PSHE & Citizenship
Deep Dive

Intent	Implementation	Impact
PSHE and Citizenship Education encompasses many of the elements of effective SMSC (Spiritual, Moral, Social and Cultural) provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education help to develop positive attitudes to learning, a positive and respectful culture and encourage learners to develop positive behaviour and conduct. In addition to the delivery of our comprehensive approach to PSHE, as a school we also play a large part in contributing to the personal development of our children. We provide opportunities to experience visits from the wider community, parents and STEM Ambassadors. Children also engage in Fantastic Friday lessons which contribute towards their wider development through hands on engaging lessons matched to Art, DT, Musical Theatre, Enterprise/Citizenship and STEM objectives. PSHE permeates everything we do at Singleton. We encourage children to become a part of our Junior Leadership Team which allows them to become fully engaged in the running of our school. They experience what it is like to be part of a democratic society, helping to make decisions and representing their peers. Children also have the opportunity to become 'buddies' to the new Foundation Stage children. They take on an important role enabling our youngest children to become Confident Individuals within their new setting. Our intent as a school is to prepare ALL our children for the wider world and for life in modern Britain. To become Effective Contributors, Confident Individuals, Responsible Citizens and Successful Learners.	We currently use the curriculum framework from Coram life, called SCARF, this is supported by a yearly visit from the Life Bus. SCARF provides the framework for a whole-school approach to improving children's wellbeing and progress, based on five values: **S**afety **C**aring **A**chievement **R**esilience **F**riendship SCARF provides a whole-school teaching framework centred on the 'Growth Mindset' approach – promoting positive behaviour, mental health, wellbeing, resilience and achievement. The SCARF values are brought to life through stories of Harold the giraffe and his friends, songs, films, and thought-provoking and fun activities. As children get older, while they still cherish Harold, themes about wellbeing and relationships are explored in greater depth and resources are tailored to their age group. SCARF provides a strong foundation for children's spiritual, moral, social and cultural education (SMSC) and development; it is at the heart of the SCARF curriculum. SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education (British Values opportunities are interspersed throughout our Long-term Planners and are highlighted in red), both explicitly and implicitly. The focus across the three themes of: * Health and Wellbeing * Relationships * Living in the Wider World These themes help foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.	All children in our care have received the opportunities to help them move onto the nest stage in their lives feeling confident and well-equipped. ALL children are provided with equal opportunities, there is no disparity between disadvantaged and SEND children. Our broad and balanced curriculum ensure that all children are given the opportunity to shine. Our children feel valued and loved appreciating that they are part of the Singleton family.

SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects which are comprehensively matched to the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes, relating indirectly to those outcomes.

For each year group, six themed units provide a complete PSHE and wellbeing curriculum. The six units are taught over the two-year cycle. These themed units are:
Me and my relationships
Includes feelings /emotions /conflict / resolution friendships
Valuing difference
Includes British Values focus
Keeping Myself Safe
Includes aspects of relationship education
Rights and Responsibilities
Includes money / living in the wider world / environment
Being my Best
Includes keeping healthy / growth mindset / goal setting / achievement
Growing and Changing
Includes RSE related issues
There are also related assessment tools.

Citizenship and some PSHE aspects, such as saving money, types of tax are covered in our Enterprise/Citizenship Fantastic Friday sessions.

Children record evidence of PSHE lessons and experiences in floor books.

 Cultural Capital opportunities are denoted throughout the Long-term Planners by this symbol.

Transitions to high schools are carefully considered and well supported by our Year 6 teacher and school community.

Our Learning Mentor is heavily involved in the process of delivering PSHE across the school. She works closely with many families and children. Communication between the Learning Mentor and staff is incredibly effective in part due to the Health and Well-being sections of every staff meeting.

	Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance				
	Families and people who care for me	**Caring friendships**	**Respectful relationships**	**Online relationships**	**Being safe**
By the end of Primary School	▪ 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. 21 ▪ 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 marriage13 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.	▪ 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.	▪ 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.	▪ that people sometimes behave differently online, including by pretending to be someone they are not. ▪ 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.	▪ 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

	Physical Health and Mental Wellbeing Statutory Guidance						
	Mental wellbeing	**Internet safety and harms**	**Physical health and fitness**	**Healthy eating**	**Drugs, alcohol and tobacco**	**Health and prevention**	**Basic first aid**	**Changing adolescent body**
By the end of Primary School	▪ 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	▪ 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. ▪ 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	▪ 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.	▪ 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).	▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	▪ 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.	▪ 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.	▪ . 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.

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	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.					

available, especially if accessed early enough					

Progression of Skills and Knowledge
Taken from Coram Life Education Learning Outcomes

	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
EYFS Early Learning Goals	Understanding the world – People and communities ▪ Children talk about past and present events in their own lives and in the lives of family members. ▪ They know that other children don't always enjoy the same things, and are sensitive to this. ▪ They know about similarities and differences between themselves and others, and among families, communities and traditions. Personal, social and emotional development - Making relationships ▪ Children play co-operatively, taking turns with others. ▪ They take account of one another's ideas about how to organise their activity. ▪ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Personal, social and emotional development - Managing feelings and behaviour	Understanding the World – People and communities ▪ Children talk about past and present events in their own lives and in the lives of family members. ▪ They know that other children don't always enjoy the same things, and are sensitive to this. ▪ They know about similarities and differences between themselves and others, and among families, communities and traditions. Personal, social and emotional development - Making relationships ▪ Children play co-operatively, taking turns with others. ▪ They take account of one another's ideas about how to organise their activity. ▪ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Physical development - Health and Self-care ▪ Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. ▪ They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Technology ▪ Children recognise that a range of technology is used in places such as homes and schools. ▪ They select and use technology for particular purposes.	Personal, social and emotional development - Making relationships ▪ Children play co-operatively, taking turns with others. ▪ They take account of one another's ideas about how to organise their activity. ▪ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Understanding the world – The world ▪ Children know about similarities and differences in relation to places, objects, materials and living things. ▪ They talk about the features of their own immediate environment and how environments might vary from one another. ▪ They make observations of animals and plants and explain why some things occur, and talk about changes	Personal, social and emotional development - Self-confidence and self-awareness – ▪ Children are confident to try new activities, and say why they like some activities more than others. ▪ They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. ▪ They say when they do or don't need help Personal, social and emotional development - Managing feelings and behaviour ▪ Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. ▪ They work as part of a group or class, and understand and follow the rules. ▪ They adjust their behaviour to different situations, and take	Understanding the world – The world ▪ Children know about similarities and differences in relation to places, objects, materials and living things. ▪ They talk about the features of their own immediate environment and how environments might vary from one another. ▪ They make observations of animals and plants and explain why some things occur, and talk about changes

					changes of routine in their stride.	
	• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class, and understand and follow the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride.				**Personal, social and emotional development - Making relationships** • Children play co-operatively, taking turns with others. • They take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. **Physical development – self-care** • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Year 1 Coram Life Education Learning Outcomes	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical	• Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare.	• Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep.	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant);	• Recognise the importance of fruit and vegetables in their daily diet; • Recognise that they may have different tastes in food to others; • Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

