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| **KS2 Learning Outcomes** | | |
| **Core Theme 3**  Living in the Wider World  **Rights and Responsibilities**  **The Environment**  **Money** | **Core Theme 2**  Relationships  **Feelings and emotions**  **Healthy Relationships**  **Valuing Difference** | Core Theme 1  Health and Well Being  **Healthy Lifestyles**  **Growing and Changing**  **Keeping Safe** |
| **R1.** to recognise and respond appropriately to a wider range of feelings in others  **R2.** to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  **R3.** to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  **R4.** to recognise different types of relationship, including those between acquaintances, friends, relatives and families  **R5.** that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment  **R6.** that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves  **R7.** that their actions affect themselves and others  **R8.** to judge what kind of physical contact is acceptable or unacceptable and how to respond  **R9.** the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’  **R10.** to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view  **R11.** to work collaboratively towards shared goals  **R12.** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves  **R13.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)  **R14.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)  **R15.** to recognise and manage ‘dares’  **R16.** to recognise and challenge stereotypes  **R17.** about the difference between, and the terms associated with, sex, gender identity and sexual orientation  **R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  **R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership  **R20.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others  **R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy | **L1.** to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people  **L2.** 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  **L3.** to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child  **L4.** that these universal rights are there to protect everyone and have primacy both over national law and family and community practices  **L5.** to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)  **L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk  **L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities  **L8.** to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices  **L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally  **L10.** to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing  **L11.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  **L12.** to consider the lives of people living in other places, and people with different values and customs  **L13.** about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer  **L14.** to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)  **L15.** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world  **L16.** what is meant by enterprise and begin to develop enterprise skills  **L17.** to explore and critique how the media present information  **L18.** to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others | **H1.** what positively and negatively affects their physical, mental and emotional health  **H2.** how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’  **H3.** to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet  **H4.** to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves  **H5.** to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals  **H6.** to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  **H7.** to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  **H8.** about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement  **H9.** to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’  **H10.** to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience  **H11.** to recognise how their increasing independence brings increased responsibility to keep themselves and others safe  **H12.** that bacteria and viruses can affect health and that following simple routines can reduce their spread  **H13.** how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media  **H14.** to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong  **H15.** school rules about health and safety, basic emergency aid procedures, where and how to get help  **H16.** what is meant by the term ‘habit’ and why habits can be hard to change  **H17.** which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others  **H18.** how their body will, and their emotions may, change as they approach and move through puberty  **H19.** about human reproduction  **H20.** about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that |
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| give examples of issues about health and wellbeing  • discuss health and wellbeing issues that affect themselves and others (e.g. healthy eating, sleep, being active, etc.)  • give their opinions and views about how to take care of own and others’ health and wellbeing  give reasons and practical examples for why different rules are needed in different situations  • give reasons for why rules and laws are made and why they are important  • identify what might happen if rules and laws are broken  work with others to develop and agree rules  explain that human rights are there to protect everyone and this is why they exist  • identify some of the rights of the child (UN Declarations of the Rights of the Child)  • describe how some of the Rights of the Child relate to their daily lives  • explain why they think the Rights of the Child are important  • recognise the importance of people speaking out about human rights  give examples of what might be termed anti-social behaviour (see Additional Guidance1)  • identify how it might affect people  • explain what people should do if they experience or witness anti-social behaviours  learner will be able to:  • identify who is responsible for things at school, at home and in the environment  • identify rights and responsibilities they have in the context of school, home and the environment  • recognise the skills required to carry out their responsibilities  • describe how to feels to be responsible  • give suggestions of how they can make a difference to local and world-wide environment issues  identify situations where people might think or feel differently from their friends  • explain that disagreeing with your friends doesn’t mean you don’t like them or care for them  • explain the importance of seeing and respecting others’ points of view and how we show we are doing this  • recognise that sometimes you may not be able to reach an agreement – it is ok to disagree  • describe skills they could use to resolve a difference  give a definition what ‘community’ means  • give examples of different communities they belong to  • identify people in the community who help (parent/friends of the school committees, voluntary helpers)  • identify why people may volunteer to do things for their community  • identify how their help makes a difference to other members of the community  identify that people living in the UK come from different origins  • recognise that people have moved to the UK from all around the world at different times and for different reasons  • recognise that people also move from the UK to other places in the world  • identify some of the different religious and ethnic identities of people living in the UK  • participate in celebrating the range of different identities and cultures in the UK  give an examples of their own family/community customs or traditions  • explain why these are important or special  • identify different traditions that relate to birth, growing up and food  • compare their own traditions to those of people in other places and say how they are similar or different  • identify how we show respect for the views and beliefs of others  explain why we need money  • explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically, online)  • identify how people can keep track money such as by keeping financial records (to know how much they have saved or spent) and how this can help them budget (know how much they have left to save or spend)  • identify that people can choose what to buy / where and how to save money  • identify what helps people think or know they are getting the best deal  give reasons for why it may not be possible for people to have everything they want straight away, if at all  • identify that if money is saved in a bank/building society it can earn ‘interest’  • recognise that money can be borrowed if someone doesn’t have enough money or to help purchase big items (car, house) and that borrowed money is called a ‘loan’  • recognise that borrowed money is usually charged regular ‘interest’ (payment for borrowing) which means we have to pay back more than we borrow  • identify some of the feelings a person might have when saving or borrowing money  identify what the earth’s resources are used for (electricity, heating, food, paper, fuel etc.)  • identify that there is a limited supply of the earth’s resources  • recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment  • describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)  recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so  • give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)  • describe or demonstrate some of the skills that are needed to help to raise / make money at these events  identify how people find out information and news, about people, places and events  • recognise that not everything they see/read is true  • give examples of when things might seem like they must be true may not be (e.g. internet scams, ‘really good deals’, advertising, gossip, stories)  • explain why we need to be cautious about things we read or hear in the media | give examples of a wider range of feelings *(building on learning in years 1 and 2)*  • identify how people’s bodies and faces can show their feelings  • describe how different feelings can make people behave  • suggest how to respond to others to help them with their feelings  • identify when someone might need help with their feelings and who to talk to  identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)  • describe how people in different relationships show they care for and value each other  • describe how people can make friends with others  • identify what makes a friendship good and how they know  • identify peaceful ways to solve problems that might arise in friendships  describe how one person’s actions can affect another person, or a group of people  • identify actions that would affect others positively  • identify actions that would affect others negatively  • describe how a person’s actions can affect the person themselves  • identify why it is important to ‘think before we act’  identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us  • explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space  • explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don’t like  • recognise physical contact that is aggressive or hurtful is not acceptable  • explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused  identify what it means to keep something confidential or secret  • identify times when confidentiality might be important  • recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so  • explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher  • recognise that even if they have agreed, they can and should still tell a teacher  describe what good listening looks like  • recognise some ways they can express their own viewpoints constructively  • identify how to respond sensitively if they do not agree with what is being said by others  • demonstrate working and discussing in groups and ensuring everyone’s view is included  describe what a shared goal means in terms of group and class shared goals  • give examples of skills needed by individuals to co-operate when working with others in groups  • demonstrate essential attributes that are needed to work collaboratively  give examples of causes of arguments in the classroom, playground or other  • describe feelings when disputes and conflicts occur  • identify what can help and not help when trying to arguments  • demonstrate strategies for solving arguments with peers  • give examples of when they have helped give useful feedback or support to others  describe some of the factors in which peers can be the same/different in the context of favourite music, TV programmes, stories, food, sports, family, culture, ethnicity  • describe how we might be different in one way, but similar in others  • recognise that we are all similar/ in that we are part of a human family  describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another  • give a definition of ‘bullying’  • identify how, where and when where hurtful teasing and bullying can happen (including online)  • describe how teasing, bullying and aggression can make someone feel  • describe some ways of responding if they experience or witness bullying  • explain the importance of telling someone if they know (or think they know) this is happening  • identify who to ask for help or report to, what to say and what will happen next  explain what a ‘dare’ is  • describe feelings they may have about being given a ‘dare’ or daring someone else  • suggest ‘dares’ that are ok and explain when ‘dares’ may not be ok  • identify persuasive language that might be used if someone is daring someone else to do something  • demonstrate how to say ‘No’ to a dare they feel unsure about  • identify who they can go to /talk to if they are worried  give a simple definition of what is meant by ‘stereotype’  • recognise some different kinds of stereotypes (such as gender stereotypes)  • give examples of when stereotypes are challenged  • identify why stereotyping can lead to problems  give examples of the sorts of things that people want share with others  • identify things people might want to keep private  • identify times when people want and need privacy  • identify why it is important to respect someone’s privacy  • identify how people can keep privacy in different contexts (including online) | identify different ways to help maintain good health  • recognise what is meant by a ‘balanced lifestyle’  • describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives  • describe choices that have positive consequences on health and those which may have more negative effect  • describe what helps people to make a positive choice  recognise what makes a balanced diet  • identify what food they think should be eaten regularly to maintain good health  • identify what or who helps them decide what to eat and drink  • recognise when they have opportunities to make choices about food and drink  • explain what they need to consider when making these choices  recognise that images in the media can be changed, altered or adapted and therefore may not represent the ‘true’ image  • identify how an image can influence someone’s view about a place or product  • recognise why an image might be changed, such as to sell something, including an idea to others  • identify how or when this might become an issue for people (such as if something they purchase is not the same as the image presented)  reflect on their achievements and describe what they are proud of  • describe the different ways achievements can be celebrated  • describe aspirations for the end of term/school year and how they will know if they have achieved them  • describe steps they can take to improve  • explain how making mistakes along the way can help them to learn  describe a range of different feelings (good and not so good)  • use a scale of intensity to help describe different feelings  • describe how different feelings are experienced in their bodies  • recognise that people can also have lots of different feelings all at once (such as at times of change)  • recognise the importance of sharing their feelings  • identify some positive ways of doing this  give examples of when someone might experience change (at school)  • recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)  • identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better  • recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this  • show empathy towards others  give examples of what is meant by risk, danger and hazard  • identify potential risk in different familiar situations  • identify whether a risk is appropriate for them to manage themselves  • describe or demonstrate how to manage risk safely (e.g. crossing the road)  • identify where they can get help if they feel a situation is risky or dangerous  explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses  • explain how bacteria and viruses can be passed on from one person to another  • describe simple hygiene routines that reduce the spread of bacteria and viruses  • explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health  recognise that pressure to do something can come from others or from within themselves  • recognise that there can be positive and negative pressure  • explain that negative pressure is when someone feels pressured to do something that is or may become unhealthy, dangerous or that feels wrong  • identify ways that negative pressure can be resisted  • identify when they might need to ask for help and who they can ask  identify school rules about health and safety  • give reasons for having school rules about health and safety  • describe what could happen if health and safety rules are not followed  • explain what an emergency is  • explain where and how to get help if they feel a situation is unsafe or in an emergency  identify what a habit is  • identify habits that help us and habits that do not  • identify some examples of healthy habits  • recognise that although it can be difficult, unhelpful habits can be changed or stopped  recognise what is meant by ‘a drug’ (give a definition of ‘drug’)  • recognise that drugs change the way people feel (for example, more relaxed or more energised)  • identify some of the risks associated with drugs common in everyday life  • recognise there are laws relating to drugs seen in everyday life  • identify why someone might choose or not choose to use a drug  • recognise when a drug can become harmful  • identify how to ask for help or support if they are worried about someone and drugs  **recognise that everyone grows and changes through the human life cycle**  **• identify ‘puberty’ as the time when a child grows into an adolescent (ages 8-17)**  **• recognise there are physical changes that happen to adolescents’ bodies at this time**  **• identify some of the physical changes that occur (e.g. body shape, voice getting deeper)**  **• recognise there are also emotional changes and that adolescents may act or behave differently to before or want more privacy**  **• recognise that everyone goes through puberty but that it can feel different for everyone**  recognise there is advice and guidance to help keep people safe in different places and situations  • identify some of the risks that may occur  • describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks)  identify who can help if something is, seems or may become unsafe  recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online  • give examples of online safety rules and practices  • recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others)  • recognise the sorts of images that are ok to photograph to share with others and what might not be appropriate  • recognise that an image (or text) might be shared to many people, even though it was only sent to one person  • identify who to tell and how to report it if they see something upsetting or something feels unsafe when online  identify people who help them to stay healthy and stay safe  • give examples of how they are helped to stay healthy and stay safe in a variety of places and situations  • give examples of how they help to keep themselves (or others) safe  • recognise that they should always report things that mean they or others may not be safe  • identify different ways asking for help – including online  • identify appropriate people to tell or talk with about their concerns  –  Can I discuss changing feelings and emotions?  Can I discuss how a baby is born? USE TAMMY?  Can I give examples of different types of relationships?  Can I identify and challenge stereotypes?  <https://www.youtube.com/watch?v=x3OOV7phRlQ> - what are stereotypes |
