4.5.7 Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.  CG4.5.8 Explain how and when to access sexual health services.  CG5.5.1 Identify possible reasons for assisted conception, donor conception and surrogacy.  CG5.5.2 Describe choices people have in the event of an unintended pregnancy.  CG5.5.3 Explain what abortion or termination of a pregnancy means.  CG5.5.4 Identify reliable, unbiased sources of</p>
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						<p>support and explain how to access them.</p> <p>CG5.5.5 Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).</p> <p>CG5.5.6 Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> <p>CG5.5.7 Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>CG5.5.8 Explain the importance of talking to someone if worried about the ending of a relationship.</p>
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**\* Please be mindful that you do NOT have to cover every objective included in the level your students are working within. Highlight the objectives relevant to the learning and progression of your students, within the topic and your planned teaching \***

**Useful websites to support planning, teaching and learning: **\*\*Please add useful websites here\*\*****

- <https://learning.nspcc.org.uk/online-safety>
- <https://pshe-association.org.uk/>
- <https://lifeskillseducation.co.uk/pshe-curriculum/>
- <https://www.bbc.co.uk/teach/topics/cqvpy0867zt>
- <https://www.betterhealthns.co.uk/professionals/healthy-schools-network/pshe/free-resources/> - has links to main supporting websites that have lots of specific resources, e.g. St John's Ambulance, Red Cross, TES, Oral hygiene, Personal care etc

## B SQUARED ASSESSMENT FRAMEWORKS

**B SQUARED  
STANDARD  
SCORE**

**Early Steps  
(2022)**

**Engagement  
Steps**

**Progression  
Steps &  
Preparing for  
Adulthood**

**Primary  
Steps**

**Steps 4 Life  
Progress**

**Autism  
Progress**

**SEMH**

**Communi-  
cation &  
Interaction**

**P LEVELS  
AND NC  
LEVELS  
(COMPARISON)**

15 - 15.5			Progression Step 10		Level 2	Level 17	SEMh Step 11	Level 16	NC 7
14 - 15									
13 - 14			Progression Step 9 Greater Depth & Breadth			Level 16	SEMh Step 10	Level 15	NC 6
12 - 13									NC 5
11 - 12									
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMh Step 9	Level 14	NC 4
9 - 10				Year 5					
8 - 9			Progression Step 7	Year 4	Entry 3	Level 14	SEMh Step 8	Level 13	NC 3
7 - 8				Year 3					NC 2a NC 2b
6 - 7			Progression Step 6 (PKS 6)	Year 2	Entry 2	Level 13	SEMh Step 7	Level 12	NC 2c
5 - 6			Progression Step 5 (PKS 5)		Entry 1	Level 12	SEMh Step 6	Level 11	NC 1a NC 1b NC 1c
4 - 5	Early Learning Goals (ELG) Children in Reception		Progression Step 4 (PKS 4)		Step 7	Level 11	SEMh Step 5	Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 3 (PKS 3)	Primary Step 3					
2 - 3	2½-3 years	Engagement Step 6	Progression Step 2 (PKS 2)	Primary Step 2	Step 6	Level 10	SEMh Step 4	Level 9	P7
1 - 2	2-2½ years		Progression Step 1 (PKS 1)	Primary Step 1					
	18-24 months	Engagement Step 5			Step 5	Level 9	SEMh Step 3	Level 8	P6
	12-18 months					Level 8		Level 7	P5
	9-12 months	Engagement Step 4				Level 7	SEMh Step 2	Level 6	P4
	6-9 months					Level 6		Level 5	P3(i)
	3-6 months	Engagement Step 3			Step 4	Level 5	SEMh Step 1	Level 4	P3(i)
	0-3 months	Engagement Step 2			Step 3	Level 4		Level 3	P2(i)
		Engagement Step 1			Step 2	Level 3		Level 2	P2(i)
					Step 1	Level 2		Level 1	P1(i)