reaction in our body (e.g. butterflies in the tummy etc.) ▪ Identify a range of feelings; ▪ Identify how feelings might make us behave: ▪ Suggest strategies for someone experiencing 'not so good' feelings to manage these. ▪ Recognise that people's bodies and feelings can be hurt; ▪ Suggest ways of dealing with different kinds of hurt. ▪ Recognise that they belong to various groups and communities such as their family; ▪ Explain how these people help us and we can also help them to help us. ▪ Identify simple qualities of friendship; ▪ Suggest simple strategies for making up. ▪ Demonstrate attentive listening skills; ▪ Suggest simple strategies for resolving conflict situations; ▪ Give and receive positive feedback, and experience how this makes them feel.	▪ Explain some of their school rules and how those rules help to keep everybody safe. ▪ Identify some of the people who are special to them; ▪ Recognise and name some of the qualities that make a person special to them. ▪ Recognise and explain what is fair and unfair, kind and unkind; ▪ Suggest ways they can show kindness to others.	▪ Recognise emotions and physical feelings associated with feeling unsafe; ▪ Identify people who can help them when they feel unsafe. ▪ Recognise the range of feelings that are associated with loss. ▪ Understand that medicines can sometimes make people feel better when they're ill; ▪ Explain simple issues of safety and responsibility about medicines and their use. ▪ Understand and learn the PANTS rules; ▪ Name and know which parts should be private; ▪ Explain the difference between appropriate and inappropriate touch; ▪ Understand that they have the right to say "no" to unwanted touch; ▪ Start thinking about who they trust and who they can ask for help.	▪ Explain the importance of looking after things that belong to themselves or to others. ▪ Explain where people get money from; ▪ List some of the things that money may be spent on in a family home. ▪ Recognise that different notes and coins have different monetary value; ▪ Explain the importance of keeping money safe; ▪ Identify safe places to keep money; ▪ Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	need to eat less of to be healthy. ▪ Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ▪ Understand how diseases can spread; ▪ Recognise and use simple strategies for preventing the spread of diseases. ▪ Recognise that learning a new skill requires practice and the opportunity to fail, safely; ▪ Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. ▪ Demonstrate attentive listening skills; ▪ Suggest simple strategies for resolving conflict situations; ▪ Give and receive positive feedback, and experience how this makes them feel. ▪ Recognise how a person's behaviour (including their own) can affect other people.	▪ Identify things they could do as a baby, a toddler and can do now; ▪ Identify the people who help/helped them at those different stages. ▪ Explain the difference between teasing and bullying; ▪ Give examples of what they can do if they experience or witness bullying; ▪ Say who they could get help from in a bullying situation. ▪ Explain the difference between a secret and a nice surprise; ▪ Identify situations as being secrets or surprises; ▪ Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ▪ Identify parts of the body that are private; ▪ Describe ways in which private parts can be kept private; ▪ Identify people they can talk to about their private parts.
Year 2 Coram Life Education Learning Outcomes	▪ Suggest actions that will contribute positively to the life of the classroom; ▪ Make and undertake pledges based on those actions. ▪ Take part in creating and agreeing classroom rules. ▪ Use a range of words to describe feelings; ▪ Recognise that people have different ways of expressing their feelings; ▪ Identify helpful ways of responding to other's feelings.	▪ Identify some of the physical and non-physical differences and similarities between people; ▪ Know and use words and phrases that show respect for other people. ▪ Identify people who are special to them; ▪ Explain some of the ways those people are special to them. ▪ Recognise and explain how a person's behaviour can affect other people.	▪ Understand that medicines can sometimes make people feel better when they're ill; ▪ Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ▪ Explain simple issues of safety and responsibility about medicines and their use. ▪ Identify situations in which they would feel safe or unsafe;	▪ Describe and record strategies for getting on with others in the classroom. ▪ Explain, and be able to use, strategies for dealing with impulsive behaviour. ▪ Identify special people in the school and community who can help to keep them safe; ▪ Know how to ask for help. ▪ Identify what they like about the school environment;	▪ Explain the stages of the learning line showing an understanding of the learning process; ▪ Help themselves and others develop a positive attitude that support their wellbeing; ▪ Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ▪ Understand and give examples of things they can choose	▪ Demonstrate simple ways of giving positive feedback to others ▪ Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ▪ Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ▪ Understand and describe some of the things that people are capable of at these different stages.