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| identify issues for others (including people their age) concerning health and wellbeing (e.g. healthy eating, sleep, being active, etc.)  • share their views and opinions on issues concerning health and wellbeing  • suggest what would help the issues discussed  • give advice to others on taking care of health and wellbeing  give reasons why there are rules and laws  • identify some consequences of these being broken  • identify issues that concern them in school and what they can do about them, including making or changing rules  • identify the steps they can take to help to change rules  • liaise with others to amend or develop a set of rules  • give examples of ways in which everyone has a say in making rules / laws  recognise what is meant by a ‘basic human right’  • explain why rules and laws are made specifically to protect children  • identify what is meant by the UN declaration on the Rights of the Child  • identify some human rights that relate to their lives1 and are important to them  • identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)  • explain why it is very important that people speak out about human rights  identify what is meant by anti-social behaviour (see Additional Guidance1)  • identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people)  • identify the potential consequences of anti-social and aggressive behaviour for the people involved  • give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour  recognise the relationship between rights and responsibilities  • describe rights and responsibilities they have at home, at school, in the community and environment  • identify steps they can take and the skills they need to help fulfil duties/responsibilities  • give examples of how they can make a difference to local and world-wide environment issues  describe how it can feel to agree / disagree with someone  • suggest different ways to demonstrate that we value the others’ points of view  • explain how sometimes resolving differences means ‘agreeing to disagree’  • explain the concept of compromise and how both parties may need to ‘give a little’ to get a ‘win-win’  • describe the skills we need to practise to resolve differences  explain what is meant by ‘community’  • recognise that we all belong to different communities as well as our school community  • describe the skills and attributes that help to support communities and where they see these in action (school/local community)  • identify individuals and groups that have helped their local community  • explain why people may ‘volunteer’ or choose to work for / with the community  • describe what difference this makes to others  identify that UK is made of people from different religious and ethnic identities  • recognise that this makes the UK a richly diverse community  • identify reasons why people might move from one place to another  • recognise that this has happened for many thousands years (people have always moved from one place / country to another)  • identify some of the ways people can show respect for different cultures and identities  • participate in a celebrating the range of different identities and cultures in the UK  describe customs or traditions celebrated their own families / community  • identify different traditions that relate to entry into adulthood / adolescence and different celebrations  • describe different traditions from cultures other than their own  • explain how they are similar or different to their own traditions  • explain how we show respect and appreciate the traditions of other cultures  explain the importance of money in people’s lives  • identify a range of forms of payment the reasons for using these (other than coins and notes)  • explain different ways of keeping track of money and why this is important  • identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are ‘good value’)  • describe how shops, service, banks and manufactures try to persuade people to buy their products  • make decisions about whether something is better ‘value for money’ than something else  identify situations where someone might want or need to ‘save’ or ‘borrow’ money  • explain what is meant by ‘interest’ in relation to saving and borrowing  • identify what would help someone decide whether to ‘save’ or ‘borrow’ money for something they need/want  • describe some of the feelings someone might have about doing this  explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.)  • recognise that there is limited supply of the earth’s resources and the importance of sustainability  • identify and explain their own environmental responsibilities and the difference this can make  • recognise how resources are shared across communities and the affects this can have on the communities / the environment  explain that to be ‘enterprising’ means to have an idea and thinking about how it could work in reality  • describe ‘real life’ examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)  • describe or demonstrate what personal skills or attributes might be needed to start an enterprise  describe the different ways people find out information and news, about people, places and events  • give reasons for why the media tries to influence people’s choices and decisions (e.g. to persuade people to purchase)  • identify how this is done (e.g. emotive language in adverts)  • identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip)  • suggest some important questions we should ask when we see images, programmes or articles in the media | give examples of how to recognise feelings in others  • describe how feelings can affect thoughts and behaviour  • explain what makes feelings better or worse/what helps/doesn’t help  • discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)  identify different types of relationships they have and know about  • explain what makes friends and other people they care about (family or ‘special people’) important to them  • describe the qualities of a good friendship  • describe how problems that might arise in friendships can be approached in a positive way  • identify the responsibilities we share in maintaining positive friendships  • identify some ways in which relationships can be recognised, celebrated or ‘marked’ by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers’ Day)  explain how their actions or choices can hurt others on the outside and on the inside  • explain steps that can be taken to solve problems where actions have impacted on others  • identify and demonstrate behaviours and actions that show respect for self and others  • explain why it is important to ‘think before we act’  recognise that physical contact that is aggressive or hurtful is not acceptable  • explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space  • explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don’t like  • explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused  explain what it means to keep something confidential or secret  • give reasons for when we should/should not agree to keeping something confidential/secret  • describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about  • explain why no one should ask us to keep a secret we feel uncomfortable about keeping  • identify strategies for speaking up if a secret should not be kept  • give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence  describe what it means to listen well to others  • explain why it is important to consider other people’s point of view  • recognise that it is important to take other people’s feelings into consideration before responding, especially if we don’t agree  • identify ways to constructively challenge other peoples’ points of view  explain what a ‘goal’ is and why having a clear goal can be helpful  • demonstrate negotiating a shared goal or working collaboratively  • explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading)  • explain practical steps that can be taken to include others in our groups/work co-operatively  • identify ways of managing conflict or disagreements that might arise  explain what means to negotiate  • give examples of compromise that occur in school and home  • demonstrate negotiating a ‘win-win’ outcome  • give examples of where strategies have worked well/not worked in class/the playground  • describe or demonstrate how to give someone feedback and support  explain what contributes to someone’s identity  • describe some of the ways in which people are similar  • describe some of the ways in which people are different  • explain that we may have things in common with others that we did not immediately realise and that this can help build friendships  • describe ways in which we are all similar / part of a human family  differentiate between playful teasing, hurtful behaviour and bullying  • recognise that bullying and aggressive can be online as well as occurring in physical life  • recognise what is meant by discrimination and some types of discrimination that exist  • identify how this can negatively affect people (e.g. their feelings and aspirations)  • explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied  • explain where people can get advice and help  explain how to recognise a ‘dare’  • give reasons why people might dare others to do things  • explain whether dares always put someone under pressure  • explain why no one should ever feel the need to agree to do a dare  • explain what they can do if they have witnessed someone else being given a dare  • identify people they can talk to/go to if they are worried  explain what is meant by stereotyping  • give some examples of stereotypes (such as gender stereotyping)  • identify when stereotypes are challenged and explain how this helps to break down the stereotype  • explain why it is important for stereotypes to be challenged  give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)  • identify things / times when people might want or need to keep privacy  • explain why it is important to respect privacy  • describe ways people can keep personal boundaries / privacy in different contexts (including online)  • recognise what happens when a privacy may need to be broken and when this would be important | |  | | --- | | explain what is meant by a ‘balanced lifestyle’  • describe the potential short and long term consequences that people’s choices can have on maintaining good health  • identify what can influence people’s choices about their health  • identify steps that help make an informed choice  explain what is meant by a balanced diet for health and wellbeing  • describe who or what influences their choices about food  • explain what people might consider when making decisions about what to eat and drink  • identify when they have opportunities to make choices about food and drink  explain that images in the media can be changed, altered or adapted and this means therefore they may not represent the ‘true’ image  • identify why an image might be changed, such as to sell something, including an idea to others  • describe the different thoughts an image of a place or product can make someone think about  • identify how this might influence their viewpoint or actions  recognise their worth by identifying