

Subject: PSHE

Cycle B Y5/6

EYFS (Early Learning Goals)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships

- Work and play cooperatively and take turns with others.
- Phone positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

UNDERSTANDING THE WORLD

People, Culture and Communities

- No some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KS1 & 2 Programmes of Study

Relationships Education (Primary)

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful relationships

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. <p><u>Being safe</u></p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. <p>*13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>
	<p><u>Physical health and mental wellbeing: Primary</u></p> <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p><u>Internet safety and harms</u></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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.

<ul style="list-style-type: none"> • 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. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p><u>Health and prevention</u></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 						
Class Y5/6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	Key Knowledge & Skills (Y6) <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; 	Key Knowledge & Skills (Y5) <ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; 	Key Knowledge & Skills (Y6) <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others 	Key Knowledge & Skills (Y5) <ul style="list-style-type: none"> • Identity, write and discuss issues currently in the media concerning health and wellbeing; 	Key Knowledge & Skills (Y6) <ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a 	Key Knowledge & Skills (Y5) <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings

	<ul style="list-style-type: none"> Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they 	<ul style="list-style-type: none"> Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; 	<p>online and face-to-face;</p> <ul style="list-style-type: none"> Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their 	<ul style="list-style-type: none"> Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. 	<p>healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
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	<p>change according to circumstance;</p> <ul style="list-style-type: none"> • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; 	<ul style="list-style-type: none"> • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. 	<p>medical and legal context;</p> <ul style="list-style-type: none"> • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and give examples of conflicting emotions; • Understand and reflect on how 	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. <p><u>Stop, start, stereotypes (Supplement with LGBT fictional publications)</u></p> <ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
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	<ul style="list-style-type: none"> Describe safe and respectful behaviours when using communication technology. 		independence and responsibility go together.			
	<p>Key Questions</p> <ul style="list-style-type: none"> Can you demonstrate a collaborative approach to a task? Can you describe and implement the skills needed to do this? Can you explain what is meant by the terms 'negotiation' and 'compromise'? Can you suggest positive strategies for negotiating and compromising within a collaborative task? Can you recognise some of the challenges that arise from friendships? Can you suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach? Can you recognise and empathise with patterns of behaviour in peer-group dynamics? Can you recognise basic emotional needs and understand that 	<p>Key Questions</p> <ul style="list-style-type: none"> Can you name some key qualities of friendship? Can you describe ways of making a friendship last? Can you explain why friendships sometimes end? Can you show active listening skills? Can you show respectfulness in responding to others? Can you respond appropriately to others? Do you have an understanding of discrimination and its injustice, and describe this using examples? Can you empathise with people who have been, and currently are, subjected to injustice, including through racism? Do you know how discriminatory behaviour can be challenged? 	<p>Key Questions</p> <ul style="list-style-type: none"> Do you accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face? Do you understand the ease with which something posted online can spread? Can you identify strategies for keeping personal information safe online? Can you describe safe behaviours when using communication technology? Do you know that it is illegal to create and share sexual images of children under 18 years old? Do you know the risks of sharing photos and films of themselves with other people directly or online? Do you know how to keep their information private online? Do you understand what is meant by 	<p>Key Questions</p> <ul style="list-style-type: none"> Can you identify, write and discuss issues currently in the media concerning health and wellbeing? Can you talk about issues concerning health and wellbeing? Can you make recommendations on an issue concerning health and wellbeing? Do you understand the difference between a fact and an opinion? Do you understand what biased reporting is and the need to think critically about things we read? Do you know the differences between responsibilities, rights and duties? Do you understand the impact on individuals and the wider community if responsibilities are not carried out? Can you explain what we mean by the terms voluntary, community 	<p>Key Questions</p> <ul style="list-style-type: none"> Do you know what the five ways to wellbeing are? How do the five ways to wellbeing help towards a healthy lifestyle? Can you name some aspirational goals? Can you identify risk factors in a given situation? Can you explain the outcomes of risk-taking in a given situation, including emotional risks? Can you recognise what risks are? Can you explain how a risk can be reduced? Do you know the risks related to growing up and explain the need to be aware of these? Do you know how to ask for help keep themselves safe? 	<p>Key Questions</p> <ul style="list-style-type: none"> Can you use a range of words and phrases to describe the intensity of different feelings? Do you know the difference between good and not so good feelings, using appropriate vocabulary to describe these? Can you explain strategies they can use to build resilience? Do you know which people can be trusted? Do you understand what kinds of touch are acceptable or unacceptable? How would you deal with a situation where you feel uncomfortable, particularly in relation to inappropriate touch? Can you explain how someone might feel when they are separated from someone or something they like?