▪ Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ▪ Identify situations as to whether they are incidents of teasing or bullying. ▪ Understand and describe strategies for dealing with bullying: ▪ Rehearse and demonstrate some of these strategies. ▪ Explain the difference between bullying and isolated unkind behaviour; ▪ Recognise that that there are different types of bullying and unkind behaviour; ▪ Understand that bullying and unkind behaviour are both unacceptable ways of behaving. ▪ Recognise that friendship is a special kind of relationship; ▪ Identify some of the ways that good friends care for each other. ▪ Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ▪ Explain where someone could get help if they were being upset by someone else's behaviour.	▪ Explain how it feels to be part of a group; ▪ Explain how it feels to be left out from a group; ▪ Identify groups they are part of; ▪ Suggest and use strategies for helping someone who is feeling left out. ▪ Recognise and describe acts of kindness and unkindness; ▪ Explain how these impact on other people's feelings; ▪ Suggest kind words and actions they can show to others; ▪ Show acts of kindness to others in school. ▪ Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ▪ Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	▪ Suggest actions for dealing with unsafe situations including who they could ask for help. ▪ Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. ▪ Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ▪ Identify the types of touch they like and do not like; ▪ Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ▪ Recognise that some touches are not fun and can hurt or be upsetting; ▪ Know that they can ask someone to stop touching them; ▪ Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ▪ Identify safe secrets (including surprises) and unsafe secrets; ▪ Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. ▪ Identify how inappropriate touch can make someone feel; ▪ Understand that there are unsafe secrets and secrets that are nice surprises; ▪ Explain that if someone is being touched in a way that they don't like they have to tell someone in	▪ Identify any problems with the school environment (e.g. things needing repair); ▪ Make suggestions for improving the school environment; ▪ Recognise that they all have a responsibility for helping to look after the school environment. ▪ Understand that people have choices about what they do with their money; ▪ Know that money can be saved for a use at a future time; ▪ Explain how they might feel when they spend money on different things. ▪ Recognise that money can be spent on items which are essential or non-essential; ▪ Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	themselves and things that others choose for them; ▪ Explain things that they like and dislike, and understand that they have choices about these things; ▪ Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ▪ Explain how germs can be spread; ▪ Describe simple hygiene routines such as hand washing; ▪ Understand that vaccinations can help to prevent certain illnesses. ▪ Explain the importance of good dental hygiene; ▪ Describe simple dental hygiene routines. ▪ Understand that the body gets energy from food, water and oxygen; ▪ Recognise that exercise and sleep are important to health ▪ Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ▪ Describe how food, water and air get into the body and blood.	▪ Identify which parts of the human body are private; ▪ Explain that a person's genitals help them to make babies when they are grown up; ▪ Understand that humans mostly have the same body parts but that they can look different from person to person. ▪ Explain what privacy means; ▪ Know that you are not allowed to touch someone's private belongings without their permission; ▪ Give examples of different types of private information.

