

Randwick C of E Primary School

Curriculum Map: PSHE

Intent:

At Randwick we deliver a highly contextual and relevant curriculum specific to our children and community. We enable our children to become independent, confident, healthy and responsible members of our school and community through our PSHE learning and develop our children intellectually, morally, socially and spiritually; it is our belief that the skills, personal attributes and knowledge they will gain in these areas will lead to excellence across the curriculum and beyond in later life. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core values of Friendship, Respect, Excellence and Equality, Perseverance, Tolerance, Resilience and the British Values.

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Owls	<p>Me and My Relationships (EYFS)</p> <p>What makes me special</p> <ul style="list-style-type: none"> Talk about their own interests; Talk about their families; Talk about how they are the same or different to others. Share their favourite interests and objects; Talk about themselves positively; Listen to what others say and respond. <p>People close to me</p> <ul style="list-style-type: none"> Talk about the important people in their lives; Understand that we have different special people; Name key people outside of families that care for them. <p>Getting help</p> <ul style="list-style-type: none"> Suggest ways in which they can help a friend who is sad; Choose ways to help themselves when they feel sad. Talk about when they might feel unsafe or unhappy; Name the people who will help them; Notice when a friend is in need at school and help them. Describe different emotions; Explore how we feel at certain times or events; Identify ways to change feelings and calm down. Identify events that can make a person feel sad; 	<p>Valuing Difference (EYFS)</p> <p>Similarities and difference</p> <ul style="list-style-type: none"> Share their likes and dislikes; Recognise the similarities and differences amongst their peers; Discuss why differences should be celebrated; Recognise the similarities and differences between their home and those of others; <p>Celebrating difference</p> <ul style="list-style-type: none"> Describe their own positive attributes; Listen to and respect the ideas of others. Talk about their family, customs and traditions; Listen to others talk about their experiences; Compare their own experiences with those of others. Talk about what makes their home feel special and safe <p>Showing kindness</p> <ul style="list-style-type: none"> Be sensitive towards others. Suggest ways in which we can be kind towards others; Demonstrate skills in cooperation with others. Show friendly behaviour towards a peer; Build relationships with others. 	<p>Keeping Myself Safe (EYFS)</p> <p>Keeping my body safe</p> <ul style="list-style-type: none"> Name things that keep their bodies safe; Name things that keep their bodies clean and protected; Think about how to recognise things that might not be safe. Make safe decisions about items they don't recognise; Talk about what our bodies need to stay well; Name the safe ways to store medicine and who can give it to children (adults). Name some hazards and ways to stay safe inside; Name some hazards and ways to stay safe outside; Show how to care for the safety of others. Name the adults who they can ask for help from, and will keep them safe; Recognise the feelings they have when they are unsafe; <p>Safe secrets and touches</p> <ul style="list-style-type: none"> Talk about keeping themselves safe, safe touches and consent. Share ideas about activities that are safe to do on electronic devices; What to do and who to talk to if they feel unsafe online. <p>People who help to keep us safe</p> <ul style="list-style-type: none"> Name the people in their lives who help to keep them safe; Name people in their community who help to keep them safe; Talk about ways to keep themselves safe in their environment. 	<p>Rights and responsibilities (EYFS)</p> <p>Looking after things: friends, environment, money</p> <ul style="list-style-type: none"> Name the special people in their lives; Understand that our special people can be different to those of others. Talk about why friends are important and how they help us; Identify ways to care for a friend in need; Identify ways to help others in their community. Identify ways in which they help at home; Recognise the importance of taking care of a shared environment; Name ways in which they can look after their learning environment. Think about what makes the world special and beautiful; Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; Talk about what can happen to living things if the world is not cared for. Recognise coins and other items relating to money; Identify the uses of money. Talk about why it's important to keep money safe; Identify ways to save money; Talk about why we save money. 	<p>Being My Best (EYFS)</p> <p>Keeping by body healthy – food, exercise, sleep</p> <ul style="list-style-type: none"> Name and choose healthy foods and drink; Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); Explain the jobs of different food groups. Name and choose healthy foods and drink; Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); Explain the jobs of different food groups. Describe the changes in their body during exercise and what is happening to their body; Explain how exercise can help us stay well - physically and mentally; Name some ways to keep their body fit and well. Understand why our body needs sleep; Talk about their own bedtime routine; Suggest ways to have a calm evening and bedtime routine. <p>Growth Mindset</p> <ul style="list-style-type: none"> Share an experience where they haven't achieved their goal; Develop their confidence and resilience towards having a growth mindset; Name a strategy to overcome a hurdle. Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. 	<p>Growing and Changing (EYFS)</p> <p>Cycles</p> <ul style="list-style-type: none"> Name the different seasons and describe their differences; Explain the changes that occur as seasons change; Talk about how they have grown in resilience. <p>Life stages</p> <ul style="list-style-type: none"> To understand that animals and humans change in appearance over time; Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); Make observations and ask questions about living things. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. Understand that we are all unique. <p>Girls and boys – similarities and difference</p> <ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. 	
Vocabulary	Special, family, feelings Practice, favourite, help, friends, happy, effort, same, special people, different, emojis, kind, helpful	Special, same, kind, new friend, likes, different, kindness, friendship Dislikes, family, home, favourite, unkind	keep clean, sleep, safe, keep safe, water, unsafe, worried, food, detective, tummy feelings, tell, fresh air, uncomfortable, adult, cuddle, trust medicine, address, chemist, doctor, grown up	Family, friends, working together, environment, money, look after, responsibility, litter, shop, save help each other, helpful, electricity, buy, safe place, be alone, caring, pollution cost, recycling, pay	bounce back, try, food, exercise, routine, encourage, try again, energy, exercise, heart, calm, grow, muscles, sleep, healthy, wash, fruit, health, vegetable, dairy, grow	Seasons, growing, baby, family, spring, life cycles, child, baby, summer, egg, teenager, love, autumn, seed, adult, care, winter, old age, tummy, grow, private parts	
Assessment	Early Years, the focus for assessment of the curriculum covered by SCARF is through teacher observations. Opportunities for assessment can be found in the Adult-guided activities, the Continuous Provision enhancements and throughout other activities. For example, during whole-class time or SCARF time, support staff can observe and note contributions.						

