

# Progression PSHE 2022/23

|                      |  | Y2  | Progression in social and emotional skills   |  |  |  | Y7  |
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| Being Me in My World |  | <ul style="list-style-type: none"> <li>Recognise own feelings and know when and where to get help</li> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Recognise the feeling of being worried</li> <li>Be able to work cooperatively</li> </ul> <p style="text-align: center;"><u>VOCAB</u></p> <p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning</p> | <ul style="list-style-type: none"> <li>Recognise self worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul> <p style="text-align: center;"><u>VOCAB</u></p> <p>Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p> | <ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion/task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul> <p style="text-align: center;"><u>VOCAB</u></p> <p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter,</p> | <ul style="list-style-type: none"> <li>Be able to identify what they value most about school</li> <li>Identify hopes the school year</li> <li>Empathy for people whose lives are different from their own</li> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul> <p style="text-align: center;"><u>VOCAB</u></p> <p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning</p> | <ul style="list-style-type: none"> <li>Be able to make others feel welcomed and valued</li> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> <li>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role-model</li> <li>Can take positive action to help others</li> <li>Be able to contribute towards a group task</li> <li>Know what effective group work is</li> <li>Know how to regulate my emotions</li> </ul> <p style="text-align: center;"><u>VOCAB</u></p> <p>Challenge, Goal, Attitude, Actions, Rights and</p> | <ul style="list-style-type: none"> <li>to further develop and rehearse the skills of team working</li> <li>to further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>to develop conflict management skills and strategies to reconcile after disagreements</li> <li>study, organisational, research and presentation skills</li> <li>to review their strengths, interests, skills, qualities and values and how to develop them --to set realistic yet ambitious targets and goals</li> <li>the skills and attributes that employer's value</li> <li>the skills and qualities required to engage in enterprise</li> <li>the importance and benefits of being a lifelong learner</li> <li>media literacy and digital resilience including that features of the internet can amplify risks and</li> </ul> |
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|  |  | <i>Charter, Problem-Solving.</i> |  | <i>Contribution, Observer, UN Convention on Rights of Child (UNCRC).</i> | Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud. | Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy. | opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity - to understand how the way people present themselves online can have positive and negative impacts on them |
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|  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrating Difference</p> <ul style="list-style-type: none"> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Explain how being bullied can make someone feel</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Recognise that they shouldn't judge people because they are different</li> <li>• Understand that everyone's differences make them special and unique</li> </ul> <p><u>VOCAB</u><br/>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for,</p> | <ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to 'problem solve' a bullying situation accessing appropriate support if necessary</li> <li>• Be able to give, accept and recognise compliments</li> <li>• Recognise feelings associated with receiving a compliment</li> </ul> <p><u>VOCAB</u><br/><i>Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</i></p> | <ul style="list-style-type: none"> <li>• Try to accept people for who they are</li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation</li> <li>• Identify reasons why a bystander might join in with bullying</li> <li>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Be comfortable with the way they look</li> <li>• Identify when a first impression they had was right or wrong</li> <li>• Be non-judgmental about others who are different</li> </ul> <p><u>VOCAB</u><br/><i>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</i></p> | <ul style="list-style-type: none"> <li>• Identify their own culture and different cultures with their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>• Identify a range of strategies for managing their own feelings in bullying situations</li> <li>• Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>• Be able to support children who are being bullied</li> <li>• Appreciate the value of happiness regardless of material wealth</li> <li>• Develop the value of happiness regardless of material wealth</li> <li>• Develop respect for cultures different from their own</li> </ul> <p><u>VOCAB</u><br/><i>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</i></p> | <ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of my own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings if the bully, bullied and bystanders in a bullying scenario</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul> <p><u>VOCAB</u></p> | <ul style="list-style-type: none"> <li>- about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li> <li>- the difference between biological sex, gender identity and sexual orientation</li> <li>- to recognise that sexual attraction and sexuality are diverse</li> <li>- that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</li> <li>- the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</li> <li>- the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</li> <li>- to recognise bullying, and its impact, in all its forms; the skills and strategies to</li> </ul> |
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|  |  | <p><i>Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</i></p> |  |  |  | <p><i>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</i></p> | <p>manage being targeted or witnessing others being bullied</p> <ul style="list-style-type: none"> <li>-the impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>- about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>-the need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> </ul> |
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|  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dreams and Goals</p> | <ul style="list-style-type: none"> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul> <p><u>VOCAB</u><br/>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p> | <ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream/ambition</li> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their successes with others</li> <li>• Can store feelings of success to be used at another time</li> </ul> <p><u>VOCAB</u><br/>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p> | <ul style="list-style-type: none"> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Can identify the feeling of disappointment</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Be able to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Have a positive attitude</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> </ul> <p><u>VOCAB</u><br/>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p> | <ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Appreciate the opportunities learning and education can give them</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul> <p><u>VOCAB</u><br/>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p> | <ul style="list-style-type: none"> <li>• Understand why it is important to stretch the boundaries of their learning</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul> <p><u>VOCAB</u><br/>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise,</p> | <ul style="list-style-type: none"> <li>- about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</li> <li>-about routes into work, training and other vocational and academic opportunities, and progression routes</li> <li>-the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>-to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> <li>- different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</li> <li>- about different work roles and career pathways, including clarifying their own early aspirations</li> <li>-financial choices including debt</li> </ul> |
