



The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

play | games | dialogue | stories | nature



Year One Key Know

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships
Coverage	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Key Knowledge and Skills	<ul style="list-style-type: none"> I understand my rights and responsibilities as a member of my class. <i>I feel special and safe in my class</i> <i>I know that I belong in my class</i> <i>I know how to make my class a safe space for everyone to learn.</i> I know that my views are valued and that I can contribute <i>I recognise how it feels to be proud of an achievement.</i> I recognise the choices I make and understand the consequences. <i>I recognise a range of feelings when I face certain consequences.</i> 	<ul style="list-style-type: none"> I can set simple goals. <i>I can tell you about a thing I do well.</i> I can set a goal and work out how to achieve it. <i>I can tell you how I learn best.</i> I understand how to work well with a partner. <i>I can celebrate achievement with a partner.</i> I can tackle a new challenge and understand how this might stretch my learning. <i>I can understand how I feel when faced with a new challenge.</i> I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. <i>I know how I feel when I see obstacles and how I feel when I overcome them.</i> <i>I can tell you how I felt when I succeeded at a new challenge and how I celebrated it.</i> 	<ul style="list-style-type: none"> I can identify members of my family and recognise that there are lots of different types of family. <i>I know how it feels to belong to a family and care about the people who are important to me.</i> I can identify what being a good friend means to me. <i>I know how to make a new friend.</i> I know appropriate ways of physical contact to greet my friends and know which ways I prefer. <i>I can recognise which forms of physical contact are acceptable and unacceptable to me.</i> I know who can help me in my school community. <i>I know when I need help and I know how to ask for it.</i> I can recognise my own qualities as a person and a friend. <i>I know how to praise myself</i> I can tell you why I appreciate someone who is special to me. <i>I can express how I feel about them.</i>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	Similarities and differences	Keeping myself healthy	Life cycles – animal and human

	Understanding bullying and knowing how to deal with it. Making new friends Celebrating the differences in everyone	Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Key Knowledge and Skills	<p>I can identify similarities between people in my class. <i>I can tell you some ways in which I am the same as my friends.</i></p> <p>I can identify differences between people in my class. <i>I can tell you some ways in which I am different from my friends.</i></p> <p><i>I understand that differences make us special and unique.</i></p> <p>I can tell you what bullying is. <i>I understand how being bullied might feel.</i></p> <p>I know some people I could talk to if I was unhappy or being bullied. <i>I can be kind to children who are bullied.</i></p> <p>I know how to make friends. <i>I know how it feels to make a friend.</i></p>	<p>I know the difference between being healthy and unhealthy and some ways to keep myself healthy. <i>I feel good about myself when I make healthy choices.</i></p> <p>I know how to keep myself clean and healthy. I understand how germs cause disease or illness. I know that all household products, including medicines, can be harmful if not used properly. <i>I am special so I keep myself safe.</i></p> <p>I understand that medicines can help me if I am feeling poorly, and I know how to use them safely. <i>I know some ways to help myself if I feel poorly.</i></p> <p>I know how to keep safe when crossing the road, and about people who can help me safe. <i>I recognise when I feel frightened and know who I can ask for help.</i></p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. <i>I recognise how being healthy helps me feel happy.</i></p>	<p>I am starting to understand the life cycles of people and animals. <i>I understand that changes happen as we grow and that is OK.</i></p> <p>I can tell you some things about me that have changed and some things about me which have stayed the same. <i>I know that changes are OK and that some changes will happen whether I want them to or not.</i></p> <p>I can tell you about how my body has changed since I was a baby. <i>I understand that growing up is natural and that everybody grows at different rates.</i></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. <i>I respect my body and understand which parts are private.</i></p> <p>I understand that each time I learn something new I change a little bit. <i>I enjoy learning new things.</i></p> <p>I can tell you about changes that have happened in my life. <i>I know some ways to cope with changes.</i></p>

Year Two Key Knowledge and Skills Expectations for PHSE including Relationships and Sex Education

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships
Coverage	Hopes and fears for the year Rights and responsibilities	Achieving realistic goals Perseverance	Different types of family Physical contact boundaries

