

PSHE Curriculum at Ingleton Primary School



At Ingleton Primary School, the foundations for the PSHE curriculum are built in the early years through a range of hands-on experiences, stories and activities. In Key stages one and two we use the Coram Life Education and SCARF resources to support our PSHE Curriculum. To compliment our mixed age classes we work on a two year cycle of PSHE topics.

	Autumn: Relationships (and Sex education)	Spring: Health and Wellbeing	Summer: Living in the Wider World
Year A 2025-2026	Me and my Relationships	Keeping Safe	Rights and Respect
Year B 2024-2025	Valuing Difference	Being my Best	Growing and Changing

Assessment:

- During lessons and near the end of each unit, teachers use a range of techniques including real life scenarios and mind maps to identify and resolve gaps and misconceptions in children's learning
- PSHE lead conducts "Book Looks" and "Pupil Voice" to identify new PSHE priorities

Autumn:		Spring:		Summer		
Relationships (and Sex education)		Health and Wellbeing		Living in the Wider World		
Me and my Relationships	Growing and Changing	Keeping Safe	Being my Best	Rights and Respect	Valuing Difference	
EYFS	Nursery	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. 			
		Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <p>Make healthy choices about food, drink, activity and toothbrushing.</p>			
		Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 			
		Understanding of the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>			
	Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases 			
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' 				

			<ul style="list-style-type: none"> - having a good sleep routine - being a safe pedestrian
	Physical Development		<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding of the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

	Me and my Relationships	Keeping Safe	Rights and Respect
Year 1/2 YEAR A	<p>-I can name a variety of feelings and explain how these might make me behave</p> <p>-I can think of some different ways of dealing with not so good feelings.</p> <p>-I know when I need help and who to go to for help.</p> <p>-I can tell you some different classroom rules.</p> <p><u>Vocabulary</u> friends help rules family hurt safe feelings listen</p> <p>-----</p> <p>-I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>-I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>-I can give ideas about what makes a good friend and how to be a good friend.</p> <p>-I can express my feelings in a safe, controlled way</p> <p><u>Vocabulary:</u> feelings happy teasing bullied care repeated bullying friendship help rules friendly safe break</p>	<p>-I can say what I can do if I have strong but not so good feelings</p> <p>-I can give examples of how I keep myself healthy</p> <p>-I can say when medicines might be harmful</p> <p><u>Vocabulary</u> air sleep exercise stop unsafe share nervous internet medicine uncomfortable body feelings food water safe healthy private worried scared</p> <p>-----</p> <p>-I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>- I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>-I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p><u>Vocabulary:</u> medicines feelings tell safe touch worried secret surprise unsafe private uncomfortable someone you trust</p>	<p>I can give examples of how I look after myself and my environment</p> <p>-I can say some ways we look after money</p> <p><u>Vocabulary</u> clean environment routine first aid spending litter risk responsibility danger safe help money saving environment look after responsible</p> <p>-----</p> <p>-I know some techniques to help me when I am not settled.</p> <p><u>Vocabulary</u> share listen calm erupt control ask for help unsettled home school feelings</p>

Growing and Changing	Being my Best	Valuing Difference
<p>-I can identify an adult I can talk to if I need help</p> <p>-I can tell you some things I can do now that I couldn't do when I was a toddler</p> <p>-I can say what some body parts do</p> <p><u>Vocabulary</u> adult heart brain stomach trusted growing lungs vulva penis learning</p> <hr/> <p>-I can tell you who helps us grow (people who look after us) and what things</p> <p>-I can now do myself that I couldn't when I was younger.</p> <p>-I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>-I can give examples of how to give feedback to someone.</p> <p><u>Vocabulary</u> supportive loss change nipples food feelings help forward growing penis care goodbye learning safe upset vulva</p>	<p>I can name some things I can do if I find something difficult</p> <p>I can say why some foods are healthy and why I should eat 5 portions of f&v/ day</p> <p><u>Vocabulary</u> starchy dairy protein sugar practise fruit difficult learning make mistakes hygiene cereal bread spread try water energy help healthy support vitamins vegetables germs</p> <hr/> <p>-I can name different parts of my body that are inside me and help to turn food into energy.</p> <p>-I know what I need to get energy.</p> <p>-I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p><u>Vocabulary:</u> achieve germs injection rest choices brain soap vaccination choose water large intestine healthy lungs stomach energy learn food small intestine exercise oxygen teeth</p>	<p>I can say ways in which people are similar and different</p> <p>I can say why things sometimes seem unfair</p> <p>respect feelings different safe bully fair rules special people tease similar same</p> <hr/> <p>-I can say how I could help myself if I was being left out.</p> <p>-I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view</p> <p><u>Vocabulary</u> unique calm point of view behaviour listening feelings helpful problem unkind respect different arguments kindness listen special people</p>