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Buzzards Cycle A	<p>Me and My Relationships (Y1) Classroom rules</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. <p>Feelings</p> <ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these <p>Getting help</p> <ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. <p>Special people / Being a good friend</p> <ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt 	<p>Valuing Difference (Y1) Recognising, valuing and celebrating difference</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences <p>Developing respect and accepting others</p> <ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. <p>Bullying and getting help</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<p>Keeping Myself Safe (Y1) How our feelings can keep us safe – including online safety</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. Recognise the range of feelings that are associated with loss. <p>Safe and unsafe touches</p> <ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. <p>Medicine Safety</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety about medicines and their use. <p>Sleep</p> <ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	<p>Rights and responsibilities (Y1) Taking care of things:</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. <p>Myself</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. <p>My money</p> <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>My environment</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. 	<p>Being My Best (Y1) Growth Mindset</p> <ul style="list-style-type: none"> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges <p>Healthy eating</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. <p>Hygiene and health</p> <ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. <p>Cooperation</p> <ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<p>Growing and Changing (Y1) Getting help</p> <ul style="list-style-type: none"> Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <p>Becoming independent</p> <ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; <p>My body parts</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. <p>Taking care of self and others</p> <ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	<p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules. I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</p>
Vocabulary	Rules, listening, feelings, hurt, friendship, safe, body language, behaviour, help, making up, responsibility, emotions, work together, heal, support	Same, unkind, rules, fair, special people, family, different, unkindness, safe, unfair, qualities, tease, kind, feelings Respect, teasing, unkind, bully, bullying, behaviour	Sleep, feelings, private, consent, medicine, rest, worried, trust, entertainment, safe, emotions, grow, nervous, harmful, loss, tired, scared, risks, responsibility lost, support, unsafe	Behaviour, environment, needs, money, first aid, consequences, responsibility, responsible, cost, bank, risk special person, bills, coin, accident promise, rules, danger, afford, worth, hazard, saving, kettle, safe, burn, scald accident, emergency	Starchy, healthy, hygiene, germ, organ Dairy, fruit, routine, disease, practice, support, heart, protein, vegetables, clean, make mistakes, feedback, lungs Spread, confidence, encourage, intestines, achievement, vitamins, sugar	Energy, change, caring, unkind, surprise, food, growing, love, unkindness, secret, water, size, attention, tease, uncomfortable, air, height, needs, Oxygen, help bully, private, penis, Y2: testicles, nipples	
Assessment	<p>Formative assessment Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						

