



# Bakewell Methodist Academy

## Personal, Social, Health and Economic Education

LKS2/UKS2 Year A	Me and My Relationships <b>Resilience</b>	Valuing difference <b>Diversity</b>	Keeping Safe <b>Resilience</b>	Rights and Respect <b>Diversity</b>	Being My Best <b>Aspiration</b>	Growing and Changing <b>Aspiration</b>
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LKS2/UKS2 Year B	Me and My Relationships <b>Resilience</b>	Valuing difference <b>Diversity</b>	Keeping Safe <b>Resilience</b>	Rights and Respect <b>Diversity</b>	Being My Best <b>Aspiration</b>	Growing and Changing <b>Aspiration</b>
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Unit	LKS2	UKS2
<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>● Explain why we have rules;</li> <li>● Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>● Suggest appropriate rules for a range of settings;</li> <li>● Consider the possible consequences of breaking the rules.</li> <li>● Identify people who they have a special relationship with;</li> <li>● Suggest strategies for maintaining a positive relationship with their special people.</li> <li>● Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>● Define and demonstrate cooperation and collaboration;</li> <li>● Identify the different skills that people can bring to a group task;</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> <li>● Express opinions and listen to those of others;</li> <li>● Consider others' points of view;</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what collaboration means;</li> <li>● Give examples of how they have worked collaboratively;</li> <li>● Describe the attributes needed to work collaboratively.</li> <li>● Explain what is meant by the terms negotiation and compromise;</li> <li>● Describe strategies for resolving difficult issues or situations.</li> <li>● Understand that online communication can be misinterpreted;</li> <li>● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> <li>● Demonstrate how to respond to a wide range of feelings in others;</li> <li>● Give examples of some key qualities of friendship;</li> <li>● Reflect on their own friendship qualities.</li> <li>● Identify what things make a relationship unhealthy;</li> </ul>

	<ul style="list-style-type: none"> <li>● Practice explaining the thinking behind their ideas and opinions.</li> <li>● Explain what a dare is;</li> <li>● Understand that no-one has the right to force them to do a dare;</li> <li>● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>● Explain some of the feelings someone might have when they lose something important to them;</li> <li>● Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify who they could talk to if they needed help.</li> <li>● Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>● Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>● Understand and rehearse assertiveness skills.</li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate strategies for working on a collaborative task;</li> <li>● Define successful qualities of teamwork and collaboration.</li> <li>● Explain what we mean by a 'positive, healthy relationship';</li> <li>● Describe some of the qualities that they admire in others.</li> <li>● Recognise that there are times when they might need to say 'no' to a friend;</li> <li>● Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>● Explain how different words can express the intensity of feelings.</li> <li>● Identify a wide range of feelings;</li> <li>● Recognise that different people can have different feelings in the same situation;</li> <li>● Explain how feelings can be linked to physical state.</li> <li>● Demonstrate a range of feelings through their facial expressions and body language;</li> <li>● Recognise that their feelings might change towards</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a collaborative approach to a task;</li> <li>● Describe and implement the skills needed to do this.</li> <li>● Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>● Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>● Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>● Recognise some of the challenges that arise from friendships;</li> <li>● Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>● Describe the consequences of reacting to others in a positive or negative way;</li> <li>● Suggest ways that people can respond more positively to others.</li> <li>● Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>● Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>● Suggest strategies for dealing assertively with a situation where someone under</li> </ul>

	<p>someone or something once they have further information.</p> <ul style="list-style-type: none"> <li>● Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<p>pressure may do something they feel uncomfortable about.</p> <ul style="list-style-type: none"> <li>● List some assertive behaviours;</li> <li>● Recognise peer influence and pressure;</li> <li>● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>● Describe ways in which people show their commitment to each other;</li> <li>● Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>● Recognise that some types of physical contact can produce strong negative feelings;</li> <li>● Know that some inappropriate touch is also illegal.</li> <li>●</li> </ul>
<p><b>Valuing difference</b></p>	<ul style="list-style-type: none"> <li>● Reflect on listening skills;</li> <li>● Give examples of respectful language;</li> <li>● Give examples of how to challenge another's viewpoint, respectfully.</li> <li>● Recognise that there are many different types of family;</li> <li>● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>● Define the term 'community';</li> <li>● Identify the different communities that they belong to;</li> <li>● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>● Explain that people living in the UK have different origins;</li> <li>● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> </ul>	<ul style="list-style-type: none"> <li>● Define some key qualities of friendship;</li> <li>● Describe ways of making a friendship last;</li> <li>● Explain why friendships sometimes end.</li> <li>● Rehearse active listening skills;</li> <li>● Demonstrate respectfulness in responding to others;</li> <li>● Respond appropriately to others.</li> <li>● Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>● Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>● Understand the importance of respecting others, even when they are different from themselves.</li> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> </ul>