	Rewards and consequences Safe and fair learning Environment Valuing contributions Choices Recognising feelings	Learning strengths Learning with others Group co-operation Contributing to and sharing success	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Key Knowledge and Skills	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand my rights and responsibilities for being a member of my class and my school. <i>I recognise when I feel worried and know who and how to ask for help.</i></p> <p>I can listen to other people and contribute my own ideas about rewards and consequences. <i>I can help to make my class a safe and fair place.</i></p> <p>I recognise the choices I make and understand the consequences. <i>I recognise a range of feelings when I face certain consequences.</i> <i>I can work cooperatively.</i></p>	<p>I can choose a realistic goal and think about how to achieve it. <i>I can tell you about things I have achieved and say how that makes me feel.</i></p> <p>I can persevere even when I find things difficult. <i>I can tell you some of my strengths as a learner.</i></p> <p>I can recognise who I work well with and who is more difficult for me to work with. <i>I can tell you how working with other people helps me learn.</i></p> <p>I can work well in a group. <i>I can work with others in a group to solve problems.</i></p> <p>I can tell you some ways I worked well with my group. <i>I can tell you how I felt working in a group.</i></p> <p>I know how to share success with other people. <i>I can tell you how feeling part of a successful group feels.</i></p>	<p>I can identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. <i>I accept that everyone's family is different and understand that most people value their family.</i></p> <p>I understand that there are lots of forms of physical contact within a family and that some are acceptable, and some are not. <i>I know which types of physical contact I like and don't like and can talk about this.</i></p> <p>I can identify some of the things that cause conflict with my friends. <i>I can demonstrate how to use positive problem-solving techniques to resolve conflicts with my friends.</i></p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. <i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</i></p> <p>I can recognise and appreciate people who can help my family, my school, and my community. <i>I know how it feels to trust someone.</i></p> <p>I can express my appreciation for the people in my special relationships. <i>I am comfortable accepting appreciation from others.</i></p>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others	Motivation Healthier choices Relaxation	Life cycles in nature Growing from young to old Increasing independence

	Making new friends Gender diversity Celebrating difference and remaining friends	Healthy eating and nutrition Healthier snacks and sharing food	Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Key Knowledge and Skills	<p>I am starting to understand that sometimes people make assumptions about boys and girls.</p> <p><i>I understand some of the ways boys and girls are similar and feel good about this.</i></p> <p><i>I accept some of the ways girls and boys are different and accept that this is ok.</i></p> <p>I understand that bullying is sometimes about differences.</p> <p><i>I can tell you how someone who is being bullied might feel.</i></p> <p><i>I can be kind to someone who is being bullied.</i></p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p><i>I know when and how to stand up for myself and others.</i></p> <p><i>I know how to get help if I am being bullied.</i></p> <p>I know that it is ok to be different from other people and to be friends with them.</p> <p><i>I understand that we shouldn't judge people if they are different.</i></p> <p><i>I know how it feels to be a friend and have a friend.</i></p> <p>I can tell you some ways that I am different to my friends.</p> <p><i>I understand that these differences make us special and unique.</i></p>	<p>I know what I need to keep my body healthy.</p> <p><i>I am motivated to make healthy choices.</i></p> <p>I can show or tell you what relaxed means, and I know some of the things that make me feel relaxed and some of the things that make me feel stressed.</p> <p><i>I can tell you when a feeling is strong or when a feeling is weak.</i></p> <p>I know how medicines work in my body and how important it is to use them safely.</p> <p><i>I feel positive about caring for my body and keeping it healthy.</i></p> <p>I can sort foods into the correct food group and know which foods my body needs every day to keep me healthy.</p> <p><i>I have a healthy relationship with food and know which foods I enjoy the most.</i></p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p><i>I can express how it feels to share healthy foods with my friends.</i></p> <p>I can decide which foods to eat to give my body energy.</p> <p><i>I have a healthy relationship with food and know which foods are most nutritious for my body.</i></p>	<p>I can recognise cycles of life in nature.</p> <p><i>I understand that there are some changes that are outside of my control and can recognise how I feel about this.</i></p> <p>I can tell you some things about me that have changed and some things about me which have stayed the same.</p> <p><i>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</i></p> <p>I can tell you about how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p><i>I feel proud about becoming more independent.</i></p> <p>I can recognise the physical differences between boys and girls, use the correct names for these: penis, testicles, vagina, vulva, anus, and appreciate that some parts of my body are private.</p> <p><i>I respect my body and understand which parts are private.</i></p> <p>I understand that there are different types of touch and can tell you which ones I like and don't like.</p> <p><i>I am confident to say what I like and don't like and can ask for help.</i></p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p><i>I can start to think about changes I will make when I am in Year Three and know how to go about this.</i></p>