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Buzzards Cycle B	<p>Me and My Relationships (Y2) Bullying and teasing</p> <ul style="list-style-type: none"> Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. <p>Our school rules about bullying</p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. <p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. <p>Feelings/self-regulation</p> <ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. 	<p>Valuing Difference (Y2) Being kind and helping others</p> <ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. <p>Celebrating difference</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <p>People who help us</p> <ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. <p>Listening Skills</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Keeping Myself Safe (Y2) Safe and unsafe secrets</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p>Appropriate touch</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Medicine safety</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety about medicines and their use. 	<p>Rights and responsibilities (Y2) Cooperation</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. <p>Self-regulation</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. <p>Online safety</p> <ul style="list-style-type: none"> Identify special people in the school and community who can keep them safe; Know how to ask for help. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. <p>Looking after money - saving and spending</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>Being My Best (Y2) Growth Mindset</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>Looking after my body</p> <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>Hygiene and health</p> <ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <p>Exercise and sleep</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health. See link to external resources for further information. 	<p>Growing and Changing (Y2) Life cycles</p> <ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <p>Dealing with loss</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <p>Being supportive</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. <p>Growing and changing</p> <ul style="list-style-type: none"> Identify which parts of our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person. <p>Privacy</p> <ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way. I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely. I can give examples of when I've used some of these ideas to help me when I am not settled. I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.</p>
Vocabulary	Happy, rules, feelings, friendly, bullying, safe, showing feelings, help, friendship, repeated, teasing, caring, don't do that, regular	Unique, special people, feelings, kind, listening, respect, help, behaviour, cooperate, kindness, being listened to, calm, unkind, listen, aggressive, problem, solve	Sleep, safe, touch, surprise, medicines, unsafe, feelings, hurt, secret, safety, uncomfortable, worried, getting help, tell	Responsibility, feelings, safe, gamer, money, environment, help, control, unsafe, personal information, spending, Share, uniform, internet, saving, take turns, ask for help, risk, listen	Vaccination, oxygen, first aid, encourage, choices, injection, dental, heart, risk, goal, healthy, disease, hygiene, lungs, accident, achieve, unhealthy, stomach, exercise, danger, challenge, germs, small intestine, rest, hazard, large intestine, burn, scald, emergency	Help, change, growing, unique, Support, loss, food, special, Supportive, emotions, sleep, private, frightened, care, nervous, consent, permission, someone you trust, pregnancy, Y2: testicles, nipples	
Assessment	<p>Formative assessment Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						