Me and my Relationships	Keeping Safe	Rights and Respect
<p>-I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>-I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>-I can give lots of ideas about what makes a good friend and also how to be a good friend.</p> <p>-I can express my feelings in a safe, controlled way</p> <p><u>Vocabulary:</u> feelings happy teasing bullied care repeated bullying friendship help rules friendly safe break</p> <p>-----</p> <p>-I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>-I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> <p><u>Vocabulary</u> apologise respect disagree responsibility calm disputes arguments feelings persuade friendship opinions listening family friendship falling out special people</p>	<p>-I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>- I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>-I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p><u>Vocabulary:</u> medicines feelings tell safe touch worried secret surprise unsafe private uncomfortable someone you trust</p> <p>-----</p> <p>-I can say what I could do to make a situation less risky or not risky at all.</p> <p>-I can say why medicines can be helpful or harmful.</p> <p>-I can tell you a few things about keeping my personal details safe online.</p> <p>-I can explain why information I see online might not always be true.</p> <p><u>Vocabulary:</u> alcohol personal details risk (risky) internet safety cigarettes private nicotine trust medicines public unsafe search engine harmful situation e-cigarettes</p>	<p>-I know some techniques to help me when I am not settled.</p> <p><u>Vocabulary</u> share listen calm erupt control ask for help unsettled home school feelings</p> <p>-----</p> <p>-I can say some ways of checking whether something is a fact or just an opinion.</p> <p>-I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p><u>Vocabulary</u> Online false check safe parent carer adult search fact opinion</p>

Growing and Changing	Being my Best	Valuing Difference
<p>-I can tell you who helps us grow (people who look after us) and what things</p> <p>-I can now do myself that I couldn't when I was younger.</p> <p>-I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>-I can give examples of how to give feedback to someone.</p> <p><u>Vocabulary</u> supportive loss change nipples food feelings help forward growing penis care goodbye learning safe upset vulva</p> <p>-----I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>-I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>-I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p><u>Vocabulary</u> angry penis relationships body space touch assertive vagina jealous womb period/menstruation pad trust lining respect breasts uncomfortable caring genitals upset egg healthy puberty testicles</p>	<p>-I can name different parts of my body that are inside me and help to turn food into energy.</p> <p>-I know what I need to get energy.</p> <p>-I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p><u>Vocabulary:</u> achieve germs injection rest choices brain soap vaccination choose water large intestine healthy lungs stomach energy learn food small intestine exercise oxygen teeth</p> <p>-----I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> <p>-I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p><u>Vocabulary</u> achieve fruit medicine bones goal-setting muscles skills teeth balanced diet talents improve practise proteins water sleep healthy starchy carbohydrates dairy exercise energy vegetables</p>	<p>-I can say how I could help myself if I was being left out.</p> <p>-I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view</p> <p><u>Vocabulary</u> unique calm point of view behaviour listening feelings helpful problem unkind respect different arguments kindness listen special people</p> <p>-----</p> <p>-I can give examples of different community groups and what is good about having different groups.</p> <p>-I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p><u>Vocabulary:</u> family different name calling prejudice tolerance community strangers bullying differences belonging respect identity families similarities</p>

	Me and my Relationships	Keeping Safe	Rights and Respect
	<p>-I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>-I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> <p>Vocabulary apologise respect disagree responsibility calm disputes arguments feelings persuade friendship opinions listening family friendship falling out special people</p> <p>-----</p> <p>-I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>-I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>-I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>Vocabulary ignored delighted teasing calm confident feelings compromise body language emotions frightened excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely</p>	<p>-I can say what I could do to make a situation less risky or not risky at all.</p> <p>-I can say why medicines can be helpful or harmful.</p> <p>-I can tell you a few things about keeping my personal details safe online.</p> <p>-I can explain why information I see online might not always be true.</p> <p>Vocabulary: alcohol personal details risk (risky) internet safety cigarettes private nicotine trust medicines public unsafe search engine harmful situation e-cigarettes</p> <p>-----</p> <p>-I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>-I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>-I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>Vocabulary hazard risky liver decisions choices danger situation influence alcohol consequences lungs brain dare drug harmful cigarettes vapes shared e-cigarettes downloaded</p>	<p>-I can say some ways of checking whether something is a fact or just an opinion.</p> <p>-I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>Vocabulary Online false check safe parent carer adult search fact opinion</p> <p>-----</p> <p>-----</p> <p>-I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>-I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>-I can give examples of these decisions and how they might relate to me.</p> <p>Vocabulary Anti-social behaviour media United Nations rights spending reduce influence environment public services income tax negative recycle essential actions positive community responsibility reuse volunteer School Council</p>