			their safety network so they can help it stop.			
Year 3 Coram Life Education Learning Outcomes	▪ Explain why we have rules; ▪ Explore why rules are different for different age groups, in particular for internet-based activities; ▪ Suggest appropriate rules for a range of settings; ▪ Consider the possible consequences of breaking the rules. ▪ Explain some of the feelings someone might have when they lose something important to them; ▪ Understand that these feelings are normal and a way of dealing with the situation. ▪ Define and demonstrate cooperation and collaboration; ▪ Identify the different skills that people can bring to a group task; ▪ Demonstrate how working together in a collaborative manner can help everyone to achieve success. ▪ Identify people who they have a special relationship with; ▪ Suggest strategies for maintaining a positive relationship with their special people. ▪ Rehearse and demonstrate simple strategies for resolving given conflict situations. ▪ Explain what a dare is; ▪ Understand that no-one has the right to force them to do a dare; ▪ Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by	▪ Recognise that there are many different types of family; ▪ Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ▪ Define the term 'community'; ▪ Identify the different communities that they belong to; ▪ Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. ▪ Reflect on listening skills; ▪ Give examples of respectful language; ▪ Give examples of how to challenge another's viewpoint, respectfully. ▪ Explain that people living in the UK have different origins; ▪ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ▪ Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. ▪ Recognise the factors that make people similar to and different from each other; ▪ Recognise that repeated name calling is a form of bullying; ▪ Suggest strategies for dealing with name calling (including talking to a trusted adult). ▪ Understand and explain some of the reasons why different people are bullied;	▪ Identify situations which are safe or unsafe; ▪ Identify people who can help if a situation is unsafe; ▪ Suggest strategies for keeping safe. ▪ Define the words danger and risk and explain the difference between the two; ▪ Demonstrate strategies for dealing with a risky situation. ▪ Identify some key risks from and effects of cigarettes and alcohol; ▪ Know that most people choose not to smoke cigarettes; (Social Norms message) ▪ Define the word 'drug' and understand that nicotine and alcohol are both drugs. ▪ Identify risk factors in given situations; ▪ Suggest ways of reducing or managing those risks. ▪ Evaluate the validity of statements relating to online safety; ▪ Recognise potential risks associated with browsing online; ▪ Give examples of strategies for safe browsing online. ▪ Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ▪ Recognise and describe appropriate behaviour online as well as offline; ▪ Identify what constitutes personal information and when	▪ Define what a volunteer is; ▪ Identify people who are volunteers in the school community; ▪ Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. ▪ Identify key people who are responsible for them to stay safe and healthy; ▪ Suggest ways they can help these people. ▪ Understand the difference between 'fact' and 'opinion'; ▪ Understand how an event can be perceived from different viewpoints; ▪ Plan, draft and publish a recount using the appropriate language. ▪ Define what is meant by the environment; ▪ Evaluate and explain different methods of looking after the school environment; ▪ Devise methods of promoting their priority method. ▪ Understand the terms 'income', 'saving' and 'spending'; ▪ Recognise that there are times we can buy items we want and times when we need to save for items; ▪ Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) ▪ Explain that people earn their income through their jobs; ▪ Understand that the amount people get paid is due to a range	▪ Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body; ▪ Explain what is meant by the term 'balanced diet'; ▪ Give examples what foods might make up a healthy balanced meal. ▪ Explain how some infectious illnesses are spread from one person to another; ▪ Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ▪ Suggest medical and non-medical ways of treating an illness. ▪ Develop skills in discussion and debating an issue; ▪ Demonstrate their understanding of health and wellbeing issues that are relevant to them; ▪ Empthise with different view points; ▪ Make recommendations, based on their research. ▪ Identify their achievements and areas of development; ▪ Recognise that people may say kind things to help us feel good about ourselves; ▪ Explain why some groups of people are not represented as much on television/in the media. ▪ Demonstrate how working together in a collaborative manner can help everyone to achieve success;	▪ Identify different types of relationships; ▪ Recognise who they have positive healthy relationships with. ▪ Understand what is meant by the term body space (or personal space); ▪ Identify when it is appropriate or inappropriate to allow someone into their body space; ▪ Rehearse strategies for when someone is inappropriately in their body space. ▪ Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ▪ Recognise how different surprises and secrets might make them feel; ▪ Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ▪ Recognise that babies come from the joining of an egg and sperm; ▪ Explain what happens when an egg doesn't meet a sperm; ▪ Understand that for girls, periods are a normal part of puberty. ▪ Explain whose responsibility it is to look after the local environment; ▪ Plan and carry out an event which will benefit the local environment. ▪

	someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.	• Explore why people have prejudiced views and understand what this is. •	it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	of factors (skill, experience, training, responsibility etc.)	• Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.	
Year 4 Coram Life Education Learning Outcomes	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.	• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell;	• Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process.	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate).	• Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.