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Kestrels Cycle A	<p>Me and My Relationships (Y3) Rules and their purpose</p> <ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. <p>Cooperation</p> <ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Rehearse and demonstrate simple strategies for resolving given conflict situations Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions <p>Friendship (including respectful relationships)</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<p>Valuing Difference (Y3) Recognising and respecting diversity</p> <ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; <p>Being respectful and tolerant</p> <ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. <p>My community</p> <ul style="list-style-type: none"> Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<p>Keeping Myself Safe (Y3) Managing risk</p> <ul style="list-style-type: none"> Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. <p>Decision-making skills</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. <p>Drugs and their risks</p> <ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. <p>Staying safe online</p> <ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. 	<p>Rights and responsibilities (Y3) Skills we need to develop as we grow up</p> <ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. <p>Helping and being helped</p> <ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <p>Looking after the environment</p> <ul style="list-style-type: none"> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. <p>Managing money</p> <ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc. Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). 	<p>Being My Best (Y3) Keeping myself healthy and well</p> <ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood. Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; <p>Celebrating and developing my skills</p> <ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. <p>Developing empathy</p> <ul style="list-style-type: none"> Empathise with different viewpoints; Make recommendations, based on their research. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. 	<p>Growing and Changing (Y3) Relationships</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. <p>Changing bodies and puberty</p> <ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. <p>Keeping safe</p> <ul style="list-style-type: none"> Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <p>Safe and unsafe secrets</p> <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out. I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this. I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>
Vocabulary	Rules, friendship, conflict, cooperate, strategies, continuum, dare, responsibility, safety, falling out, point of view, collaborate, opinions, persuade, care, making up, calm, respectful, feelings, loss, compromise, apologise, courteous, feelings, listen, challenging, making up	Respect, family, community, similarities, prejudice, cooperation, adoption, belonging, differences, disability, listening skills, fostering, identity, name calling, gender, politeness, same-sex couple, respect, bullying, race, courtesy, blended family, colour, manners, sexuality	Trust, danger (dangerous), risk (risky), medicines, decisions, safe, safer, drugs, unsafe, feelings, phishing, harmful, cigarettes, strategies, search engine, helpful, nicotine, consequence, fake news, alcohol, internet safety	Helper, fact, volunteer, income, earning, environment, responsibility Responsible, opinion, wellbeing, saving, income, waste, environment, safe, spending, healthy	balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions, intestine, vessels, veins, arteries, lungs, liver	Relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, internet safety, private, public, profile, personal information, egg, sperm, puberty, genitals, testicles, penis, mammals, fertilise fallopian tube vagina, Y4: period, ovary, uterus (womb), lining, period/menstruation pad, tampon,	
Assessment	<p>Formative assessment Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						

Randwick C of E Primary School

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Kestrels Cycle B	<p>Me and My Relationships (Y4) Healthy relationships</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; <p>Listening to feelings</p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. <p>Bullying</p> <ul style="list-style-type: none"> Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>Assertive skills</p> <ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Describe appropriate assertive strategies for saying 'no' to a friend. 	<p>Valuing Difference (Y4) Recognising and celebrating difference (including religions and cultural difference)</p> <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion); Define the word respect and demonstrate ways of showing respect to others' differences. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. <p>Understanding and challenging Stereotypes</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. Understand and identify stereotypes, including those promoted in the media. <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 	<p>Keeping Myself Safe (Y4) Managing risk</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). <p>Influences</p> <ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>Online safety</p> <ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. 	<p>Rights and responsibilities (Y4) Making a difference (different ways of helping others or the environment)</p> <ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also need to respect the rights of other; Identify some rights and also need to respect the rights of others that come with these rights. Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. <p>Media influence</p> <ul style="list-style-type: none"> Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. <p>Decisions about spending money</p> <ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. 	<p>Being My Best (Y4) Having choices and making decisions about my health</p> <ul style="list-style-type: none"> Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them; Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide <p>Taking care of my environment</p> <ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. <p>My skills and interests</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; 	<p>Growing and Changing (Y4) Body changes during puberty</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods. Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; <p>Managing difficult feelings</p> <ul style="list-style-type: none"> Name some positive and negative feelings <p>Relationships including marriage</p> <ul style="list-style-type: none"> Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Suggest people who may be able to help them deal with change. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive. I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions. I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me. I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment. I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p>
Vocabulary	physical effects, sad, unhappy,, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, positive, healthy relationship, friendly, respect rude responsibilities, aggressive, qualities, consequences, excluded, face-to-face assertive, assertive, aggressive, compromise, negotiate, respectful	Negotiation, aggressive, similarities, stereotype, sharing, body space Compromise, apologise, differences, acquaintances, invade, respect	Danger, dare, persevere, influence, privacy, medicine, choices, privacy Dangerous, assertive, consequences, privacy settings, drug, social norm, personal information, risk, security, online safety, risky, hazard, hazardous	being responsible, safe, rules, influence, anti-social behaviour, income, income tax, environment, reliable, healthy, democracy, opinion, witness, expenditure, national insurance, conservation, trustworthy, rules, respectful, essential, VAT, laws, courteous, deductions, rights, public services, responsibility, United Nations	individual choices, balanced diet, refuse, community, unique, wellbeing, reduce, mental health, re-use, rot, recycle, repair, re-think, volunteer, wellbeing, connect, be active, be, mindful, get creative, give to others	Puberty, period, egg, sperm, ovary, fallopian tube, uterus, vagina, period/ menstruation, breasts, genitalia, testicles, womb, penis Y4: Menstrual cycle, menstruation, menstruation pad, tampon, menstruation cup	
Assessment	<p>Formative assessment Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						