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|  |  |  |  |  |  | Compliment,<br>Contribution,<br>Recognition. |  |
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|  | <p style="text-align: center;">Healthy Me</p> | <ul style="list-style-type: none"> <li>• Desire to make healthy life choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with friends</li> </ul> <p><u>VOCAB</u></p> <ul style="list-style-type: none"> <li>• Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</li> </ul> | <ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do</li> </ul> <p><u>VOCAB</u></p> <ul style="list-style-type: none"> <li>• Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</li> </ul> | <ul style="list-style-type: none"> <li>• Can identify the feelings that they have about their different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> <li>• Recognise negative feelings in peer pressure situations</li> <li>• Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>• Can tap into their inner strength and know-how to be assertive</li> </ul> <p><u>VOCAB</u></p> <ul style="list-style-type: none"> <li>• Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</li> </ul> | <ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul> <p><u>VOCAB</u></p> <ul style="list-style-type: none"> <li>• Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</li> </ul> | <ul style="list-style-type: none"> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Recognise that people have different attitudes towards mental health/illness</li> <li>• Can use different strategies to manage stress and pressure</li> </ul> <p><u>VOCAB</u></p> <ul style="list-style-type: none"> <li>• Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</li> </ul> | <ul style="list-style-type: none"> <li>-strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</li> <li>- information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks</li> <li>- the benefits of physical activity and exercise for physical and mental health and wellbeing</li> <li>- strategies to maintain good quality sleep</li> <li>- manage what influences their choices about physical activity --the role of a balanced diet as part of a healthy lifestyle/ the impact of unhealthy food choices</li> <li>- strategies to manage eating choices</li> <li>-the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination</li> <li>- the purpose of vaccinations offered during adolescence for individuals and society</li> <li>strategies for maintaining personal hygiene, including oral health, and prevention of infection</li> </ul> |
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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>- how to access health services when appropriate</li><li>- the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support</li><li>- first aid CPR</li><li>- risks of gambling</li></ul> |
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|  | Relationships | <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques to solve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their relationships</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> <li>• <b>VOCAB</b><br/>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact,</li> </ul> | <ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use 'Solve it together' in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> <li>• <b>VOCAB</b><br/>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</li> </ul> | <ul style="list-style-type: none"> <li>• Can identify feelings of jealousy and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> <li>• <b>VOCAB</b><br/>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</li> </ul> | <ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community/social media group feels risky, uncomfortable or unsafe</li> <li>• Can suggest strategies for staying safe online/social media</li> <li>• Can say how to report unsafe online/social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful pressures online or in social networks</li> <li>• <b>VOCAB</b><br/>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> <li>• Can take responsibility for their own safety and well being</li> <li>• <b>VOCAB</b><br/>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication,</li> </ul> | <ul style="list-style-type: none"> <li>-how to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>- ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> <li>- how the media portrays relationships and the potential impact of this on people's expectations of relationships</li> <li>- the roles and responsibilities of parents, carers and children in families</li> </ul> |
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|  | <p style="text-align: center;">Changing Me</p> | <ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul> | <ul style="list-style-type: none"> <li>• Can express how they feel about babies</li> <li>• Can describe the emotions that a new baby can bring to a family</li> <li>• Can express how they feel about puberty</li> <li>• Can say who they can talk to about puberty if they have any worries</li> <li>• Can identify stereotypical family roles and challenge these ideas</li> <li>• Can identify changes they are looking forward to in the next year</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> <li>• <b>VOCAB</b><br/>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm,</li> </ul> | <ul style="list-style-type: none"> <li>• Can appreciate their own uniqueness and that of others</li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can express any concerns they have about puberty</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> <li>• Have strategies for managing emotions relating to change</li> <li>• <b>VOCAB</b><br/>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</li> </ul> | <ul style="list-style-type: none"> <li>• Can celebrate what they like about their own and others' self-image and body-image</li> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Can ask questions about puberty to seek clarification</li> <li>• Can express how they feel about having a romantic relationship when they are an adult</li> <li>• Can express how they feel about having children when they are an adult</li> <li>• Can express how they feel about becoming a teenager</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> <li>• <b>VOCAB</b><br/>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider,</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Can celebrate what they like about their own and others' self-image and body-image</li> <li>• Use strategies to prepare themselves emotionally for the transition to secondary school</li> <li>• <b>VOCAB</b><br/>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-</li> </ul> | <ul style="list-style-type: none"> <li>- strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</li> <li>- about the purpose, importance and different forms of contraception; how and where to access contraception and advice</li> <li>- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</li> <li>- that everyone has the choice to delay sex, or to enjoy intimacy without sex</li> <li>- to manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>- that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</li> <li>- how to seek, give, not give and withdraw consent (in all contexts, including online)</li> <li>- the risks related to unprotected sex</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Can say what they are looking forward to in next year</li> <li>• VOCAB TO RECAP</li> <li>• Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</li> </ul> | <p>Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p> |  | <p>Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p> | <p>esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised,</p> |  |
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|  |  |  |  |  |  | Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement . |  |
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