	<p>they change according to circumstance?</p> <ul style="list-style-type: none"> • Can you suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about? • Can you describe the consequences of reacting to others in a positive or negative way? • Can you suggest ways that people can respond more positively to others? • Can you describe ways in which people show their commitment to each other? • Do you know the ages at which a person can marry, depending on whether their parents agree? • Do you understand that everyone has the right to be free to choose who and whether to marry? • Can you recognise that some types of physical contact can produce strong negative feelings? • Do you know that some inappropriate touch is also illegal? 	<ul style="list-style-type: none"> • Can you identify and describe the different groups that make up their school/wider community/other parts of the UK? • Can you describe the benefits of living in a diverse society? • Can you explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this? • Do you understand that the information we see online, either text or images, is not always true or accurate? • Do you recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them? • Do you understand and can you explain the difference between sex, gender identity, gender expression and sexual orientation? • Can you identify the consequences of positive and negative behaviour on yourself and others? • Can you give examples of how individual/group actions can impact on 	<p>addiction, demonstrating an understanding that addiction is a form of behaviour?</p> <ul style="list-style-type: none"> • Do you understand that all humans have basic emotional needs and explain some of the ways these needs can be met? • Can you explain how drugs can be categorised into different groups depending on their medical and legal context? • Can you demonstrate an understanding that drugs can have both medical and non-medical uses? • Can you explain in simple terms some of the laws that control drugs in this country? • Do you understand the actual norms around drinking alcohol and the reasons for common misperceptions of these? • Can you describe some of the effects and risks of drinking alcohol? • Do you understand that all humans have basic emotional needs and explain some of the ways these needs can be met? 	<p>and pressure (action) group?</p> <ul style="list-style-type: none"> • Do you know any voluntary groups and do you understand the value of what they do? • Can you name the costs involved in making something and selling it? • What kinds of things might someone buying a product want to ask? • What do the words loan, credit, debt and interest mean? • Can you explain some of the areas that local councils have responsibility for? • Understand that local councillors are elected to represent their local community. 		<ul style="list-style-type: none"> • What are the correct words for the external sexual organs? • Can you talk about some of the myths associated with puberty? • Do you know some products that you may need during puberty and why? • Can you identify the consequences of positive and negative behaviour on themselves and others? • Can you give examples of how individual/group actions can impact on others in a positive or negative way? • Can you explain the difference between a safe and an unsafe secret? • Can you identify situations where someone might need to break a confidence in order to keep someone safe?
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		others in a positive or negative way?	<ul style="list-style-type: none"> Can you explain how these emotional needs impact on people's behaviour? Can you suggest positive ways that people can get their emotional need met? 			
	Key Vocabulary cooperation, teamwork, challenge, working together, negotiate, respect, negotiate, conflict resolution, agreement, assertiveness, advice, friendship, peer influence, bullying, risk taking, communication, positive relationships, marriage, civil partnerships, LGBT, law, forced marriage, appropriate touch, consent, inappropriate touch	Key Vocabulary Being yourself, self-esteem, bullying, friendships, positive relationships, British values, respect, tolerance, racism, discrimination, difference, religious beliefs, religious practises, Internet safety, gender identity, LGBT, social media, react, situations	Key Vocabulary Assertiveness, bullying, peer pressure, respect, rules and laws, social norms, trust, internet safety, peer influence, consent, rights, relationships, privacy, decision making, sexting, law, online safety, drugs	Key Vocabulary healthy lifestyles, responsibilities, health and well being, media influence, opinion, perceive, environment, pupil voice, right, community, responsibilities, duties, money, wages, salaries, costs, environmentally sustainable comet loan, credit, debt, interest, borrowing, lending, British values, democracy	Key Vocabulary cooperation, five ways of well being, healthy lifestyles, mental health, physical activity, teamwork, self esteem, enterprise, aspirational goals, truth mindset, achievement, decision's, career, qualifications, pupil voice, media influence, risk taking, safety, social norms, decision-making, British Red Cross, first aid	Key Vocabulary Self esteem, bullying, growing and changing, resistance, disappointed, feelings, emotions, support networks, bullying, appropriate touch, inappropriate touch, seeking help, loss, separation, being different, puberty, reproduction, body parts, wet dreams, periods, body odour, positive relationships, caring, embarrassing
Cultural Capital	Opportunities	Opportunities	Opportunities	Opportunities	Opportunities	Opportunities
Full skill Coverage Please note all of these are covered and revisited and consolidated in each of the units taught over the year.						