	<ul style="list-style-type: none"> <li>● Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>● Recognise the factors that make people similar to and different from each other;</li> <li>● Recognise that repeated name calling is a form of bullying;</li> <li>● Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>● Understand and explain some of the reasons why different people are bullied;</li> <li>● Explore why people have prejudiced views and understand what this is.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Understand that the information we see online either text or images, is not always true or accurate;</li> <li>● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>● Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> <li>● Recognise that some people can get bullied because of the way they express their gender;</li> <li>● Give examples of how bullying behaviours can be stopped.</li> <li>● Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>● Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>
	<ul style="list-style-type: none"> <li>● Define the terms 'negotiation' and 'compromise';</li> <li>● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>● List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>● Recognise potential consequences of aggressive behaviour;</li> <li>● Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>● List some of the ways in which people are different to each other (including</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>● Suggest strategies for dealing with bullying, as a bystander;</li> <li>● Describe positive attributes of their peers.</li> <li>● Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>● Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>● Demonstrate ways of offering support to someone who has been bullied.</li> </ul>

	<p>ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> <li>● Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>● Understand and identify stereotypes, including those promoted in the media.</li> <li>● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>● Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>● Understand that they have the right to protect their personal body space;</li> <li>● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>● Understand and explain the term prejudice;</li> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Explain the difference between a friend and an acquaintance;</li> <li>● Describe qualities of a strong, positive friendship;</li> <li>● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> </ul>
<p><b>Keeping Safe</b></p>	<ul style="list-style-type: none"> <li>● Identify situations which are safe or unsafe;</li> <li>● Identify people who can help if a situation is unsafe;</li> <li>● Suggest strategies for keeping safe.</li> <li>● Define the words danger and risk and explain the difference between the two;</li> <li>● Demonstrate strategies for dealing with a risky situation.</li> <li>● Identify risk factors in given situations;</li> <li>● Suggest ways of reducing or managing those risks.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>● Demonstrate strategies and skills for supporting others who are bullied;</li> <li>● Recognise and describe the difference between online and face-to-face bullying.</li> <li>● Reflect on what information they share offline and online;</li> <li>● Recognise that people aren't always who they say they are online;</li> </ul>

- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
- 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.
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.

- Know how to protect personal information online.
- 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.
- 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 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.
- 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.
- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- 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.
	<ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> <li>•</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>•</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> <li>• Understand that with independence comes responsibility</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional needs met.</li> <li>•</li> </ul>
<p style="text-align: center;"><b>Rights and Respect</b></p>	<ul style="list-style-type: none"> <li>• Identify key people who are responsible for them to stay safe and healthy;</li> <li>• Suggest ways they can help these people.</li> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Plan, draft and publish a recount using the appropriate language.</li> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>• Understand the terms 'income', 'saving' and 'spending';</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> <li>• Define the differences between respect, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if duties are not carried out.</li> <li>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> <li>● Define what is meant by the environment;</li> <li>● Evaluate and explain different methods of looking after the school environment;</li> <li>● Devise methods of promoting their priority method.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain some of the areas that local councils have responsibility for;</li> <li>● Understand that local Councillors are elected to represent their local community.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain how different people in the school and local community help them stay healthy and safe;</li> <li>● Define what is meant by 'being responsible';</li> <li>● Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>● Suggest ways they can help the people who keep them healthy and safe.</li> <li>● Understand that humans have rights and also need to respect the rights of other;</li> <li>● Identify some rights and also need to respect the rights of others that come with these rights.</li> <li>● Understand the reason we have rules;</li> <li>● Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>● Recognise that everyone can make a difference within a democratic process.</li> </ul>	<ul style="list-style-type: none"> <li>● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>● Describe the language and techniques that make up a biased report;</li> <li>● Analyse a report also extract the facts from it.</li> <li>● Know the legal age (and reason behind these) for having a social media account;</li> <li>● Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>● Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>● Explain some benefits of saving money;</li> <li>● Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>● Describe the costs that go into producing an item;</li> <li>● Suggest sale prices for a variety of items, taking into account a range of factors;</li> </ul>

- Define the word influence;
- Recognise that reports in the media can influence the way they think about a 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.
- 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 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.