Year Three Key Knowledge and Skills Expectations for PHSE including Relationships and Sex Education

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships
Coverage	Setting personal goals	Difficult challenges and achieving success	Family roles and responsibilities

	<p>Self-identity and worth Positivity in challenges Rules, rights, and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>
Key Knowledge and Skills	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I value myself and know how to make someone else feel welcomed and valued. I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad, or scared and can identify if other people are feeling these emotions. I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued. I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards and consequences. I can make responsible choices and take action. I can work cooperatively in a group. I understand that my actions affect others and try to see things from the point of view of others.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability). I can identify a dream or ambition that is important to me I can imagine how it will feel when I achieve my dream/ambition. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down my goal into several steps and know how others could help me to achieve them. I am motivated and enthusiastic about achieving a new challenge. I know that I am responsible for my own learning and can use my strengths as a learner to achieve a challenge. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can manage feelings of frustration that may arise when obstacles occur. I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others.</p>	<p>I can identify the roles and responsibilities of different members of my family and can reflect on the expectations of males and females. I can describe how taking some responsibility in my family makes me feel. I can identify and put into practice some of the skills of friendship, e.g., taking turns, being a good listener. I know how to negotiate in conflict situations to try and find a win-win solution. I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried about anything online. I can explain how some of the actions and work of people around the world help influence my life. I can show awareness of how this might affect my choices. I understand how my needs and rights are shared by other children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them. I can express my appreciation for my friends and family. I enjoy being part of a family and friendship group.</p>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes</p>

	Giving and receiving compliments	Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Challenging my ideas Preparing for transition
Key Knowledge and Skills	<p>I understand that everybody's family is different and important to them.</p> <p><i>I appreciate my family and the people who care for me.</i></p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p><i>I know how to calm myself down and can use solve it together techniques.</i></p> <p>I know what it means to be a witness to bullying.</p> <p><i>I know some ways of helping someone who is being bullied to feel better.</i></p> <p>I know that witnesses can make things better or worse by the actions they take.</p> <p><i>I can problem solve a bullying situation with others.</i></p> <p>I recognise that some words are used in hurtful ways.</p> <p><i>I try not to use hurtful words.</i></p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p><i>I can give and receive complements and know how this feels.</i></p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p><i>I can set myself a fitness challenge.</i></p> <p>I know that the amount of calories, fat, and sugar I put into my body will affect my health.</p> <p><i>I know what it feels like to make a healthy choice.</i></p> <p>I can share my knowledge and tell you my feelings about drugs.</p> <p><i>I can identify how I feel towards drugs.</i></p> <p>I can identify things, people, and places that I need to keep safe from.</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call the emergency services.</p> <p><i>I can express how being anxious or scared feels.</i></p> <p>I can identify when something feels safe or unsafe.</p> <p><i>I can take responsibility for keeping myself and others safe.</i></p> <p>I understand how complex my body is and how to take care of it.</p> <p><i>I respect my body and appreciate what it does for me.</i></p>	<p>I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female that has the baby.</p> <p><i>I can express how I feel when I see babies or baby animals.</i></p> <p>I understand how babies grow in a mother's uterus. I understand what a baby needs to live and grow.</p> <p><i>I can express how I might feel if I had a new baby in my family.</i></p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I understand how girls' and boys' bodies change on the outside during this growing up process.</p> <p><i>I recognise how I feel about these changes happening to me and know how to cope with those feelings.</i></p> <p>I understand how girls' and boys' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p><i>I recognise how I feel about these changes happening to me and know how to cope with those feelings.</i></p> <p>I can start to identify stereotypical ideas I might have about parenting and family roles.</p> <p><i>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</i></p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p><i>I can start to think about changes I will make when I am Year Four and know how to go about this.</i></p>

Year Four Key Knowledge and Skills Expectations for PHSE including Relationships and Sex Education

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships
Coverage	Being part of a class team Being a school citizen	Hopes and dreams Overcoming disappointment	Jealousy Love and loss