positive things about themselves and what they are proud of  • identify aspirations for the end of term/school year  • identify personal strengths that will help them achieve their goals  • identify what personal actions they can take to improve  • describe how learning from mistake and working with others can help them to achieve their goals  describe a range of different feelings (good and not so good)  • describe feelings according to their intensity  • identify when feelings (good or not so good) might be overwhelming and describe how this can feel  • explain that people can also feel lots of different emotions all at once (such as at times of change)  • explain the importance of noticing different feelings  • describe some positive ways of sharing feelings, recognising that this can help manage them  describe changes that happen at school, and in life  • recognising that change is a natural part of life  • describe the feelings that might be associated with change and loss  • describe some ways people express feelings when there is change, and of sadness and loss  • explain what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better  • demonstrate empathy towards others and their feelings  explain what is meant by risk, danger and hazard  • identify risk in a range of situations  • describe steps that can be taken to reduce the risk or avoid danger  • assess whether they are able to manage the risk themselves and if not, who is responsible  • identify if, when and how to report potential risks, dangers and hazards to others  explain what bacteria and viruses are, how they can affect health and how they are spread  • explain how people can help prevent the spread of bacteria and viruses  • describe a range of simple, everyday hygiene routines  • recognise the shared responsibility for maintaining a clean environment  recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous  • recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others  • describe some different ways to manage or resist pressure  • identify who they can talk to if feeling under pressure  identify school rules about health and safety  • explain why we need to have different health and safety rules in different places  • give examples of emergencies (and non-emergencies)  • explain what is helpful and unhelpful in emergency situations  • identify sources of help in emergencies and how to alert them  explain what a habit is  • identify habits that help us and habits that do not  • identify strategies for developing helpful habits  • recognise that although it can be difficult, unhelpful habits can be changed or stopped  • suggest ways that less helpful habits can be changed or stopped  explain what a drug is (give a definition of ‘drug’)  • describe how drugs change the way people feel (for example, more relaxed or more energised)  • identify some of the risks associated with drugs common in everyday life  • identify some of the laws relating to drugs seen in everyday life  • explain someone might choose or not choose to use a drug  • identify alternatives to using drugs  • identify different behaviours around drug use and when a drug can become harmful  • identify where people can get help and support (e.g. smoking cessation services)  identify changes in the human life cycle  • identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults  • identify that the changes are ongoing and usually happen between the ages of 8-17 years  • recognise how puberty relates to the sex cells and prepares people’s bodies for the possibility of having children when they are adults  • use the correct names of female and male reproductive organs  • describe the effects of puberty on male and female bodies – how bodies grow and change  • explain what happens during periods (menstruation) and ejaculation and how to manage both  • explain why it is important and how to keep themselves clean during puberty  • explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings  • describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them  • identify where to get help and support about the changes that happen at puberty  explain why there rules about safety in different places  • recognise potential consequences of safety rules not being followed  • give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations  • describe and demonstrate how to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks)  • identify when, how and who to alert if there is danger  explain that there are rules to help keep people safe online and the importance of following these  • recognise potential consequences of online safety rules not being followed  • explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others)  • identify the sorts of images that are ok to photograph to share with others and what might not be appropriate  • recognise that an image (or text) might be shared to many people, even though it was only sent to one person  • explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust  describe the different ways they receive help to stay healthy and safe  • identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe  • recognise their responsibility to report things that mean they or others may not be safe  • give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust | |
| **Year 5 OUTCOMES** | | |
| **Core Theme 3**  Living in the Wider World  **Rights and Responsibilities**  **The Environment**  **Money** | **Core Theme 2**  Relationships  **Feelings and emotions**  **Healthy Relationships**  **Valuing Difference** | **Core Theme 1**  Health and Well Being  **Healthy Lifestyles**  **Growing and Changing**  **Keeping Safe** |
| identify, write about and discuss issues currently in the media concerning health and wellbeing  • explain their views and listen to the views of others on issues concerning health and wellbeing  • explain steps they can take on their own to look after their own health and wellbeing  • explain steps they can take with help from others to look after their own health and wellbeing  • recognise that health and wellbeing includes mental and emotional health  explain that rules and laws exist to keep us safe and healthy  • explain why different rules are needed in different situations  • give example of how rules and laws are made and enforced  • explain what is meant by a democracy  • describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)  describe the importance of human rights for everybody, and especially for children  • explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (*except Somalia and the USA)* has agreed to this convention  • identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)  • describe the responsibility people have to protect human rights – especially if rights are being ignored  • recognise that there are organisations and charities who work towards ensuring the Rights of the Child are upheld all around the world  identify that cultural practices which can harm others (such as FGM and forced marriage) do exist  • recognise that these are illegal in British law and go against human rights  • identify that these human rights laws take precedence over (overrule) any other beliefs, ideas  • explain that these laws related to human rights apply to everyone, regardless of family, culture or religion  • explain that if they ever have any worries or fears about their own or someone else’s safety, or if they think they or someone else may be about to get hurt, they should talk to a teacher or trusted adult immediately  identify where people can seek help, advice and support from safe sources  explain what is meant by anti-social behaviour (see Additional Guidance)  • describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing  • explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue  • identify how they can respond to or challenge, anti-social / aggressive behaviour  • identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves  • identify appropriate examples of where people can help, advice and support regarding anti-social behaviour  identify the different rights responsibilities, and duties they have in their own lives and how they uphold them  • describe what responsibilities, rights and duties look like in local community and the environment  • explain how society relies on people carrying out their responsibilities  • describe the skills they need to carry out their responsibilities and how to develop these  give reasons for differences / conflict / falling out between friends and peers  • describe feelings someone can experience when they have differences / conflict with others  • explain how these feelings might encourage them to behave  • suggest alternative strategies they can use to resolve differences (e.g. managing their own state, restorative language, negotiating, agreeing to disagree)  • suggest how to help see and respect others’ points of view (e.g. putting yourself in their shoes)  explain what being part of a community means to them  • identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow  • describe what it means to ‘volunteer’ in the community  • give examples of voluntary groups and the kind of work they do  • give examples of the difference that this kind of work makes to individuals, communities and the local environment  • identify how pressure groups aim to lead social change  explain that UK is a richly diverse community  • recognise that people have migrated to and from the UK for many thousands of years  • explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this  • describe the benefits of living in a diverse society  describe what the lives of people living in other places around the UK / the world may be like  • describe some of the values and customs of a group of people living somewhere else in the world  • give examples of differences and similarities between their life and the lives of people living in other places  identify the role finance (money) plays in different aspects of people’s lives (e.g. where they live, their job, their social life, the products they buy)  • explain that some jobs pay more than others and that money is one factor for people in choosing a career/job  • explain why we should be wary of claims made in advertisements  • identify how shops and manufactures use ‘deals’ (such as three for the price of two) to entice consumers to purchase more  • decide which similar items are the best ‘value for money’ and explain their view  give reasons why people may borrow money (e.g. loans, credit cards)  • identify the differences between credit and debt and what is meant by ‘interest’  • recognise