- 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 is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.
- 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.
- That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;
- Continue to develop the skills to exercise these responsibilities.
- Why and how rules and laws that protect them and others are made and enforced;
- Why different rules are needed in different situations and how to take part in making and changing rules;
- Begin to understand the way in which democracy in Britain works.
- Why and how rules and laws that protect them and others are made and enforced;
- Why different rules are needed in different

		situations and how to take part in making and changing rules.
<p><b>Being my Best</b></p>	<ul style="list-style-type: none"> <li>● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>● Explain what is meant by the term 'balanced diet';</li> <li>● Give examples what foods might make up a healthy balanced meal.</li> <li>● Explain how some infectious illnesses are spread from one person to another;</li> <li>● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>● Suggest medical and non-medical ways of treating an illness.</li> <li>● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> <li>● Develop skills in discussion and debating an issue;</li> <li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> <li>● Identify their achievements and areas of development;</li> <li>● Recognise that people may say kind things to help us feel good about ourselves;</li> <li>● Explain why some groups of people are not represented as much on television/in the media.</li> <li>● Explain some of the different talents and skills that people have and how skills are developed;</li> </ul>	<ul style="list-style-type: none"> <li>● Know the basic functions of the four systems covered and know they are inter-related.</li> <li>● Explain the function of at least one internal organ.</li> <li>● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>● Identify their own strengths and talents;</li> <li>● Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>● State what is meant by community;</li> <li>● Explain what being part of a school community means to them;</li> <li>● Suggest ways of improving the school community.</li> <li>● Identify people who are responsible for helping them stay healthy and safe;</li> <li>● Identify ways that they can help these people.</li> <li>● Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>● Describe 'star' qualities that 'ordinary' people have.</li> <li>● See link to external resources for further information</li> <li>● Know two harmful effects each of smoking/drinking alcohol;</li> <li>● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;</li> </ul>

	<ul style="list-style-type: none"> <li>● Recognise their own skills and those of other children in the class.</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>● Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>● Define what is meant by the word 'community';</li> <li>● Suggest ways in which different people support the school community;</li> <li>● Identify qualities and attributes of people who support the school community.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Identify aspirational goals;</li> <li>● Describe the actions needed to set and achieve these.</li> <li>● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>● Identify risk factors in a given situation (involving alcohol);</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>● Identify risk factors in a given situation;</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> <li>● See link to external resources for further information</li> <li>● Explain what the five ways to wellbeing are;</li> <li>● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>●</li> </ul>

## Growing and Changing

- 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.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- 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.
- Use a range of words and phrases to describe the intensity of different feelings;
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Identify people who can be trusted;
- Describe strategies for dealing with situations in which they would feel uncomfortable.
- 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.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- 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 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.

	<ul style="list-style-type: none"> <li>● See link to external resources for further information</li> </ul>	
	<ul style="list-style-type: none"> <li>● Describe some of the changes that happen to people during their lives;</li> <li>● Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>● Suggest people who may be able to help them deal with change.</li> <li>● Name some positive and negative feelings;</li> <li>● Suggest reasons why young people sometimes fall out with their parents;</li> <li>● Take part in a role play practising how to compromise.</li> <li>● Identify parts of the body that males and females have in common and those that are different;</li> <li>● Know the correct terminology for their genitalia;</li> <li>● Understand and explain why puberty happens.</li> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that periods are a normal part of puberty for girls;</li> <li>● Identify some of the ways they can cope better with periods.</li> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>● Recognise that marriage includes same sex and opposite sex partners;</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that fame can be short-lived;</li> <li>● Recognise that photos can be changed to match society's view of perfect;</li> <li>● Identify qualities that people have, as well as their looks.</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> <li>● Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>● Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>● Suggest positive strategies for dealing with change;</li> <li>● Identify people who can support someone who is dealing with a challenging time of change.</li> <li>●</li> <li>● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>● Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>● Understand what FGM is and that it is an illegal practice in this country;</li> </ul>

	<ul style="list-style-type: none"><li>● Know the legal age for marriage in England or Scotland;</li><li>● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li></ul>	<ul style="list-style-type: none"><li>● Know where someone could get support if they were concerned about their own or another person's safety.</li><li>● Identify the changes that happen through puberty to allow sexual reproduction to occur;</li><li>● Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li><li>● Know the legal age of consent and what it means.</li><li>● Explain how HIV affects the body's immune system;</li><li>● Understand that HIV is difficult to transmit;</li><li>● Know how a person can protect themselves from HIV.</li><li>●</li></ul>
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