▪ Demonstrate a range of feelings through their facial expressions and body language; ▪ Recognise that their feelings might change towards someone or something once they have further information. ▪ Give examples of strategies to respond to being bullied, including what people can do and say; ▪ Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	▪ List some of the ways that people are different to each other (including differences of race, gender, religion); ▪ Recognise potential consequences of aggressive behaviour; ▪ Suggest strategies for dealing with someone who is behaving aggressively. ▪ List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); ▪ Define the word *respect* and demonstrate ways of showing respect to others' differences. ▪ Understand and identify stereotypes, including those promoted in the media.	▪ Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). ▪ Understand some of the key risks and effects of smoking and drinking alcohol; ▪ Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). ▪ Describe stages of identifying and managing risk; ▪ Suggest people they can ask for help in managing risk. ▪ Understand that we can be influenced both positively and negatively; ▪ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	▪ Define the word *influence*; ▪ Recognise that reports in the media can influence the way they think about an topic; ▪ Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. ▪ Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ▪ Recognise that they can play a role in influencing outcomes of situations by their actions. ▪ Understand some of the ways that various national and international environmental organisations work to help take care of the environment; ▪ Understand and explain the value of this work. ▪ Define the terms 'income' and 'expenditure'; ▪ List some of the items and services of expenditure in the school and in the home; ▪ Prioritise items of expenditure in the home from most essential to least essential. ▪ Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ▪ Understand how a payslip is laid out showing both pay and deductions; ▪ Prioritise public services from most essential to least essential.	▪ Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ▪ Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ▪ Define what is meant by the word 'community'; ▪ Suggest ways in which different people support the school community; ▪ Identify qualities and attributes of people who support the school community.	▪ Know the key facts of the menstrual cycle; ▪ Understand that periods are a normal part of puberty for girls; ▪ Identify some of the ways to cope better with periods. ▪ Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ▪ Recognise how different surprises and secrets might make them feel; ▪ Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ▪ Understand that marriage is a commitment to be entered into freely and not against someone's will; ▪ Recognise that marriage includes same sex and opposite sex partners; ▪ Know the legal age for marriage in England or Scotland; ▪ Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. ▪ Define what a volunteer is; ▪ Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
Year 5 Coram Life Education	▪ Explain what collaboration means; ▪ Give examples of how they have worked collaboratively;	▪ Define some key qualities of friendship; ▪ Describe ways of making a friendship last;	▪ Explain what a habit is, giving examples; ▪ Describe why and how a habit can be hard to change.	▪ Identify, write and discuss issues currently in the media concerning health and wellbeing;	▪ Know two harmful effects each of smoking/drinking alcohol. ▪ Explain the importance of food, water and oxygen, sleep and	▪ Use a range of words and phrases to describe the intensity of different feelings ▪ Distinguish between good and not so good feelings, using

Learning Outcomes					
▪ Describe the attributes needed to work collaboratively. ▪ Explain what is meant by the terms negotiation and compromise; ▪ Describe strategies for resolving difficult issues or situations. ▪ Demonstrate how to respond to a wide range of feelings in others; ▪ Give examples of some key qualities of friendship; ▪ Reflect on their own friendship qualities. ▪ Identify what things make a relationship unhealthy; ▪ Identify who they could talk to if they needed help. ▪ Identify characteristics of passive, aggressive and assertive behaviours; ▪ Understand and rehearse assertiveness skills. ▪ Recognise basic emotional needs, understand that they change according to circumstance; ▪ Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. ▪ Understand that online communication can be misinterpreted; ▪ Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	▪ 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; ▪ 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;	▪ Recognise that there are positive and negative risks; ▪ Explain how to weigh up risk factors when making a decision; ▪ Describe some of the possible outcomes of taking a risk. ▪ Demonstrate strategies to deal with both face-to-face and online bullying; ▪ Demonstrate strategies and skills for supporting others who are bullied. ▪ Recognise and describe the difference between online and face-to-face bullying. ▪ Define what is meant by a dare; ▪ Explain why someone might give a dare; ▪ Suggest ways of standing up to someone who gives a dare. ▪ Recognise which situations are risky; ▪ Explore and share their views about decision making when faced with a risky situation; ▪ Suggest what someone should do when faced with a risky situation. ▪ Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; ▪ Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ▪ Know how to protect personal information online; ▪ Recognise disrespectful behaviour online and know how to respond to it.	▪ 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. ▪ 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. ▪ State the costs involved in producing and selling an item; ▪ Suggest questions a consumer should ask before buying a product. ▪ Define the terms loan, credit, debt and interest; ▪ Suggest advice for a range of situations involving personal finance. ▪ Explain some of the areas that local councils have responsibility for;	exercise for the human body and its health. ▪ Understand the actual norms around smoking and the reasons for common misperceptions of these. ▪ Know the basic functions of the four systems covered and know they are inter-related. ▪ Explain the function of at least one internal organ. ▪ Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ▪ Identify their own strengths and talents; ▪ Identify areas that need improvement and describe strategies for achieving those improvements. ▪ State what is meant by community; ▪ Explain what being part of a school community means to them; ▪ Suggest ways of improving the school community. ▪ Identify people who are responsible for helping them stay healthy and safe; ▪ Identify ways that they can help these people. ▪ Describe 'star' qualities of celebrities as portrayed by the media; ▪ Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ▪ Describe 'star' qualities that 'ordinary' people have.	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. ▪ 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. ▪ 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.