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
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<ul style="list-style-type: none"> ▪ Recognise their own likes / dislikes, traits and individual preferences. ▪ Recognise other people's likes / dislikes, traits and preferences. 	<ul style="list-style-type: none"> ▪ Demonstrate that they can work in a pair and a small group. 	<ul style="list-style-type: none"> ▪ Demonstrate active listening skills. ▪ Speak in front of others. 	<ul style="list-style-type: none"> ▪ Negotiate in small groups. ▪ Coming to a 'consensus'. 	<ul style="list-style-type: none"> ▪ Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> ▪ Recognise simple body language. ▪ Understand verbal and non-verbal communication. ▪ Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Understand the skill and can put it into practice. ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean it. ▪ Ask for time to think things over. 	<ul style="list-style-type: none"> ▪ Understand that they have choices. ▪ Identify points of choice. ▪ Explore factors which influence choosing. ▪ Make more informed choices. 	<ul style="list-style-type: none"> ▪ Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. ▪ Risk taking can be good when it means trying something new that we might like. 	<ul style="list-style-type: none"> ▪ Recognise the influences over choice and decisions, both internal and external. ▪ Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ▪ Demonstrate that they know the process for decision making. 	

Keep Y5 and Y6 separate – record on separate sheets

Assessment – Cycle B – Y5/46											
Me and My Relationships (Y6)	Children initials	Valuing Difference (Y5)	Children initials	Keeping Myself Safe (Y6)	Children initials	Rights and Responsibilities (Y5)	Children initials	Being My Best (Y6)	Children initials	Growing and Changing (Y5)	Children initials
All children can: <ul style="list-style-type: none"> • I can tell you some assertive behaviours. • I can explain what is meant by compromise. • I can explain what appropriate touch is and give examples. 		All children can: <ul style="list-style-type: none"> • I can give examples of how having different groups of people is something to celebrate. • I can explain that what people post about themselves online doesn't always give the full picture about them. 		All children can: <ul style="list-style-type: none"> • I can explain that I have emotional needs as well as physical needs, and give an example of each. • I can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good) • I can explain the norms about young people's use of alcohol – that it is steadily decreasing. 		All children can: <ul style="list-style-type: none"> • I can explain that people have rights and responsibilities and give examples of these two different things. • I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth). • I can explain that local councils spend money on services where I live. I can give an example of one of these services. 		All children can: <ul style="list-style-type: none"> • I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal. • I can tell you that risks can be physical or emotional. 		All children can: <ul style="list-style-type: none"> • I can explain why people have good and not so good feelings. • I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement). • I can list some of the ways my body responds when I may need help. 	
Most children can: <ul style="list-style-type: none"> • I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. • I can give examples of negotiation and compromise. 		Most children can: <ul style="list-style-type: none"> • I can give examples of different faiths and cultures and positive things about having these differences. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and 		Most children can: <ul style="list-style-type: none"> • I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. • I can explain some ways of making sure that I keep myself safe when using a 		Most children can: <ul style="list-style-type: none"> • I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. • I can give a few different examples 		Most children can: <ul style="list-style-type: none"> • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can give examples of an emotional risk and a physical risk. 		Most children can: <ul style="list-style-type: none"> • I can explain what resilience is and how it can be developed. • I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). • I am able to identify when I need help and can 	

<ul style="list-style-type: none"> • I can explain what inappropriate touch is and give example. 		<p>what might make them do this.</p>		<p>mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <ul style="list-style-type: none"> • I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). 		<p>of things that I am responsible for to keep myself healthy.</p> <ul style="list-style-type: none"> • I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for. 				<p>identify trusted adults in my life who can help me.</p>	
<p>Some children can:</p> <ul style="list-style-type: none"> • I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied. • I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. • I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. 		<p>Some children can:</p> <ul style="list-style-type: none"> • I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) • I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) 		<p>Some children can:</p> <ul style="list-style-type: none"> • I can give an example of how I have been able to get one (or more) of my emotional needs met. • I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. • I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol). 		<p>Some children can:</p> <ul style="list-style-type: none"> • I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment. • I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. • I can give an example of how this spending might be popular or unpopular with different people in the community. 		<p>Some children can:</p> <ul style="list-style-type: none"> • I can give examples of ways that I've overcome challenges and barriers to achieving my goals. • I can tell you about the things I (and others) can do to reduce or remove risk in different situations. 		<p>Some children can:</p> <ul style="list-style-type: none"> • I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience. • I can suggest ways to cope with strong emotions in response to change. • I can recognise when others may need to get help and can advise them to talk to a trusted adult. 	

Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus	Assessment notes / evaluation – include SEN / PP	Assessment notes / evaluation – include SEN / PP						
Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus								

	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			