	Rights, responsibilities, and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
Key Knowledge and Skills	<p>I know my attitudes and actions make a difference to the class team.</p> <p><i>I know how good it feels to be included in a group and understand how it feels to be excluded.</i></p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p><i>I can take a role in a group and contribute to the overall outcome.</i></p> <p>I understand how democracy works through the School Council.</p> <p>I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them.</p> <p><i>I understand how rewards and consequences motivate people's behaviour.</i></p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I can tell you about some of my hopes and dreams.</p> <p><i>I know how it feels to have hopes and dreams.</i></p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p><i>I know how disappointment feels and can identify when I have felt it.</i></p> <p>I know that focusing on happy and positive experiences can help me counteract the feeling of disappointment.</p> <p><i>I know how to cope with disappointment and can help others do the same with theirs.</i></p> <p>I know how to set new goals and make new plans even if I have been disappointed.</p> <p><i>I know what it means to resilient and have a positive attitude.</i></p> <p>I know how to plan the steps needed to achieve a goal and can do this successfully as part of a team.</p> <p><i>I can enjoy being part of a group challenge.</i></p> <p>I can identify the contributions made by myself and others as part of a group achievement.</p> <p><i>I know how to share in the success of a group.</i></p>	<p>I can recognise situations that can cause jealousy in relationships.</p> <p><i>I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens.</i></p> <p>I can identify someone I love and express why they are important to me.</p> <p><i>I can explain how most people feel when they lose someone or something they love.</i></p> <p>I can tell you about someone I know that I no longer see.</p> <p><i>I understand that we can remember people even though we no longer see them.</i></p> <p>I recognise that friendships change, know how to make new friends, and how to manage if I fall out with my friends.</p> <p><i>I know how to stand up for myself and how to negotiate and how to compromise.</i></p> <p>I understand what having a boyfriend or girlfriend means and understand that this is a special relationship for when I am older.</p> <p><i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressured into having a boyfriend or girlfriend.</i></p> <p>I know how to show love and appreciation to the people and animals that are special to me.</p> <p><i>I can love and be loved.</i></p>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	Challenging assumptions Judging by appearance Accepting self and others	Healthier friendships Group dynamics Smoking	Being unique Having a baby Girls and puberty

	Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Alcohol Assertiveness Peer pressure Celebrating inner strength	Confidence in change Accepting change Preparing for transition Environmental change
Key Knowledge and Skills	<p>I understand that sometimes we make assumptions based on what people look like. I try to accept people for who they are.</p> <p>I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on, but I am not sure. I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses of bullying sometimes join in and sometimes don't tell. I can problem solve a bullying situation with others.</p> <p>I can tell you what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>I can tell you about a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>I recognise how different friendship groups are formed, how I fit in and which friendships I value the most. I can identify the feelings I have about my friends and about my different friendship groups.</p> <p>I know that there are people who take on the role of leaders and followers within a group, I know which role I take on in different situations. I am aware of the impact different groups have on me and can recognise the people I most want to be friends with.</p> <p>I understand the facts about smoking, including some of the impacts on health and some of the reasons people start to smoke. I can recognise negative feelings in peer pressure situations, such as embarrassment, shame, guilt, and inadequacy, and know how to act assertively to resist pressures from myself and others.</p> <p>I can recognise when people are putting me under pressure and can identify ways to resist this when I want. I can identify feelings of anxiety and fear in peer pressure situations.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong. I know how to tap into my inner strength and know how to be assertive.</p>	<p>I understand that some of my personal characteristics come from my birth parents, and this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being.</p> <p>I can correctly identify the internal and external parts of a male and female body that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having a baby when I am older.</p> <p>I can explain how a girl's body changes as she grows older so that she can have a baby, and that menstruation (having a period) is a natural part of this. I have strategies to help me deal with the physical and emotional changes that will occur during puberty.</p> <p>I know how the circle of change works and can apply it to changes I want to occur in my life. I am confident enough to make changes if I think they will benefit me.</p> <p>I can identify changes that have and may continue to be out of my control that I learnt to accept. I can express my fears and concerns about my changes that are outside of my control and know how to manage these feelings positively.</p> <p>I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year Four and know how to go about this.</p>

Year Five Key Knowledge and Skills Expectations for PHSE including Relationships and Sex Education