		▪ Give examples of how individual/group actions can impact on others in a positive or negative way.	▪ Understand some of the complexities of categorising drugs; ▪ Know that all medicines are drugs but not all drugs are medicines; ▪ Understand ways in which medicines can be helpful or harmful and used safely or unsafely. ▪ Understand the actual norms around smoking and the reasons for common misperceptions of these. ▪ Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ▪ Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	▪ Understand that local councillors are elected to represent their local community.		▪ 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. ▪ Recognise that some people can get bullied because of the way they express their gender; ▪ Give examples of how bullying behaviours can be stopped. ▪
Year 6 Coram Life Education Learning Outcomes	▪ Demonstrate a collaborative approach to a task; ▪ Describe and implement the skills needed to do this. ▪ Explain what is meant by the terms 'negotiation' and 'compromise'; ▪ 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	▪ Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ▪ Suggest strategies for dealing with bullying, as a bystander; ▪ Describe positive attributes of their peers. ▪ Know that all people are unique but that we have far more in common with each other than what is different about us; ▪ Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ▪ Demonstrate ways of offering support to someone who has been bullied. ▪ Demonstrate ways of showing respect to others, using verbal	▪ Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ▪ Understand and describe the ease with which something posted online can spread. ▪ 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;	▪ Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ▪ Describe the language and techniques that make up a biased report; ▪ Analyse a report also extract the facts from it. ▪ Know the legal age (and reason behind these) for having a social media account; ▪ Understand why people don't tell the truth and often post only the good bits about themselves, online; ▪ Recognise that people's lives are much more balanced in real life, with positives and negatives. ▪ Explain some benefits of saving money;	▪ Identify aspirational goals; ▪ Describe the actions needed to set and achieve these. ▪ Explain what the five ways to wellbeing are; ▪ Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. ▪ 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	▪ Recognise some of the changes they have experienced and their emotional responses to those changes; ▪ Suggest positive strategies for dealing with change; ▪ Identify people who can support someone who is dealing with a challenging time of change. ▪ Understand that fame can be short-lived; ▪ Recognise that photos can be changed to match society's view of perfect; ▪ Identify qualities that people have, as well as their looks. ▪ Define what is meant by the term stereotype; ▪ Recognise how the media can sometimes reinforce gender stereotypes;

- 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 change according to circumstance; - 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;	- and non-verbal communication. Understand and explain the term prejudice; - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Explain the difference between a friend and an acquaintance; - Describe qualities of a strong, positive friendship; - Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). - Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people.	- 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 medical and legal context; - Demonstrate an understanding that drugs can have both medical and non-medical uses; - Explain in simple terms some of the laws that control drugs in this country. - Understand 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;	- Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors; - Explain what is meant by the term *interest*. - Recognise and explain that different jobs have different levels of pay and the factors that influence this; - Explain the different types of tax (income tax and VAT) which help to fund public services; - Evaluate the different public services and compare their value. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. - Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way.	- 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.	- Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people. - Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country; - Know where someone could get support if they were concerned about their own or another person's safety. - 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.

• Describe safe and respectful behaviours when using communication technology.		• Understand and reflect on how independence and responsibility go together.			