Randwick C of E Primary School

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Hawks Cycle A	<p>Me and My Relationships (Y5)</p> <p>Feelings</p> <ul style="list-style-type: none"> Demonstrate how to respond to a wide range of feelings in others; <p>Friendship skills, including compromise</p> <ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. <p>Assertive skills</p> <ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. <p>Cooperation</p> <ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. <p>Recognising emotional needs</p> <ul style="list-style-type: none"> Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	<p>Valuing Difference (Y5)</p> <p>Recognising and celebrating difference, including religions and cultural</p> <ul style="list-style-type: none"> Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand and explain the difference sex, gender identity, gender expression and sexual orientation. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Recognise some of the feelings associated with feeling excluded or 'left out'; <p>Influence and pressure of social media</p> <ul style="list-style-type: none"> Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; 	<p>Keeping Myself Safe (Y5)</p> <p>Managing risk, including online safety</p> <ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. <p>Norms around use of legal drugs (tobacco, alcohol)</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>Decision-making skills</p> <ul style="list-style-type: none"> Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. 	<p>Rights and responsibilities (Y5)</p> <p>Rights, respect and duties relating to my health</p> <ul style="list-style-type: none"> Define the differences between respect, rights and duties; Discuss what can make them difficult to follow Identify the impact on individuals and the wider community if duties are not carried out. <p>Making a difference</p> <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. <p>Decisions about lending, borrowing and spending</p> <ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local Councillors are elected to represent their local community. 	<p>Being My Best (Y5)</p> <p>Growing independence and taking ownership</p> <ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. <p>Keeping myself healthy</p> <ul style="list-style-type: none"> Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. <p>Media awareness and safety</p> <ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. <p>My community</p> <ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. 	<p>Growing and Changing (Y5)</p> <p>Managing difficult feelings</p> <ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Explain strategies they can use to build resilience. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. <p>Managing change</p> <ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. <p>How my feelings help keeping safe</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; <p>Getting help</p> <ul style="list-style-type: none"> Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I can take ownership of to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p> <p>I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>
Vocabulary	Collaborate, negotiation, non-verbal, insensitive, unhealthy relationship, emotions, assertive, compromise, body language, sensitive, verbal abuse, emotional needs, passive, conflict, tone of voice, physical abuse, aggressive, resolution, face-to-face, sexual abuse, uncomfortable touching, unsafe	friendship, listening skills, excluded, prejudice, embarrassed, respect, discrimination, diverse, sexual orientation, biological sex, multicultural society, gender, identify, verbal abuse physical abuse	Bullying, personal information, assessing risk, dare, substance, risk taking, habit, drugs, norms, cyberbullying, privacy settings, pressure, stimulant, assertive, addiction, cigarettes, perception, influence, resist, alcohol	Responsibility, fact, voluntary group, rights, costs, borrow, public services, opinion, community group, wages, loan, council, biased, pressure (action) group, duties, salaries, credit, vote, unbiased, rent, debit, elections, Fair Trade, interest, councillors	Organs, perseverance, community, independence, personal qualities, life skill, body systems, commitment, school community, responsibility, celebrities, sepsis, resilience, determination, patience, interpersonal skills	Wellbeing, resilience, trust, unwanted attention, unwanted touch, hormones, compromise, respect, mood swings Y5: puberty, pubic hair, egg, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia Y6: egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage	I can explain what resilience is and how it can be developed. <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>
Assessment	<p>Formative assessment</p> <p>Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment</p> <p>Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						