Growing and Changing	Being my Best	Valuing Difference
<p>-I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>-I can tell you what happens to the woman’s body when the egg isn’t fertilised, recognising that it is the lining of the womb that comes away.</p> <p>-I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p><u>Vocabulary</u> angry penis relationships body space touch assertive vagina jealous womb period/menstruation pad trust lining respect breasts uncomfortable caring genitals upset egg healthy puberty testicles</p> <p>-----</p> <p>-I can label some parts of the body that only boys have and only girls have.</p> <p>-I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>-I can tell you why people get married.</p> <p><u>Vocabulary</u> breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair periods marriage love puberty live together civil partnership uncomfortable feelings menstruation vagina vulva compromise share ovaries wet dreams</p>	<p>-I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this.</p> <p>-I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.</p> <p><u>Vocabulary</u> achieve fruit medicine bones goal-setting muscles skills teeth balanced diet talents improve practise proteins water sleep healthy starchy carbohydrates dairy exercise energy vegetables</p> <p>-----</p> <p>-I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>-I can give different examples of some of the things that I do already to help look after my environment.</p> <p><u>Vocabulary</u> accident emergency affect balanced diet recycle breathing community repair reduce creative give to others injury exercise choices wound mental health active first aid repair connect future choking reuse wellbeing be mindful</p>	<p>-I can give examples of different community groups and what is good about having different groups.</p> <p>-I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p><u>Vocabulary:</u> family different name calling prejudice tolerance community strangers bullying differences belonging respect identity families similarities</p> <p>-----</p> <p>-I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>-I can explain why it’s important to challenge stereotypes that might be applied to me or others.</p> <p><u>Vocabulary</u> challenge labelled confidence stereotype negotiate unique positive compromise label prejudice differences invade similarities respect</p>
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Me and my Relationships	Keeping Safe	Rights and Respect
<p>-I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>-I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>-I can explain what being ‘assertive’ means and give a few examples of ways of being assertive.</p> <p><u>Vocabulary</u> ignored delighted teasing calm confident feelings compromise body language emotions frightened excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely</p> <p>-----</p> <p>-I can give a range of examples of our emotional needs and explain why they are important.</p> <p>-I can explain why these qualities are important.</p> <p>-I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p><u>Vocabulary</u> collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching qualities unhealthy relationship</p>	<p>-I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>-I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>-I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p><u>Vocabulary</u> hazard risky liver decisions choices danger situation influence alcohol consequences lungs brain dare drug harmful cigarettes vapes shared e-cigarettes downloaded</p> <p>-----</p> <p>-----I can give examples of things that might influence a person to take risks online.</p> <p>-I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it’s a lot more than this.</p> <p><u>Vocabulary</u> habit cigarettes drugs pressure alcohol vapes weigh up risk influence privacy settings assertive cyberbullying decision social norms assessing risk e-cigarettes</p>	<p>-I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>-I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>-I can give examples of these decisions and how they might relate</p> <p><u>Vocabulary</u> Anti-social behaviour media United Nations rights spending reduce influence environment public services income tax negative recycle essential actions positive community responsibility reuse volunteer School Council</p> <p>-----</p> <p>-I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school.</p> <p>-I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep healthy.</p> <p>-I can explain that local councils have to make decisions about how money is spent on things we need in the community.</p> <p>-I can also give an examples of some of the things they have to allocate money for</p> <p><u>Vocabulary</u> councillors environment interest rights responsibility debit costs borrow credit health community group public services loan council exercise vote duties sustainable elections</p>