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships

Coverage	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARTT internet safety rules</p>
Key Knowledge and Skills	<p>I can face a new challenging positively and know how to set personal goals.</p> <p><i>I know what I value most about my school and can identify my hopes for the coming school year.</i></p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p><i>I can empathise with people in this country whose lives are different to my own.</i></p> <p>I can make decisions about my own behaviour because I know how rewards and consequences feel.</p> <p><i>I understand that my actions affect me and others.</i></p> <p>I understand how an individual's behaviour can impact on a group.</p> <p><i>I can contribute to a group and understand how we can best functions as a whole.</i></p> <p>I understand that democracy and having a voice benefits the school community and know how to participate in this.</p> <p><i>I understand how our school community benefits from our learning charter and can help others follow it.</i></p>	<p>I understand that I may need money to achieve some of my dreams.</p> <p><i>I can identify what I would like my life to be like when I grow up.</i></p> <p>I know about a range of jobs that people I know carry out and have explored how much people earn in different jobs.</p> <p><i>I appreciate the contributions made by people in different jobs.</i></p> <p>I can identify a job I would like to do when I grow up, I understand what motivates me and what steps I will need to take.</p> <p><i>I understand and appreciate the opportunities education is giving me and understand how this will help me build my future.</i></p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p><i>I can reflect on how these relate to my own.</i></p> <p>I understand that communicating with someone from a different culture means we can learn from each other, and I can identify a range of ways that we could support each other.</p> <p><i>I appreciate the similarities and differences in aspiration between myself and young people in other cultures.</i></p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, for example through sponsorship.</p> <p><i>I understand why I am motivated to make a positive contribution to others.</i></p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p><i>I know how to keep building my own self esteem.</i></p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p><i>I can recognise when an online community feels unsafe or uncomfortable.</i></p> <p>I understand that there are rights and responsibilities in an online community or social network.</p> <p><i>I can recognise when an online community is helpful or unhelpful to me.</i></p> <p>I know that there are rights and responsibilities when playing a game online.</p> <p><i>I can recognise when an online game is unhelpful or unsafe.</i></p> <p>I can recognise when I am spending too much time using devices (screen time).</p> <p><i>I can identify things to do to reduce screen time so that my health is not affected.</i></p> <p>I can explain how to keep safe when using technology to communicate with my friends.</p> <p><i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself and others.</i></p>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	<p>Cultural differences and how they can cause conflict</p> <p>Racism Rumours and name-calling</p> <p>Types of bullying</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p>

	Material wealth and happiness Enjoying and respecting other cultures	Body image Relationships with food Healthy choices Motivation and behaviour	Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Key Knowledge and Skills	<p>I understand that cultural differences sometimes cause conflict.</p> <p><i>I am aware of my own culture.</i></p> <p>I understand what racism is.</p> <p><i>I am aware of my attitude to different races.</i></p> <p>I understand how rumour spreading and name calling can be bullying behaviours.</p> <p><i>I can tell you a range of strategies for managing my feelings in a bullying situation and for problem solving if I am part of one.</i></p> <p>I can explain the differences between direct and indirect bullying.</p> <p><i>I know some of the ways to help children who demonstrate bullying behaviours to make other choices and know how to support children who are being bullied.</i></p> <p>I can compare my life to the lives of people in the developing world.</p> <p><i>I can appreciate the value of happiness regardless of material wealth.</i></p> <p>I understand a different culture from my own.</p> <p><i>I respect my own and other peoples cultures.</i></p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver, and heart.</p> <p><i>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</i></p> <p>I know some of the risks associated with alcohol, including anti-social behaviour and how it affects the liver and heart.</p> <p><i>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</i></p> <p>I know how to put into practise basic emergency aid and procedures, including the recovery position, and know how to get help in an emergency situation.</p> <p><i>I know how to keep myself calm in emergencies.</i></p> <p>I understand how the media, social media and celebrity culture promote certain body types.</p> <p><i>I can reflect on my own body image and understand how important it is that this is positive and that I accept and respect myself for who I am.</i></p> <p>I can describe the roles food can play in people's lives and can explain how people can develop eating problems (disorders), relating to body image pressures.</p> <p><i>I respect and value my body.</i></p> <p>I know what makes a healthy lifestyle, including healthy eating and the choices I need to make to be healthy and happy.</p> <p><i>I am motivated to keep myself healthy and happy.</i></p>	<p>I am aware of my own self image and how my body image fits into that.</p> <p><i>I know how to develop my own self esteem.</i></p> <p>I know how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p><i>I understand that puberty is a process that happens naturally to everybody and that it will be ok for me.</i></p> <p><i>I can explain how I feel about the changes that will happen to me during puberty.</i></p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p><i>I appreciate how amazing it is that human bodies can reproduce in these ways.</i></p> <p>I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibility (age of consent).</p> <p><i>I am confident that I can cope with the changes that growing up will bring.</i></p> <p>I can explain what I am looking forward to when I move to my next class.</p> <p><i>I can start to think about changes I will make next year and know how to go about this.</i></p>