the difference between a manageable and an unmanageable debt  • describe how people might feel if they have debt, including unmanageable debt  • recognise that there scams or false claims in relation to spending or borrowing money exist so people must take care if borrowing money  • identify where people can get good money advice from  • recognise why the government takes a certain amount of money from what we earn (tax)  give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)  identify the different resources (money from taxes / environmental) that people and societies need and use  • explain that there is a limited supply and therefore decisions must be made about how resources are allocated and how they can be sustained  • identify who makes the decisions and how these are made  • outline how these decisions impact on individuals, communities and/or the sustainability of the environment  • share their views on how they think resources should be allocated  explain what enterprise means and give some examples (from school, local or wider community)  • describe the skills and qualities that make someone ‘enterprising’  • identify some of the steps needed to set up an enterprise project  • recognise that being enterprising may mean taking a risk  • describe or demonstrate how research can help find out if an enterprise will be successful  • explain why it is important to have people who are ‘enterprising’ in our society (job creation, inventors, different ways of doing things)  describe the different ways in which information comes to us via the media  • explain that people can persuade someone of something, to do (or not do something) something via the (e.g. advertisements to purchase something)  • identify how this happens (e.g. advertisements, reviews, gossip, money scams)  • identify that the claims made, may or may not be true  • identify the way in which the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people)  • suggest some of the questions we should ask and skills we can use to detect bias or misrepresentation  • recognise the problems with forwarding false or misleading information to others | explain how to recognise a wide range of feelings in others  • explain how it feels when others respond appropriately / not appropriately to our feelings  • demonstrate language and strategies to use if not sure how others may be feeling  • give examples of ways we can respond positively to others’ feelings  describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other  • identify the essential constituents of a positive, healthy relationship  • explain what this means in an emotional and physical sense  • describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy  • recognise that relationships can change (as we grow up or as circumstances change)  • recognise that sometimes relationships may change or end, that this is natural and often no one is to blame  recap what makes a healthy relationship  • recognise that everyone has the right to feel safe and happy within a relationship  • identify some signs that a relationship is not healthy  • recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends  • recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship  • identify who they can go to if they are unsure about whether a relationship is healthy and positive, or unable to resolve problems with relationships, and how to ask for help  recognise that two individual adults may choose to be part of a committed relationship together - become a ‘couple’  • identify ways a couple show their love and commitment to each other  • recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)  • identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple’s personal beliefs or values, (including cultural, religious, financial values)  • recognise that two people who love each other can also be in a committed relationship, and not be married  recognise that marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together  • recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family)  • recognise that no one should feel ‘forced’ to marry and that this / forced marriage1 is illegal  • identify the difference between arranged marriage and forced marriage1  • explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community  • identify how to ask for help if they are worried and what is likely to happen next if they do so  explain how someone’s actions might have consequences for themselves, family, friends, wider community  • identify the consequences of positive behaviour on themselves and others  • identify the consequences of negative behaviour on themselves and others  • explain the importance of ‘stopping’, ‘taking a step back’ and asking ‘What if…’  identify situations where physical touch is acceptable / appropriate / wanted  • identify what constitutes unacceptable / inappropriate / unwanted touch or attention  • recognise how it feels when someone’s mind or body is telling them that they are not comfortable / happy about someone else’s behaviour  • identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)  • describe strategies someone can use to use to prevent or stop unacceptable physical contact  • explain what they can do and who they can go to if they are worried about unacceptable behaviour  explain what is meant by confidentiality  • identify when they should accept and when they should refuse to accept to keep a confidence (or secret)  • explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else  • explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher  explain how they should always share worries about this with a teacher who will help them decide what to do  respond respectfully to other people’s points of view in class or that they read about  • describe ways to recognise and care about other people’s feelings when communicating  • describe or demonstrate different ways to challenge viewpoints or raise their own concerns with others  explain what an emergency is (and isn’t)  • recognise how people react in an emergency and the importance of following basic emergency procedures  • demonstrate some basic emergency aid procedures  • explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information  explain what we mean by ‘negotiation’ and ‘compromise’  • identify or demonstrate strategies they have seen or used to help resolve disputes between friends, in class and on the playground  • give examples of the attributes and skills that are needed for resolving disputes and conflict  • explain ‘appropriate’ compromise and what it means to them  • explain how negotiation and compromise benefit others as well as themselves  • describe or demonstrate how to give someone useful feedback and support  describe the range of different factors that make up a person’s identity  • identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person’s identity  • give examples of different types of stereotyping in the media  • explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person’s aspirations  • explain that everyone is equal no matter their identity  • give reasons for challenging stereotypes  explain what is meant by prejudice and discrimination  • explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language  • describe the potential consequences of discrimination including how this might make people feel and act  • identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language)  • explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied  describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against  identify the difference between a dare and a ‘positive challenge’1  • suggest possible reasons for giving ‘dares’  • identify feelings when giving or receiving a ‘dare’  • explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong  • describe or demonstrate steps they can take to manage dares  • identify people to talk to/ where go to for help and advice and demonstrate how to ask for help  recognise that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)  • describe how the need for privacy changes as they get older (grow from child to teenager  • recognise that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)  • identify what to do if something that should have been kept private is shared more widely (such as a phone number or password)  • explain that although we have a right to privacy, some things should never be kept secret or private and when this might be  Relationships  -  <http://www.becomingateen.co.uk/advice-blog/articles/puberty-explained>  Can I recognise the changes in boys and girls during puberty? <https://www.youtube.com/watch?v=YSi1cDPftbA>  <https://www.youtube.com/watch?v=FFYPuwQ5ODk> periods  Can I take part in discussions about sexual intercourse and the need for contraception?  <https://www.youtube.com/watch?v=DGyRD9HnXVs> | identify what is meant by health: physical, mental and emotional health  • explain what can affect health and wellbeing  • identify choices that can have positive, neutral and negative consequences on a person’s health and wellbeing  • identify the everyday choices people can make to help take care of their body and mind  • identify the benefits of a balanced lifestyle  explain the benefits of a balanced diet on health and wellbeing  • describe who or what influences people’s choices about food choices (e.g. peers, parents/carers, adverts)  • explain what people might consider when making decisions about what to eat and drink  • describe situations when making a healthy choice can be more challenging  • describe how people can make informed decisions about what to eat or drink  recognise that images in the media can be digitally enhanced or manipulated  • identify how images can be altered in different ways  • identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point or to sell something, including an idea to others  • identify how this can influence someone’s view about a place, a person, a group of people or themselves  • recognise how this might make someone feel about themselves or their own life  identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated  • describe what they admire in others and their achievements  • give an example of when having high aspirations helped someone to achieve  • describe their aspirations for end of term / end of year / later in life  • explain positive steps they can take to help achieve their goals  demonstrate a rich vocabulary for expressing a range and the intensity of feelings  • recognise that feelings change over time  • recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel ‘torn’ about what to do about