Growing and Changing	Being my Best	Valuing Difference
<p>-I can label some parts of the body that only boys have and only girls have. -I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). -I can tell you why people get married.</p> <p><u>Vocabulary</u> breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair periods marriage love puberty live together civil partnership uncomfortable feelings menstruation vagina vulva compromise share ovaries wet dreams</p> <p>-----</p> <p>-I can explain what resilience is and how it can be developed. -I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). -I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> <p><u>Vocabulary</u> respect wellbeing trust hormones mood swings confidential confidence resilience puberty crush embarrassed menstruation unwanted attention separation unwanted touch period products</p>	<p>-I can give a few examples of different things that I do already that help to me keep healthy. -I can give different examples of some of the things that I do already to help look after my environment.</p> <p><u>Vocabulary</u> accident emergency affect balanced diet recycle breathing community repair reduce creative give to others injury exercise choices wound mental health active first aid repair connect future choking reuse wellbeing be mindful</p> <p>-----</p> <p>-I can give an example of when I have had increased independence and how that has also helped me to show responsibility. -I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p><u>Vocabulary</u> perseverance media-influence kindness celebrities independence patience resilience consideration confidence personal qualities</p>	<p>-I can say a lot of ways that people are different, including religious or cultural differences. -I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p><u>Vocabulary</u> challenge labelled confidence stereotype negotiate unique positive compromise label prejudice differences invade similarities respect</p> <p>-----</p> <p>-I can give examples of different faiths and cultures and positive things about having these differences. -I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p><u>Vocabulary</u> multicultural society compare point of view stereotype discrimination diverse racism false impression respect prejudice similarities excluded conflict celebrate religious social media cultural tolerance acceptance</p>
<p>Me and my Relationships</p>	<p>Keeping Safe</p>	<p>Rights and Respect</p>

-I can give a range of examples of our emotional needs and explain why they are important.

-I can explain why these qualities are important.

-I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Vocabulary

collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching qualities unhealthy relationship

-I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

-I can give examples of negotiation and compromise.

-I can explain what inappropriate touch is and give example.

Vocabulary:

assertiveness appropriate sensitive collaboration respectful response appropriate culture inappropriate religion bullied compromise illegal active forced marriage negotiation community bystanders passive civil partnership

Growing and Changing

-I can give examples of things that might influence a person to take risks online.

-I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Vocabulary

habit cigarettes drugs pressure alcohol vapes weigh up risk influence privacy settings assertive cyberbullying decision social norms assessing risk e-cigarettes

-I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

-I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

-I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

Vocabulary

online safety legal privacy sharing online emotional needs inappropriate physical needs age restrictions possess parental consent permission social media alcohol medical supply non-medical produce personal information

Being my Best

-I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school.

-I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep healthy.

-I can explain that local councils have to make decisions about how money is spent on things we need in the community.

-I can also give an examples of some of the things they have to allocate money for

Vocabulary

councillors environment interest rights responsibility debit costs borrow credit health community group public services loan council exercise vote duties sustainable elections

-I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.

-I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.

-I can explain the advantages and disadvantages of different ways of saving money

Vocabulary

biased elections candidate image profile interest tax stereotype saving cash votng shop local debit card reuse pressure public services sustainable recycling unbiased environmentally sustainable bank (building society) account democracy online safety social media

Valuing Difference

-I can explain what resilience is and how it can be developed.
 -I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
 -I am able to identify when I need help and can identify trusted adults in my life who can help me.

Vocabulary

respect wellbeing trust hormones mood swings confidential confidence resilience puberty crush embarrassed menstruation unwanted attention separation unwanted touch period products

 -I can give an example of a secret that should be shared with a trusted adult.
 -I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
 -I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

Vocabulary

media manipulation puberty sexual intercourse discuss confidential online safety self esteem right to privacy age of consent stereotype peer pressure uncomfortable physical changes body image emotional changes in confidence sharing online

-I can give an example of when I have had increased independence and how that has also helped me to show responsibility.
 -I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Vocabulary

perseverance media-influence kindness celebrities independence patience resilience consideration confidence personal qualities

 -I can tell you how I can overcome problems and challenges on the way to achieving my goals.
 -I can give examples of an emotional risk and a physical risk.

Vocabulary

give connect influence be active assessing risk problems choices goal setting overcome vaping practise media aspirations take notice (mindful) weigh up achieve challenges perseverance keep learning (get creative)

-I can give examples of different faiths and cultures and positive things about having these differences.
 -I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Vocabulary

multicultural society compare point of view stereotype discrimination diverse racism false impression respect prejudice similarities excluded conflict celebrate religious social media cultural tolerance acceptance

 -I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
 -I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Vocabulary

disrespect bystander self-esteem diversity prejudice identity empathy stereotype tolerance assumption media influence situation gender stereotype community