Year Six Key Knowledge and Skills Expectations for PHSE including Relationships and Sex Education

	Autumn	Spring	Summer
Aspect	Being Me in My World	Dreams and Goals	Relationships
Coverage	Identifying goals for the year Global citizenship	Personal learning goals, in and out of school Success criteria	Mental health

	<p>Children's universal rights Feeling welcome and valued Choices, consequences, and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>
<p>Key Knowledge and Skills</p>	<p>I can identify my goals for this year, understand my fears and worries for the future and know how to express them. I feel welcomed and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people globally and locally. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these things relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how an individual's behaviour can impact on a group. I understand why our school community benefits from a learning charter and how I can help others to follow it by modelling it myself.</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself, for example one in school goal, and one goal for outside school. I understand why it is important to stretch the boundaries of my current learning. I can work out the learning steps I need to take to achieve my goal and understand how to motivate myself to work on these. I can set success criteria, so I know whether I have achieved my goal. I can identify problems in the world that concern me and can talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can work with other people to make the world a better place. I can empathise with people who are suffering or living in a difficult situation. I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p>I know that it is important to take care of my mental health. I understand that people can develop problems with their mental health and that this is nothing to be ashamed of. I know how to take care of my mental health. I can help myself and others when worried about a mental health problem. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. I can recognise when people are trying to take power or control. I can demonstrate ways I could stand up for myself and my friends in situations where other people are trying to take power or control I can judge whether something online is safe or helpful to me. I can resist pressure to do something online that might hurt myself or others. I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and wellbeing.</p>
Aspect	Celebrating Difference	Healthy Me	Changing Me
Coverage	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health</p>	<p>Self-image Body image Puberty and feelings Conception to birth</p>

	<p>Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Managing stress</p>	<p>Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
<p>Key Knowledge and Skills</p>	<p>I understand that there are different perceptions about what normal means. <i>I can empathise with people who are different.</i> I understand how being different could affect someone's life. <i>I am aware of my attitude towards people who are different.</i> I can identify and explain how one person, or a group can have power over another. <i>I know how it feels to be excluded or treated badly for being different in some way.</i> I know some of the reasons why people use bullying behaviours. <i>I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I am part of one.</i> I can give examples of people with disabilities who lead amazing lives. <i>I appreciate people for who they are.</i> I can explain ways in which difference can be a source of conflict and a cause for celebration. <i>I can share empathy with people in either situation.</i></p>	<p>I can take responsibility for my health and make choices that benefit my health and wellbeing. <i>I am motivated to care for my physical and emotional health.</i> I know about different types of drugs, their uses, and their effects on the body particularly the liver and the heart. <i>I am motivated to find ways to be happy and cope with life's situations without using drugs.</i> I understand how some people can be exploited and made to do things that are against the law. <i>I can explain ways that a person who is being exploited can help themselves.</i> I know why some people join gangs and the risks this involves. <i>I can suggest strategies someone could use to avoid being pressured.</i> I understand what it means to be emotionally well and can explore people's attitude to towards mental health/illness. <i>I know how to help myself feel emotionally healthy and can recognise when I need help with this.</i> I can recognise stress and the triggers that cause this, and I understand how stress can cause drug and alcohol misuse. <i>I can use different strategies to manage stress and pressure.</i></p>	<p>I am aware of my own self-image and how my body image fits into that. <i>I know how to develop my own self esteem.</i> I can explain how girl's and a boy's bodies change during puberty and understand the importance of looking after yourself physically and emotionally. <i>I understand that puberty is a process that happens naturally to everybody and that it will be ok for me.</i> I can explain how a baby develops from conception through the nine months of pregnancy, and how it is born. <i>I can express how I feel when I reflect on the development and birth of a baby.</i> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. <i>I understand that response for one another is essential in a boyfriend/girlfriend relationship and that I shouldn't feel pressured into doing something I don't want to.</i> I am aware of the importance of a positive self-esteem and what I can do to develop it. <i>I can express how I feel about my self-image and know how to challenge negative body talk.</i> I can identify what I am looking forward to and what worries me about transitioning to secondary school. <i>I know how to prepare myself emotionally for the changes next year.</i></p>