something)  • identify when listening to our feelings can help make decisions or to manage a challenge  • identify a range of appropriate ways that people can express conflicting feelings and why this is important  • identify where they and others can ask for help and support with their feelings  describe times that involve change and transition  • identify a range of feelings that someone might have during these times  • recognise what grief is and how this can feel for people  • describe ways that people can explore and express feelings at times of change  • identify the importance of treasuring and sharing memories  • identify where to ask for advice or support at times of change  describe ways they are becoming become more independent as they are growing up  • identify occasions where they are responsible for the safety of themselves and/or others  • explain what makes something a risk, a danger or a hazard  • recognise that risk is part of everyday living  • assess the level of risk in different situations  identify how risk can be reduced or managed in relation to keeping safe  describe personal hygiene routines that help keep good health and wellbeing  • describe a range of household (or school) routines that keep good hygiene  • explain the importance of this in relation to preventing the spread of infection  • describe the shared responsibility for hygiene in the home/school  identify different influences on the behaviour of children their age  • identify how peers’ behaviour and other sources can influence their own behaviour  • explain that they may feel a pressure from the ‘inside’ to copy their peers to gain acceptance or approval  • explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong  • identify where and how to ask for help, advice and support  explain what an emergency is (and isn’t)  • recognise how people react in an emergency and the importance of following basic emergency procedures  • demonstrate some basic emergency aid procedures  • explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information  identify that a habit might be something someone does occasionally, often or all the time  • explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy  • explain how a habit is sometimes the reason why people might smoke, drink coffee, drink alcohol or use other drugs  • give reasons why habits can be hard to change  • explain that whilst difficult, habits can be changed or stopped  • recognise that there is help for people who want to change or stop habits (e.g. stop smoking support)  list commonly available legal substances and drugs used in everyday life  • give reasons why someone might use a drug  • recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others  • identify potential effects and risks related to different drugs, including that medicines may have side effects  • explain that there are risks related to the use of any drug  • describe how to manage risks related to drug use in different familiar situations  • identify how to ask for help or advice  identify changes in the human life cycle  • identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults  • identify that the changes are ongoing and usually happen between the ages of 8-17 years  • recognise how puberty relates to the sex cells and prepares people’s bodies for the possibility of having children when they are adults  • use the correct names of female and male reproductive organs  • describe the effects of puberty on male and female bodies – how bodies grow and change  • explain what happens during periods (menstruation) and ejaculation and how to manage both  • explain why it is important and how to keep themselves clean during puberty  • explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings  • describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them  identify where to get help and support about the changes that happen at puberty  identify the links between love, committed relationships/marriage and conception  • correctly name male and female body parts associated with conception  • identify how the sex parts relate to how a baby is made  • explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)  • identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults  • explain in simple terms what is meant by ‘consenting’/’consent’  • explain what pregnancy means, how long it lasts and where it occurs  recognise the different responsibilities of parents and carers and how having a baby changes their life  explain that everyone has a right to look after and protect their own body  • identify what the letters ‘FGM’ stand for and that it is also known by other words (e.g. ‘cutting’)  • recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)  • know what FGM physically entails and that myths can be told about it which are not true  • identify the risks that FGM can have on a person’s present and future health  • explain the importance of speaking out about FGM  • identify how someone can get help or advice (for themselves or another person)  recognise the importance of telling a trusted adult quickly if they think this might happen  identify potential risks in different environments  • explain safety rules for different places  • explain how people can be prepared for danger and how to keep safe in different places  • describe situations when following the safety rules might be more challenging  • identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support  • identify when, how and who to alert if safety is (potentially might become) compromised  passwords, bank card details, home addresses etc.)  • give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate  • recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not  • explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person  • identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)  • explain how to respond if someone they don’t know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image  identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe  • explain their personal responsibility to report things that mean they or others may not be safe  • explain what will happen if they do seek help  • give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust  recognise situations where mobile phone safety might be compromised  • explain ways they can help keep their phone safe and prevent mobile phone theft  • describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)  • identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)  • recognise the importance of managing their own use of their mobile phone |
| **Year 6 OUTCOMES** | | |
| **Core Theme 3**  Living in the Wider World  **Rights and Responsibilities**  **The Environment**  **Money** | **Core Theme 2**  Relationships  **Feelings and emotions**  **Healthy Relationships**  **Valuing Difference** | **Core Theme 1**  Health and Well Being  **Healthy Lifestyles**  **Growing and Changing**  **Keeping Safe** |
| research topical issues that concern health and wellbeing  • summarise their findings, including identifying the problems arising from the issue  • generate ideas for how this issue and the related problems may be addressed  • prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing  give examples of rules and laws that protect us and keep us safe  • identify who helps to uphold rules and laws in our local community / wider community  • explain how the democratic process works in Britain (voting system, political parties, Parliament)  • explain how laws can be changed democratically at a national level  explain what *‘human rights’* mean to them and how they can demonstrate these rights in the classroom, school and wider community  • explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (*except Somalia and the USA)* has agreed to this convention  • identify that not all people have their human rights met  • describe how life can be for children living and growing up in places where their human rights are not recognised  • identify some organisations that work to help people whose human rights aren’t being met and explain how they work to meet those needs  • evaluate ways in which human rights can be promoted  identify that cultural practices which can harm others (such as FGM and forced marriage) do exist  • recognise that these are illegal in British law and go against human rights  • identify that these human rights laws take precedence over (overrule) any other beliefs, ideas  • explain that these laws related to human rights apply to everyone, regardless of family, culture or religion  • identify what to do if they come across ideas or beliefs that are in conflict with human rights  • recognise ideas, beliefs, language, behaviours that may be in conflict with human rights  • identify where people can seek help, advice and support from safe sources  explain what is meant by anti-social behaviour (see Additional Guidance1)  • describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others  • justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong  • give examples of or demonstrate strategies that can be used to defuse aggressive behaviour  • identify when managing other people’s behaviour is beyond their ability and where and who to go to for help  • explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves  • identify appropriate examples of where people can help, advice and support regarding anti-social  explain what is meant by anti-social behaviour (see Additional Guidance1)  • describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others  • justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong  • give examples of or demonstrate strategies that can be used to defuse aggressive behaviour  • identify when managing other people’s behaviour is beyond their ability and where and who to go to for help  • explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves  • identify appropriate examples of where people can help, advice and support regarding anti-social  explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future  • explain the balance of rights and responsibilities in relation to school, home, communities and/or the environment  • compare individual and group rights and responsibilities and how these can come into conflict  • explain how society (local, national or world-wide) relies on people carrying out their responsibilities  • describe and demonstrate skills to support home, school, local community and environment  identify situations when conflict, disputes or differences might arise  • describe the choices people need to make in order to help resolve differences  • explain ways of seeing others’ points of view (e.g. hot seating, stepping into someone else’s  identify how this can help people make decisions or form their own viewpoints  explain what is meant by being part of a community in relation to the school, local and wider community  • explain what we mean by the terms voluntary, community and pressure group  • give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment  • identify reasons people form or join pressure groups and why they are needed  • evaluate ways in which pressure groups gain support to address the needs of the community and the environment  identify how this can lead to social change  describe what makes the UK is a richly diverse community  • recognise the wide range of influences that have shaped the heritage of the UK  • recognise the contributions that different groups have made, and make to British society  • explain that people have migrated to and from the UK for many thousands of years  • describe the benefits of living in a diverse society  • explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this  research the lifestyle, customs and traditions of people growing up somewhere else in the world to them  • explain how their lives are similar or different to their own  • identify whether they experience similar or different customs, challenges, rules and responsibilities  explain how personal finance can affect lifestyle choices  • evaluate how people judge success in their working lives and the extent to which a person’s salary is more or less important than fulfilment/job satisfaction  • describe the factors that make consumers want to buy a product  • identify how shops and manufactures use ‘deals’ (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this  • evaluate whether something is ‘value for money’  • give reasons for the importance of being a critical consumer1  explain why people may borrow money (e.g. loans, credit cards)  • explain the differences between credit and debt and what is meant by ‘interest’  • explain the difference between a manageable and an unmanageable debt and how this can affect someone  • explain the importance of being a critical consumer when it comes to saving or borrowing money  • identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money  • give reasons for why money is deducted from earnings to provide things we all need  • explain some of the ways in which the government uses money raised by taxes  • explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society  identify ways they are ‘tax payers’ (e.g. VAT on some things they purchase)  explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated  • explain how these decisions are made  • explain how these choices are affected  • describe the different ways that decisions about the allocation of resources affects individuals, communities  • justify their views and opinions of how resources should be allocated  give examples of people who are famous entrepreneurs (e.g. Dragon’s Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.)  • analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business)  • explain what is meant by ‘positive’ risk in relation to enterprise projects  • evaluate what makes an enterprise successful for the people involved  • describe or demonstrate different ways to develop enterprise skills and attributes  learner will be able to:  • consider how some of our views and choices are influenced by the way in which the media present information to us (e.g. advertising, reviews, reality TV, gossip etc)  • evaluate the different ways this happens (including via the wider media and social media)  • identify some potential dangers of accepting information ‘at face value’  • explain how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people)  • explain steps people can take to challenge some of the ways in which information is presented  • explain the importance of not forwarding false or misleading information to others | describe ways of recognising a range of feelings in others  • explain the benefits (to self and others) of recognising/responding appropriately to our own and others’ feelings  • demonstrate language and strategies to use if not sure how others may be feeling  • explain ways we can respond positively to others’ feelings  • empathise with others who are experiencing difficult or challenging feelings  describe different kinds of loving relationships  • identify the qualities that enable these relationships to flourish  • explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship  • explain what this means in an emotional and physical sense  • describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy  • explain how relationships can change (as we grow up or as circumstances change)  • explain why sometimes relationships may change or end  recap what makes a healthy relationship  • explain that everyone has the right to feel safe and happy within a relationship  • suggest some signs that a relationship is not healthy  • explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends  • identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship  • give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else  explain that two individual adults may choose to be part of a committed relationship together - become a ‘couple’  • give examples of different ways a couple show their love and commitment to each other  • explain what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)  • explain why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple’s personal beliefs or values, (including cultural, religious, financial values)  • explain that two people who love each other can also be in a committed relationship, and not be married  explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together  • explain that people have the right to choose the person they may marry  • recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family)  • explain that no one should feel ‘forced’ to marry and that this / forced marriage1 is illegal  • describe the difference between arranged marriage and forced marriage1  • know that specialist agencies exist to help to protect people (especially young people) who may be or who feel forced to marry  • explain what might stop someone asking for help, advice or support about forced marriage, but the importance of doing so  • identify where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so  give examples of how individual/group actions can impact on others in a positive or negative way  • give examples of the wider impact of both positive and negative actions on others  • describe what can help people in ‘moments’ when they have to make decisions about what action they will take  explain the types of touch that is acceptable / appropriate  • explain what constitutes unacceptable / inappropriate / unwanted touch or attention  • explain how people can tell whether touch is acceptable or unacceptable  • explain in simple terms the concept of consent in relation to physical contact  • explain how acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)  • describe or demonstrate strategies to use if someone’s behaviour (touch or unwanted attention) makes them worried or uncomfortable  • identify sources of help/advice in school, outside school, locally, nationally by phone and online  evaluate all the reasons they can identify for keeping something confidential or secret  • explain why keeping a secret might compromise personal safety or the safety of others  • explain people’s right to share a secret or break a confidence they feel confused or uncomfortable keeping  • suggest ways to identify whether someone should or should not agree to break a confidence or share a secret  • identify whom to talk to for support and guidance, in school, outside school, online or by phone  demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner  • explain why we have a responsibility to care about and protect other people’s feelings in order for a relationship to be healthy and positive  • give reasons for how this skill can help to develop mutual respect in a relationship  describe shared goals that have been achieved by collaboration (class, community, country)  • recognise the positive effects of collaboration (on the individual/group/wider community)  • explain the importance of everyone playing their part to ensure shared goals are achieved  • describe or demonstrate strategies that can be used to ensure collaboration is positive and inclusive  evaluate the different ways to resolve disputes and conflict in class, playground and home  • demonstrate language to use to give constructive feedback to others in negotiation/compromise situations  • describe how it feels to receive constructive feedback/support  • identify the ways in which feedback and support is helpful  identify a wide range of factors that contribute to someone’s identity  • explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person’s identity  • describe how images and language can be used to either perpetuate stereotypes or challenge stereotypes  • explain why we should be careful when we hear people say ‘us’ ‘them’ ‘those types of people’ or label groups of people usually using a term that is demeaning or abusive  • explain that everyone is equal no matter their identity  • explain or demonstrate ways we can value others who are similar or different from us  explain what is meant by prejudice and discrimination and how this can manifest  • describe the potential consequences of discrimination  • explain the importance of taking care over the type and use of language in relation to discrimination  • explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied  • identify sources of support and how to access them in school, locally, by phone or online  • suggest ways we can be more inclusive and why we should work towards this  describe the difference between ‘challenges’ that can be useful and ‘dares’ that are dangerous to self / others  • identify ‘dares’ that are sometimes made to look or sound like something else  • explain or demonstrate strategies that can be used to manage ‘dares’  • explain the shared responsibility if someone is put under pressure to do something harmful or dangerous and something goes wrong  • identify people to talk to or where go to for help and advice  explain that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)  • explain why the need for privacy changes as they get older (grow from child to teenager)  • describe how someone can work out what is ok to share and what is best to keep private  • explain how, that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)  • explain what to do if something that should have been kept private is shared more widely  • explain that although we have a right to privacy, some things should never be kept secret or private and when this might be  Relationships  -  Can I identify ways to cope the physical and mental changes which occur during puberty?  <https://www.howcast.com/videos/499538-how-to-handle-emotional-changes-puberty> emotional changes  Can I discuss sexual intercourse and recognise healthy sexual relationships  Can I recognise that my actions will have consequences both positive and negative? | explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional  • analyse the positive and negative influences on choices related to health  • describe the influence of media advertising / celebrity culture on health and lifestyle choices  • explain how people might approach making an informed decision in relation to health and wellbeing  • explain how their choices might have positive, neutral or negative consequence  • describe the benefits of a balanced lifestyle  explain a balanced diet contributes to a person’s general health and wellbeing  • explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health)  • evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health  • explain how people can make informed decisions about what to eat or drink in different situations and justify the approach taken  explain how and why images in the media are digitally enhance, altered or adapted  • describe how this can influence someone’s view about a place, a person, people (couple or group) or themselves  • describe how this can affect how someone feels about themselves or their own life  • describe why this is not always helpful or conducive to wellbeing  describe achievements in their own and how other’s lives  • describe different ways of celebrating achievements and analyse which might help to motivate  • describe how setting high aspirations can help motivate people to achieve and give some examples  • explain different ways to approach a challenge or goal and evaluate which would be the most successful  • identify their personal goals and describe aspirations for secondary school or beyond  use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time  • describe situations where someone may experience conflicting emotions (such as at times of change or if we feel ‘torn’ about what to do about something)  • explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome  • describe positive strategies for managing feelings  • identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available  • identify where they and others can ask for help and support with their feelings  describe different examples of change that occur in life and how these can cause conflicting feelings and emotions  • explain when / why change might include feelings of loss  • explain the process of grieving, how it can feel and how grief is expressed  • identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)  • describe what help people to cope with the feelings associated with loss, change and transition  • identify appropriate places to ask for help and support for different aspects of change  explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online)  • explain the difference between a risk, a danger and a hazard in different situations  • recognise their personal responsibility to self and others when managing risk, danger and hazard  • evaluate the level of risk in different situations by predicting possible consequences and their likelihood  • recognise that risk can depend on who is there, where it is and what it is  suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice  identify the range of ways that infections (bacteria and viruses) can be spread  • describe a range of hygiene routines that help keep good health and wellbeing  • explain how people can protect themselves and others from passing on bacteria and viruses  • describe the shared responsibility for preventing the spread of infection  identify where pressure including positive and negative influences on behaviour and attitudes come from  • give examples of how the media influences opinions and attitudes  • recognise how the need for peer approval can put pressure on us to do what others say or do  • recognise that peers’ acceptance or approval rarely depends on this  • describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively  • recognise when someone might need to seek further help or advice  • identify how to access appropriate help, advice and support  distinguish between an emergency and non-emergency  • describe different reactions to an emergency  • describe helpful language and strategies to use to help self and others maintain calm  • identify the responsibilities of people involved in emergency situations  • explain the importance of following basic emergency procedures  • describe or demonstrate basic emergency aid procedures putting someone in the recovery position, applying pressure to and elevating cuts  • explain or demonstrate how to attract attention to get help during an emergency, including how to summon the emergency services and give accurate answers to information that may be requested  explain that a habit might be something someone does occasionally, often or all the time  • identify how choices can create and maintain a habit  • explain habits relate to smoking, drinking coffee, drinking alcohol or other drugs  • give reasons why habits can be hard to change  • explain that whilst difficult, habits can be changed or stopped  • identify the help available to support people with making positive lifestyle changes  explain the reasons why someone might choose to use a drug  • explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else  • explain the possible effects and risks of different drugs  • explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently  • explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with)  • describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively  • identify the potential wider impact of drug misuse use on families and communities (see Additional Guidance below)  identify reliable, trustworthy sources of information where to get help and advice, for themselves or someone else  **recap the learning outcomes from years 4 and/or years 5 (H18) – see Additional Guidance**  **• describe how to manage physical changes of puberty**  **• explain how to manage some of the emotional changes associated with puberty**  **identify the links between love, committed relationships/marriage and conception**  **• correctly name male and female body parts associated with conception**  **• identify how the sex parts relate to how a baby is made**  **• explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)**  **• identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults**  **• explain in simple terms what is meant by ‘consenting’/’consent’**  **• explain what pregnancy means, how long it lasts and where it occurs**  **• recognise the different responsibilities of parents and carers and how having a baby changes their life**  **• recognise that pregnancy can be prevented with ‘contraception’**  **• explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections**  **recognise that women can take a pill to stop an egg from being released and that this is another form of contraception**  explain that everyone has a right to look after and protect their own body  • identify what the letters ‘FGM’ stand for and that it is also known by other words (e.g. ‘cutting’)  • recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)  • know what FGM physically entails and that myths can be told about it which are not true  • identify the risks that FGM can have on a person’s present and future health  • explain the importance of speaking out about FGM  • identify how someone can get help or advice (for themselves or another person)  recognise the importance of telling a trusted adult quickly if they think this might happen  Further guidance, resources and support can be found at:  • http://forwarduk.org.uk/  • https://www.freedomcharity.org.uk/  • http://nationalfgmcentre.org.uk  describe potential risks in different environments  • explain how people can ‘prepare for safety’ in different environments  • explain what it means to feel physically and emotionally safe  • recognise when a situation is, or may become, potentially unsafe and explain why this is  • demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support  • explain when, how and who to alert if safety is (potentially might become) compromised and who to ask for advice and support, to be prepared for safety  identify potential outcomes and impact of the misuse of personal information  • explain or demonstrate how to protect personal information online  • describe the types of images that are ok to photograph to share with others and what might not be appropriate - recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not  • explain that an image (or text) can be quickly shared to many people, even though it was only sent to one person  • explain the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)  • describe their responsibility to never ask for personal information or images from others  • describe what to do if they take, share or come across a picture which might cause upset, hurt or embarrassment to themselves or others  • explain how to report inappropriate use of personal information / upsetting images and information online  describe the roles that people in school, the wider community, online have to help people stay healthy and safe  • explain how their responsibility to keep themselves and others safe is changing as they become more independent  • recognise they are not yet solely responsible for this and that adults they know well and trust are responsible  • explain their responsibility to report things that mean they or others may not be safe  • explain what will happen if they do seek help  • give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust  recognise situations where mobile phone safety might be compromised  • explain ways they can help keep their phone safe and prevent mobile phone theft  • describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)  • identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)  • recognise the importance of managing their own use of their mobile phone |

Changes to come into place in 2020 for relationships, sex and health education- parental guide

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>