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Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Hawks Cycle B	<p>Me and My Relationships (Y6)</p> <p>Assertiveness</p> <ul style="list-style-type: none"> Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>Cooperation</p> <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Describe the consequences of reacting to others in a positive or negative way; <p>Safe/unsafe touches</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Positive relationships Suggest ways that people can respond more positively to others. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; 	<p>Valuing Difference (Y6)</p> <p>Recognising and celebrating difference</p> <ul style="list-style-type: none"> Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Recognising and reflecting on prejudice-based bullying</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Understand and explain the term prejudice; <p>Understanding Bystander behaviour</p> <ul style="list-style-type: none"> Suggest strategies for dealing with bullying, as a bystander; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. <p>Gender stereotyping</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	<p>Keeping Myself Safe (Y6)</p> <p>Understanding emotional needs</p> <ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>Staying safe online</p> <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. <p>Drugs: norms and risks (including the law)</p> <ul style="list-style-type: none"> Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. 	<p>Rights and responsibilities (Y6)</p> <p>Understanding media bias, including social media</p> <ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. <p>Caring: communities and the environment</p> <ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. <p>Earning and saving money</p> <ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. <p>Understanding democracy</p> <ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works. Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules. 	<p>Being My Best (Y6)</p> <p>Aspirations and goal setting</p> <ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these. <p>Managing risk</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. <p>Looking after my mental health</p> <ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. 	<p>Growing and Changing (Y6)</p> <p>Coping with changes</p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. <p>Keeping safe</p> <ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared; Know where someone could get support if they were concerned about their own or another person's safety. <p>Body Image / Self-esteem</p> <ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. <p>Sex education</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. 	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money. I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk. I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).</p>
Vocabulary	Collaboration, negotiation, balanced, friendship, sensitive, assertiveness, marriage, appropriate, teamwork, compromise, respectful, thoughtful, resolution, peer pressure, civil partnership, inappropriate, forced marriage, illegal	Witness, unique, point of view, stereotype, bystander, diversity, cultural norms, identity, gender stereotype, biological sex, prejudice, acquaintance, media influence positive feedback sexual orientation, disrespect, respect, assumption confidence, gender identity, body language, self-esteem, gender expression, empathy, tolerance stereotype	Habit, drug, drug laws, alcohol, addiction, legal, age restrictions, short-term effects, emotional needs, illegal, possess, long-term effects, medical supply, risks, non-medical, produce, norms, illegal, penalties	Biased, social media, saving, unbiased, profile, bank (building society) account Fact, image, Junior ISA, opinion, online safety, interest, stereotype, sharing, debit card, cash, value, democracy Election, manifesto, candidate, voting Policies, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP	Aspirations, health, assessing risk, assessing risk, goal setting, wellbeing, weigh up, perseverance, accurate, dilemma, choices, reliable, influence Wellbeing, connect, be active, take notice (mindful), keep learning (get creative), give	Wellbeing, resilience, trust, unwanted attention, unwanted touch, hormones, compromise, respect, mood swings Y5: puberty, pubic hair, egg, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia Y6: egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage	
Assessment	<p>Formative assessment</p> <p>Every lesson includes formative assessment opportunities for teachers to use - This includes teacher observation, questioning. pupils are invited to assess how well they feel they have met the learning objective using thumbs up. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.</p> <p>Summative assessment</p> <p>Use of multiple choice questions, group discussions or assessment from SCARF resources</p>						